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# Documentation to the Common Core of Data State Nonfiscal Survey of Public Elementary/ Secondary Education: School Year 2006–07

Final File Version 1b

July 2009





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## **I. Introduction to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07 Final File Version 1b**

This data file for the State Nonfiscal Survey of Public Elementary/Secondary Education provides information about students and staff in public elementary and secondary education for the 2006–07 school year. The State Nonfiscal Survey of Public Elementary/Secondary Education is one of the six surveys of the Common Core of Data (CCD) and is conducted annually by the U.S. Department of Education’s National Center for Education Statistics (NCES).

Data for the state nonfiscal survey are provided by state education agencies (SEAs) from their administrative records. States report these data through the U.S. Department of Education’s Education Data Exchange Network (EDEN), which edits the data and forwards them to NCES. The U.S. Census Bureau resolves any questions or errors that may remain, and prepares files for NCES. NCES and the SEAs work cooperatively to ensure comparability between the data elements requested and reported.

SEAs obtain the data in their administrative records from local education agencies (LEAs) that operate public schools. Each SEA may edit or examine the individual LEA reports before computing state totals. While SEAs are requested to provide counts as of the school day closest to October 1, the “as of” dates for membership counts may vary slightly from state to state. NCES edits state submissions, contacting states for confirmation or correction to any items that appear to be out of range in light of previous reports.

EDEN began accepting files that contained data for the 2006–07 State Nonfiscal Survey of Public Elementary/Secondary Education on January 16, 2007 from SEAs in the 50 states and the District of Columbia. Final files were received from EDEN on April 30, 2008. Four outlying areas (American Samoa, Guam, the Commonwealth of the Northern Marianas Islands, and the U.S. Virgin Islands), the Department of Defense dependents school system (overseas and domestic), and Puerto Rico reported data directly to NCES. The Bureau of Indian Education (BIE) and Guam did not report data for the 2006–07 school year, and any information in this file for these jurisdictions was taken from public sources.

This documentation is intended to answer questions users may have about the contents of the CCD state nonfiscal survey data file. In the user’s guide that follows this introduction, the section on “Coverage, Response, and Nonsampling Error” describes responding states and jurisdictions and issues related to state-by-state definitional differences. “Methodology” describes any adjustments that were made to the reported data, and how missing data were imputed. The “List of Imputations and Adjustments” identifies any data item that was adjusted for any state. “Comments for Users of the Data File” discusses item nonresponse, and identifies any cases in which states varied from the CCD standards in reporting data items. “User Guidelines for Processing the State Nonfiscal Survey of Public Elementary/Secondary Education Data File” explains the file version assignment system. Table 1 identifies the two-letter postal abbreviations and the Federal Information Processing Standards (FIPS) codes for each state or other jurisdiction reporting in the CCD. The file that is documented in this text contains revised

data for the 2006–07 State Nonfiscal file. The revised file replaces version 1a of the 2006–07 file. See section D.3, “Revised file changes” for details on what data fields changed between the two files.

There are four appendixes:

**Appendix A—Record Layout** provides the variable names and labels of the data items discussed throughout the documentation, as well as their location in the data file.

**Appendix B—Value Distribution and Field Frequencies** reports the minimum, maximum, and mean values for each item and the number of states for which the item was missing or not applicable. The appendix also indicates the number of states for which any data item was imputed.

**Appendix C—Glossary** provides definitions for CCD data items.

**Appendix D – State Notes** provides comments for data users on individual states.

## **II. User's Guide**

### **A. Coverage, Response, and Nonsampling Error**

The State Nonfiscal Survey of Public Elementary/Secondary Education includes 59 responding units: the 50 states, the District of Columbia, Puerto Rico, the Department of Defense dependents schools (overseas and domestic), the Bureau of Indian Education, and the four outlying areas.

Response is described in appendix B, which lists the minimum, maximum, and mean values for each item and the number of states for which the item was missing or not applicable. The Bureau of Indian Education and Guam did not report for the 2006–07 school year.

Nonsampling error occurs when reporting states use different item definitions than those supplied by CCD. This can arise when states follow different education policies and are not able to map their data exactly to the CCD. An example is that some states issue several kinds of high school credentials, while other states issue a regular diploma to every student who meets their requirements (which may vary); therefore high school diploma counts may represent different requirements across states. Or, one state may report revenues from enterprise activities while another state prohibits districts from collecting such revenues. Another source of nonsampling error is the timing of the initial data collection. States may vary from the “as of October 1” requirement of the CCD; therefore student counts and other variables may not be comparable across states.

#### **A.1. High School Completion Data**

Beginning with the 2006–07 school year, the number of diploma recipients and other high school completers are no longer included in the State Nonfiscal Survey of Public Elementary/Secondary Education file. These data are now published in the public-use Common Core of Data State Dropout and Completion Data File.

### **B. Methodology**

NCES has imputed and adjusted some reported values to create a data file that more accurately reflects student and staff counts and improves comparability among states. Imputations and adjustments were performed on data from the 50 states and the District of Columbia only. No adjustments or imputations were performed on race/ethnicity data for any state. Reviewing the list of imputation flags provided on the data file will indicate which variables were adjusted/imputed. An imputation flag of “R” (reported) for an item indicates that its values were not imputed/adjusted.

The imputation process consisted of several stages and steps, and varied with the nature of the missing data. (Section C, “List of Adjustments and Imputations,” identifies all items affected by these procedures. All items, except totals and subtotals, affected by these adjustments are presented in this list.) Growth rate imputations were performed first, followed by disaggregation, then other adjustments. Totals and subtotals were recalculated after all imputations and adjustments had been performed.

“Imputations” provide estimates in cases in which the missing value is not reported at all, indicating that subtotals for the category are underreported. An imputation by NCES would assign a value to the missing item, and the subtotals containing this item would increase by the amount of the imputation.

“Adjustments” are changes in reported data to prevent identification of individuals and corrections in cases in which a value reported for one item contains a value for one or more additional items not reported elsewhere. For example, a state might not differentiate between kindergarten teachers and prekindergarten teachers, reporting “M” (missing) for prekindergarten teachers and a value representing the count of staff for both categories as kindergarten teachers. NCES adjusts these two responses by reducing the amount reported for kindergarten teachers and adding that amount to prekindergarten teachers. The total count for teachers would not be affected by this adjustment.

## **B.1. Imputations**

Three different methods were used for imputing missing values: imputation using growth rate, impute/import approaches, and aggregation of data items from school-level or LEA-level data.

Impute using growth rate. If a missing item had been reported by the state in the previous year, the imputation was based on the rate of change from the previous to the current year among reporting states. The method was as follows: (1) calculate the ratio of the current year value for the item to the previous year’s value among states reporting the item strictly by the definition; (2) calculate the average of these ratios; (3) multiply the value reported in the previous year (but missing this year) by this average ratio. These items are indicated in the list in Section C by “impute using growth rate.”

Impute/import for Prekindergarten teacher counts. The method used to impute prekindergarten teachers was as follows: (1) calculate the ratio of prekindergarten teachers (PKTCH) to prekindergarten students (PK) for each state reporting these items strictly by the definition; (2) calculate the average of these ratios; and (3) multiply the count of prekindergarten students (PK) of the state with the missing item times the average ratio.

“Adjusted to sum of external detail” adjustments. In some cases, data items were reported by the state on the school or LEA level, but were not reported on the state level. In these cases, the data were imputed by aggregating corresponding data items from available school- and LEA-level data.

## **B.2. Adjustments**

There are several variations in the way adjustments were carried out. These variations are indicated in the list of adjustments and imputations. Please note that each item adjusted in this process is contained in the list. Variable names in the list can be identified by using the record layout in appendix A.

“Combined with” and “contains” adjustments. Statements with “combined with” indicate that the first item was reported as missing and the value was included in the item(s) following “combined with.” These statements can be matched to statements with “contains,” where the first variable

contains the value for that item plus the value for the item(s) following “contains.” At the end of the “contains” statement, the total used in calculating the ratio used in the adjustment is indicated by the word “using.” In all cases, this total is total students (MEMBER). For example, “STUSUP combined with LEAADM” indicates that the value for student support services staff (STUSUP) was included in the amount reported for LEA administrators (LEAADM). The adjustment process reduces the amount for LEAADM and places it in STUSUP. “LEAADM contains STUSUP using MEMBER” describes the same condition. The amount reported for LEAADM contains the count for STUSUP, and the distribution is based on a ratio with total students (MEMBER) in the denominator.

The method used for this adjustment is as follows: (1) calculate the ratio of each missing item and the item containing the missing value(s) to the total indicated at the end of the “contains” statement for each state reporting these items strictly by the definition; (2) calculate the average of each of these ratios; (3) calculate the ratio of each average ratio to the sum of the average ratios for the unreported items as well as for the item that will be distributed; and (4) multiply the reported item by the ratio calculated in step 3 to determine the share for each item. States reporting these items “strictly by the definition” are those states that (a) report values greater than 0 for each of the items involved in the adjustment; and (b) have no values affected by another “contains” or “combined with” adjustment.

“Disaggregated from” adjustments. Adjustment statements with “disaggregated” are used only for the distribution of total guidance counselors (TOTGUI) into elementary and secondary counselors (ELMGUI and SECGUI) in those states not reporting this detail. In these cases, the total number of counselors is not affected by the adjustment operation. The methodology used for 2006–07 differs from prior years. The method used for “disaggregated from” adjustments is as follows: (1) calculate the sum of elementary students (defined as grades prekindergarten through grade 6) and secondary students (defined as grades 7–12) and proportionally allocate ungraded students to the elementary and secondary student counts for the current year; (2) calculate the sum of elementary and secondary students (as defined in step 1) and calculate the ratios of elementary counselors (ELMGUI) to the number of elementary students and secondary counselors (SECGUI) to the number of secondary students in the prior year; (3) multiply the ratios calculated in step 2 by the number of elementary students and secondary students in the current year, respectively, to determine the share of elementary and secondary guidance counselors in the current year; (4) multiply the total number of guidance counselors in the current year (TOTGUI) by the share factor calculated in step 3 to determine the values of ELMGUI and SECGUI for the current year.

Adjustments to ungraded teacher and ungraded student counts. In cases where a state reported zero or missing for ungraded teachers (UGTCH) or ungraded students (UG), and the state does not allow teachers or students to be classified as ungraded, the reported value of zero or missing was adjusted to not applicable.

“Adjusted to sum of internal detail” adjustments (nonimputed data). In cases where a state reported a total count of teachers (TOTTCH), or student membership (MEMBER) that exceeded or was less than the sum of associated detail, but none of the associated components had been imputed, the reported total was adjusted to equal the sum of the associated detail.

“Totaled from sum of internal detail” adjustments (imputed data). In cases where a state reported a total count of teachers (TOTTCH), or student membership (MEMBER) that exceeded or was less than the sum of associated detail, and one of the associated components had been imputed with growth rate or impute/import the reported total was adjusted to equal the sum of the associated detail. For example, if the sum of prekindergarten teachers (PKTCH), kindergarten teachers (KGTCH), elementary teachers (ELMTCH), secondary teachers (SECTCH), and ungraded teachers (UGTCH) was less than the total number of teachers reported (TOTTCH), TOTTCH was adjusted to match the sum of the associated teacher detail. MEMBER was adjusted to sum to the total of grade detail only (i.e., MEMBER was not adjusted to match the sum of race/ethnicity by grade detail). In cases where a state reported a total count of guidance counselors (TOTGUI) that was less than the sum of the associated detail, the reported total was adjusted upwards to equal the sum of the associated detail. TOTGUI was not adjusted downwards if the sum of associated detail was less than the reported value of TOTGUI because some states employ guidance counselors that do not fall into the two associated detail categories of elementary guidance counselors (ELMGUI) and secondary guidance counselors (SECGUI).

### **C. List of Adjustments and Imputations**

Adjustments and imputations to data items in the 2006–07 state nonfiscal data file, organized alphabetically by state or other jurisdiction, are as follows:

#### **ALABAMA**

- AIDES imputed using growth rate
- CORSUP imputed using growth rate
- ELMGUI disaggregated from TOTGUI
- SECGUI disaggregated from TOTGUI
- TOTTCH totaled from internal detail

#### **ALASKA**

- TOTTCH totaled from internal detail
- CORSUP imputed using growth rate

#### **ARIZONA**

- TOTTCH totaled from internal detail
- MEMBER totaled from internal detail

#### **CALIFORNIA**

- PKTCH imputed/import PK
- TOTTCH totaled from internal detail
- LIBSUP combined with OTHSUP
- STUSUP imputed using growth rate
- OTHSUP contains LIBSUP using MEMBER
- PK imputed using growth rate
- MEMBER totaled from internal detail

#### **COLORADO**

- TOTTCH totaled from internal detail

CONNECTICUT

TOTTCH totaled from internal detail

DELAWARE

TOTTCH totaled from internal detail

DISTRICT OF COLUMBIA

PKTCH imputed using growth rate

KGTCH imputed using growth rate

ELMTCH imputed using growth rate

SECTCH imputed using growth rate

UGTCH imputed using growth rate

TOTTCH totaled from internal detail

AIDES imputed using growth rate

CORSUP imputed using growth rate

ELMGUI imputed using growth rate

SECGUI imputed using growth rate

TOTGUI totaled from internal detail

LIBSPE imputed using growth rate

LIBSUP imputed using growth rate

LEAADM imputed using growth rate

LEASUP imputed using growth rate

SCHADM imputed using growth rate

SCHSUP imputed using growth rate

STUSUP imputed using growth rate

OTHSUP imputed using growth rate

G12 totaled from external detail

MEMBER totaled from internal detail

IDAHO

UGTCH adjusted to not applicable

TOTTCH totaled from internal detail

TOTGUI totaled from internal detail

MEMBER totaled from internal detail

ILLINOIS

UGTCH imputed using growth rate

TOTTCH totaled from internal detail

AIDES imputed using growth rate

LIBSUP imputed using growth rate

SCHSUP imputed using growth rate

MEMBER totaled from internal detail

IOWA

TOTTCH totaled from internal detail

KANSAS

TOTTCH totaled from internal detail

## KENTUCKY

TOTTCH totaled from internal detail  
ELMGUI disaggregated from TOTGUI  
SECGUI disaggregated from TOTGUI  
PK imputed using growth rate  
MEMBER totaled from internal detail

## LOUISIANA

TOTTCH totaled from internal detail

## MAINE

PKTCH combined with ELMTCH  
KGTCH combined with ELMTCH  
ELMTCH contains PKTCH, KGTCH using MEMBER  
TOTTCH totaled from internal detail  
ELMGUI disaggregated from TOTGUI  
SECGUI disaggregated from TOTGUI  
MEMBER totaled from internal detail

## MARYALND

TOTTCH totaled from internal detail

## MASSACHUSETTS

PKTCH combined with KGTCH  
KGTCH contains PKTCH using MEMBER  
TOTTCH totaled from internal detail  
LIBSUP imputed using growth rate

## MICHIGAN

TOTTCH totaled from internal detail  
ELMGUI disaggregated from TOTGUI  
SECGUI disaggregated from TOTGUI  
MEMBER totaled from internal detail

## MINNESOTA

TOTTCH totaled from internal detail

## MISSOURI

UGTCH totaled from external detail  
TOTTCH totaled from internal detail

## MONTANA

PKTCH combined with ELMTCH  
KGTCH combined with ELMTCH  
ELMTCH contains PKTCH, KGTCH using MEMBER  
TOTTCH totaled from internal detail  
LIBSUP imputed using growth rate

LEASUP imputed using growth rate  
OTHSUP imputed using growth rate

#### NEBRASKA

PKTCH combined with ELMTCH  
KGTCH combined with ELMTCH  
ELMTCH contains PKTCH, KGTCH using MEMBER  
TOTTCH totaled from internal detail  
LEASUP contains SCHSUP using MEMBER  
SCHSUP combined with LEASUP

#### NEVADA

TOTTCH totaled from internal detail  
LIBSUP imputed using growth rate  
LEASUP imputed using growth rate  
SCHSUP imputed using growth rate  
UG imputed using growth rate  
MEMBER totaled from internal detail

#### NEW HAMPSHIRE

TOTTCH totaled from internal detail  
CORSUP combined with SCHADM  
SCHADM contains CORSUP using MEMBER  
SCHSUP contains STUSUP using MEMBER  
STUSUP combined with SCHSUP  
MEMBER totaled from internal detail

#### NEW JERSEY

AIDES imputed using growth rate  
ELMGUI disaggregated from TOTGUI  
SECGUI disaggregated from TOTGUI  
LIBSUP imputed using growth rate  
LEASUP imputed using growth rate  
SCHSUP imputed using growth rate  
OTHSUP imputed using growth rate  
UG totaled from internal detail  
MEMBER totaled from internal detail

#### NEW MEXICO

UGTCH adjusted to not applicable  
TOTCH totaled from internal detail

#### NEW YORK

SECTCH totaled from external detail  
TOTTCH totaled from internal detail  
ELMGUI disaggregated from TOTGUI  
SECGUI disaggregated from TOTGUI

NORTH CAROLINA

TOTTCH totaled from internal detail

NORTH DAKOTA

TOTTCH totaled from internal detail

OHIO

TOTTCH totaled from internal detail

MEMBER totaled from internal detail

OKLAHOMA

TOTTCH totaled from internal detail

OREGON

TOTTCH totaled from internal detail

PENNSYLVANIA

TOTTCH totaled from internal detail

AIDES imputed using growth rate

LIBSUP imputed using growth rate

LEASUP imputed using growth rate

SCHSUP imputed using growth rate

OTHSUP imputed using growth rate

RHODE ISLAND

UGTCH totaled from external detail

AIDES imputed using growth rate

LIBSUP imputed using growth rate

LEASUP imputed using growth rate

SCHSUP imputed using growth rate

STUSUP imputed using growth rate

SOUTH CAROLINA

TOTTCH totaled from internal detail

MEMBER totaled from internal detail

SOUTH DAKOTA

TOTTCH totaled from internal detail

AIDES imputed using growth rate

LIBSUP imputed using growth rate

LEASUP imputed using growth rate

SCHSUP imputed using growth rate

OTHSUP imputed using growth rate

TENNESSEE

TOTTCH totaled from internal detail

UG totaled from external detail

MEMBER totaled from internal detail

## TEXAS

TOTTCH totaled from internal detail  
ELMGUI disaggregated from TOTGUI  
SECGUI disaggregated from TOTGUI

## UTAH

TOTTCH totaled from internal detail  
MEMBER totaled from internal detail

## VERMONT

TOTTCH totaled from internal detail

## WASHINGTON

TOTTCH totaled from internal detail

## WEST VIRGINIA

UGTCH imputed using growth rate  
TOTTCH totaled from internal detail  
LIBSUP imputed using growth rate

## WISCONSIN

TOTTCH totaled from internal detail

## WYOMING

TOTTCH totaled from internal detail

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

In prior years, the numbers of diploma recipients and other high school completers were published on the State Nonfiscal Survey of Public Elementary/Secondary Education file. Beginning with the 2006–07 school year, these data are published in the public-use Common Core of Data State Dropout and Completion Data File.

#### **D.1. Data item values less than 1**

Values for items for which states did not report anything or reported an entry of less than 1, and for which no imputations or adjustments were made, have been adjusted to 0, -1, or -2 according to the following criteria:

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 secondary school district having no 12<sup>th</sup>-graders would report “0.”)

-1: A value of -1 indicates that data are missing. A value was expected, but none was measured. (For example, a district that has at least one 12<sup>th</sup>-grader but cannot measure the number of 12<sup>th</sup>-graders would report “-1.”)

-2 : A value of -2 indicates that data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report “-2” for 12<sup>th</sup>-graders.)

In the 2006–07 collection, EDEN allowed states to report null values (i.e., no value at all for a cell), which are not accepted by the CCD. CCD survey staff adjusted null values to missing, not applicable, or zero as appropriate. Appendix D identifies missing and not applicable data items for each state.

## **D.2. NCES edits to nonfiscal data**

This section presents information on anomalies for nonfiscal data submitted by states, as well as any edits made by NCES. These edits include imputations and adjustments as described previously, as well as any edits made as the result of a consistency check on submitted data (e.g., reported membership cannot be less than the sum of the individual grade variables; in those cases, membership is edited to match the sum of the grade detail). When known, specific state reporting practices concerning missing data are also listed. All nonfiscal edits and reporting practices listed below apply to school year 2006–07. NCES does not impute data for jurisdictions other than the 50 states and the District of Columbia.

The Bureau of Indian Education and Guam did not report for the 2006–07 school year. Neither of these jurisdictions is included in the following discussion of data edits.

Prekindergarten student membership. California and Kentucky reported prekindergarten student membership as missing. The U.S. Virgin Islands reported prekindergarten student membership as not applicable. Data were imputed for California and Kentucky.

Ungraded student membership. Nevada reported ungraded student membership as missing. Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, and the Department of Defense dependents schools (overseas and domestic) reported ungraded student membership as not applicable or had reported values of missing or zero ungraded students adjusted to not applicable. The ungraded student membership for Nevada was imputed. The ungraded student membership for New Jersey and Tennessee were totaled from internal or external detail.

Total student membership. The total student membership for Arizona, California, the District of Columbia, Idaho, Illinois, Kentucky, Maine, Michigan, Nevada, New Hampshire, New Jersey, Ohio, Tennessee, and Utah were totaled to equal the sum of grade detail.

Prekindergarten teachers. California and the District of Columbia reported prekindergarten teachers as missing. The U.S. Virgin Islands reported prekindergarten teachers as not applicable. Maine, Montana, and Nebraska included prekindergarten teachers in the elementary and secondary teacher counts. Massachusetts included prekindergarten teachers in the kindergarten teacher count. Imputations or adjustments were performed for all of these states, but not for the U.S. Virgin Islands.

Kindergarten teachers. The District of Columbia, Maine, Massachusetts, Montana, and Nebraska, reported kindergarten teachers as missing. Maine, Montana, and Nebraska included these teachers in the elementary and secondary teacher counts. Massachusetts included prekindergarten teachers in the kindergarten teacher count. Imputations or adjustments were performed for all of these states.

Elementary teachers. Counts of elementary teachers were missing for the District of Columbia. Maine, Montana, and Nebraska included prekindergarten and/or kindergarten teachers in the elementary teacher counts. Imputations or adjustments were performed for all of these states.

Secondary teachers. Counts of secondary teachers were missing for the District of Columbia. Imputations were performed for the District of Columbia. The secondary teacher counts for New York were totaled from external detail.

Ungraded teachers. Ungraded teachers were reported as not applicable or adjusted to not applicable for Alabama, Alaska, Arizona, Colorado, Delaware, Georgia, Idaho, Iowa, Louisiana, Maryland, Montana, New Hampshire, New Mexico, North Dakota, and Virginia. Counts of ungraded teachers were missing for the District of Columbia, Illinois, and West Virginia. Imputations were performed for all of these states except. Ungraded teacher counts for Missouri and Rhode Island were totaled from external detail.

Total teachers. The total teacher count was calculated for Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, the District of Columbia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin, and Wyoming.

Instructional aides. Instructional aides were missing for Alabama, the District of Columbia, Illinois, New Jersey, Pennsylvania, Rhode Island, and South Dakota. Instructional aides were imputed for each of these states.

Instructional coordinators and supervisors. Counts were missing in Alabama, Alaska, and the District of Columbia. New Hampshire included instructional coordinators and supervisors in the school administrators count. The missing counts were imputed for Alabama, Alaska, and the District of Columbia; the counts were adjusted for New Hampshire.

Elementary guidance counselors. Counts of these staff were missing for the District of Columbia, and Puerto Rico. Alabama, Kentucky, Maine, Michigan, New Jersey, New York, and Texas reported total guidance counselors only. The counts were imputed for the District of Columbia, and adjusted for Alabama, Kentucky, Maine, Michigan, New Jersey, New York, and Texas. Counts were not imputed for Puerto Rico.

Secondary guidance counselors. Counts of these staff were missing for the District of Columbia, and Puerto Rico. Alabama, Kentucky, Maine, Michigan, New Jersey, New York, and Texas reported total guidance counselors only. The counts were imputed for the District of Columbia and adjusted for Alabama, Kentucky, Maine, Michigan, New Jersey, New York, and Texas. Counts were not imputed or adjusted for Puerto Rico.

Total guidance counselors. Total guidance counselors were missing for the District of Columbia, and Idaho. The total guidance counselor counts for the District of Columbia and Idaho were totaled from internal detail to equal the sum of guidance counselor detail.

Librarians. Counts of librarians were missing for the District of Columbia. The count was imputed for the District of Columbia.

Library support staff. Counts for these staff were missing for the District of Columbia, Illinois, Massachusetts, Montana, Nevada, New Jersey, Pennsylvania, Rhode Island, South Dakota, West Virginia, and the Department of Defense dependents schools (overseas and domestic). They were combined with another item for California. This category was imputed or adjusted for each of these states except Department of Defense dependents schools (overseas and domestic).

LEA administrators. Counts of LEA administrators were missing for the District of Columbia. The count was imputed for the District of Columbia.

LEA administrative support staff. Counts of these staff were missing for the District of Columbia, Montana, Nevada, New Jersey, Pennsylvania, Rhode Island, and South Dakota. Nebraska included school administrative support staff with LEA administrative support staff. LEA administrative support staff counts were imputed or adjusted for each of these states.

School administrators. Counts of school administrators were missing for the District of Columbia. New Hampshire included instructional coordinators and supervisors with school administrators. The counts were imputed or adjusted for both states.

School administrative support staff. Counts of school administrative support staff were missing for the District of Columbia, Illinois, Nevada, New Jersey, Pennsylvania, Rhode Island, South Carolina, and South Dakota. Data for all of these states were imputed. Nebraska and New Hampshire included school administrative support staff with other categories. The numbers were adjusted for Nebraska and New Hampshire.

Student support services staff. New Hampshire combined student support services staff with another item. California, the District of Columbia, and Rhode Island reported the item as missing. Data for these states were imputed or adjusted.

All other support services staff. Counts for the category of all other support services staff were missing for the District of Columbia, Montana, New Jersey, Pennsylvania, and South Dakota. California included certain support staff counts in the all other support services staff variable. The counts were imputed or adjusted for all of these states.

Race/ethnicity student by grade data. American Samoa reported all of its students as Asian/Pacific Islander, and Puerto Rico reported all of its students as Hispanic. No edits were made to race/ethnicity student by grade data.

### **D.3. Revised file changes**

CCD files are revised if errors are found on the file or a state resubmits data. The following are changes from the previous release (version 1a) of the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07.

1. Directory information was revised for 44 SEAs.
2. Teacher and staff data were revised for 25 SEAs.
3. Student membership data were revised for 11 SEAs.

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

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

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

<sup>2</sup> U.S. Postal Service state abbreviation codes.

<sup>3</sup> 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).

## **E. User Guidelines for Processing the State Nonfiscal Survey of Public Elementary/Secondary Education Data File**

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2006–07 State Nonfiscal Survey of Public Elementary/Secondary Education Excel file is called ST061B.XLS, and the flat ASCII file is called ST061B.DAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (06 = 2006–07 CCD collection), and the fifth and sixth characters indicate the version number (1 = final file, B = second version). The record layout for the state nonfiscal survey file is contained in appendix A.

If errors are discovered in the published 1a files (final file, first version) or if states report new or corrected data, NCES may revise the file. The revised file is labeled 1b.

Approximately 1 year after the release of the 1a files, NCES releases a revised state nonfiscal data file. The purpose of the revised data file is to allow state education agencies to submit any corrections to their data. The revised file is labeled 1b, unless another revision of the original file has occurred sometime in that year due to an NCES error found in the file.



**Appendix A—Record Layout for the Common Core of Data State Nonfiscal  
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APPENDIX A—Record Layout for the Common Core of Data State Nonfiscal Survey of Public  
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Variable name	Field length	Record position	Data type	Description
SURVYEAR	4	001-004	AN	STARTING YEAR OF SURVEY (2006)
FIPST	2	005-006	AN	FEDERAL INFORMATION PROCESSING STANDARDS CODES
STABR	2	007-008	AN	POSTAL STATE ABBREVIATION CODES
SEANAME	60	009-068	AN	NAME OF STATE EDUCATION AGENCY
STREET	30	069-098	AN	MAILING ADDRESS
CITY	30	099-128	AN	CITY
STNAME	25	129-153	AN	NAME OF THE STATE
ZIP	5	154-158	AN	U.S. POSTAL SERVICE ZIP FOR MAILING
ZIP4	4	159-162	AN	U.S. POSTAL SERVICE ZIP+4 FOR MAILING
PHONE	10	163-172	AN	AREA CODE AND LOCAL PHONE NUMBER
PKTCH	6	173-178	N	PREKINDERGARTEN TEACHERS
KG TCH	6	179-184	N	KINDERGARTEN TEACHERS
ELMTCH	6	185-190	N	ELEMENTARY TEACHERS
SECTCH	6	191-196	N	SECONDARY TEACHERS
UGTCH	6	197-202	N	TEACHERS OF UNGRADED CLASSES
TOTTCH	6	203-208	N	TOTAL FULL-TIME-EQUIVALENT (FTE) TEACHERS
AIDES	6	209-214	N	INSTRUCTIONAL AIDES
CORSUP	6	215-220	N	INSTRUCTIONAL COORDINATORS & SUPERVISORS
ELMGUI	6	221-226	N	ELEMENTARY GUIDANCE COUNSELORS/DIRECTORS
SECGUI	6	227-232	N	SECONDARY GUIDANCE COUNSELORS/DIRECTORS
TOTGUI	6	233-238	N	TOTAL GUIDANCE COUNSELORS/DIRECTORS
LIBSPE	6	239-244	N	LIBRARIANS
LIBSUP	6	245-250	N	LIBRARY SUPPORT STAFF
LEAADM	6	251-256	N	LOCAL EDUCATION AGENCY (LEA) ADMINISTRATORS
LEASUP	6	257-262	N	ADMINISTRATIVE SUPPORT STAFF
SCHADM	6	263-268	N	SCHOOL ADMINISTRATORS
SCHSUP	6	269-274	N	SCHOOL ADMINISTRATIVE SUPPORT STAFF
STUSUP	6	275-280	N	STUDENT SUPPORT SERVICES
OTHSUP	6	281-286	N	ALL OTHER SUPPORT SERVICES STAFF
PK	8	287-294	N	PREKINDERGARTEN STUDENTS
KG	8	295-302	N	KINDERGARTEN STUDENTS
G01	8	303-310	N	GRADE 1 STUDENTS
G02	8	311-318	N	GRADE 2 STUDENTS
G03	8	319-326	N	GRADE 3 STUDENTS
G04	8	327-334	N	GRADE 4 STUDENTS
G05	8	335-342	N	GRADE 5 STUDENTS
G06	8	343-350	N	GRADE 6 STUDENTS
G07	8	351-358	N	GRADE 7 STUDENTS
G08	8	359-366	N	GRADE 8 STUDENTS
G09	8	367-374	N	GRADE 9 STUDENTS
G10	8	375-382	N	GRADE 10 STUDENTS
G11	8	383-390	N	GRADE 11 STUDENTS
G12	8	391-398	N	GRADE 12 STUDENTS
UG	8	399-406	N	UNGRADED STUDENTS
MEMBER	8	407-414	N	TOTAL STUDENTS
AMPK	8	415-422	N	PREKINDERGARTEN STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
ASPK	8	423-430	N	PREKINDERGARTEN STUDENTS - ASIAN/PACIFIC ISLANDER
HIPK	8	431-438	N	PREKINDERGARTEN STUDENTS - HISPANIC
BLPK	8	439-446	N	PREKINDERGARTEN STUDENTS - BLACK, NON-HISPANIC
WHPK	8	447-454	N	PREKINDERGARTEN STUDENTS - WHITE, NON-HISPANIC
AMKG	8	455-462	N	KINDERGARTEN STUDENTS - AMERICAN INDIAN/ALASKA NATIVE

APPENDIX A—Record Layout for the Common Core of Data State Nonfiscal Survey of Public  
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Variable name	Field length	Record position	Data type	Description
ASKG	8	463-470	N	KINDERGARTEN STUDENTS - ASIAN/PACIFIC ISLANDER
HIKG	8	471-478	N	KINDERGARTEN STUDENTS - HISPANIC
BLKG	8	479-486	N	KINDERGARTEN STUDENTS - BLACK, NON-HISPANIC
WHKG	8	487-494	N	KINDERGARTEN STUDENTS - WHITE, NON-HISPANIC
AM01	8	495-502	N	GRADE 1 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS01	8	503-510	N	GRADE 1 STUDENTS - ASIAN/PACIFIC ISLANDER
HI01	8	511-518	N	GRADE 1 STUDENTS - HISPANIC
BL01	8	519-526	N	GRADE 1 STUDENTS - BLACK, NON-HISPANIC
WH01	8	527-534	N	GRADE 1 STUDENTS - WHITE, NON-HISPANIC
AM02	8	535-542	N	GRADE 2 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS02	8	543-550	N	GRADE 2 STUDENTS - ASIAN/PACIFIC ISLANDER
HI02	8	551-558	N	GRADE 2 STUDENTS - HISPANIC
BL02	8	559-566	N	GRADE 2 STUDENTS - BLACK, NON-HISPANIC
WH02	8	567-574	N	GRADE 2 STUDENTS - WHITE, NON-HISPANIC
AM03	8	575-582	N	GRADE 3 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS03	8	583-590	N	GRADE 3 STUDENTS - ASIAN/PACIFIC ISLANDER
HI03	8	591-598	N	GRADE 3 STUDENTS - HISPANIC
BL03	8	599-606	N	GRADE 3 STUDENTS - BLACK, NON-HISPANIC
WH03	8	607-614	N	GRADE 3 STUDENTS - WHITE, NON-HISPANIC
AM04	8	615-622	N	GRADE 4 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS04	8	623-630	N	GRADE 4 STUDENTS - ASIAN/PACIFIC ISLANDER
HI04	8	631-638	N	GRADE 4 STUDENTS - HISPANIC
BL04	8	639-646	N	GRADE 4 STUDENTS - BLACK, NON-HISPANIC
WH04	8	647-654	N	GRADE 4 STUDENTS - WHITE, NON-HISPANIC
AM05	8	655-662	N	GRADE 5 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS05	8	663-670	N	GRADE 5 STUDENTS - ASIAN/PACIFIC ISLANDER
HI05	8	671-678	N	GRADE 5 STUDENTS - HISPANIC
BL05	8	679-686	N	GRADE 5 STUDENTS - BLACK, NON-HISPANIC
WH05	8	687-694	N	GRADE 5 STUDENTS - WHITE, NON-HISPANIC
AM06	8	695-702	N	GRADE 6 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS06	8	703-710	N	GRADE 6 STUDENTS - ASIAN/PACIFIC ISLANDER
HI06	8	711-718	N	GRADE 6 STUDENTS - HISPANIC
BL06	8	719-726	N	GRADE 6 STUDENTS - BLACK, NON-HISPANIC
WH06	8	727-734	N	GRADE 6 STUDENTS - WHITE, NON-HISPANIC
AM07	8	735-742	N	GRADE 7 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS07	8	743-750	N	GRADE 7 STUDENTS - ASIAN/PACIFIC ISLANDER
HI07	8	751-758	N	GRADE 7 STUDENTS - HISPANIC
BL07	8	759-766	N	GRADE 7 STUDENTS - BLACK, NON-HISPANIC
WH07	8	767-774	N	GRADE 7 STUDENTS - WHITE, NON-HISPANIC
AM08	8	775-782	N	GRADE 8 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS08	8	783-790	N	GRADE 8 STUDENTS - ASIAN/PACIFIC ISLANDER
HI08	8	791-798	N	GRADE 8 STUDENTS - HISPANIC
BL08	8	799-806	N	GRADE 8 STUDENTS - BLACK, NON-HISPANIC
WH08	8	807-814	N	GRADE 8 STUDENTS - WHITE, NON-HISPANIC
AM09	8	815-822	N	GRADE 9 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS09	8	823-830	N	GRADE 9 STUDENTS - ASIAN/PACIFIC ISLANDER
HI09	8	831-838	N	GRADE 9 STUDENTS - HISPANIC
BL09	8	839-846	N	GRADE 9 STUDENTS - BLACK, NON-HISPANIC
WH09	8	847-854	N	GRADE 9 STUDENTS - WHITE, NON-HISPANIC
AM10	8	855-862	N	GRADE 10 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS10	8	863-870	N	GRADE 10 STUDENTS - ASIAN/PACIFIC ISLANDER
HI10	8	871-878	N	GRADE 10 STUDENTS - HISPANIC
BL10	8	879-886	N	GRADE 10 STUDENTS - BLACK, NON-HISPANIC

APPENDIX A—Record Layout for the Common Core of Data State Nonfiscal Survey of Public  
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Variable name	Field length	Record position	Data type	Description
WH10	8	887-894	N	GRADE 10 STUDENTS - WHITE, NON-HISPANIC
AM11	8	895-902	N	GRADE 11 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS11	8	903-910	N	GRADE 11 STUDENTS - ASIAN/PACIFIC ISLANDER
HI11	8	911-918	N	GRADE 11 STUDENTS - HISPANIC
BL11	8	919-926	N	GRADE 11 STUDENTS - BLACK, NON-HISPANIC
WH11	8	927-934	N	GRADE 11 STUDENTS - WHITE, NON-HISPANIC
AM12	8	935-942	N	GRADE 12 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS12	8	943-950	N	GRADE 12 STUDENTS - ASIAN/PACIFIC ISLANDER
HI12	8	951-958	N	GRADE 12 STUDENTS - HISPANIC
BL12	8	959-966	N	GRADE 12 STUDENTS - BLACK, NON-HISPANIC
WH12	8	967-974	N	GRADE 12 STUDENTS - WHITE, NON-HISPANIC
AMUG	8	975-982	N	UNGRADED STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
ASUG	8	983-990	N	UNGRADED STUDENTS - ASIAN/PACIFIC ISLANDER
HIUG	8	991-998	N	UNGRADED STUDENTS - HISPANIC
BLUG	8	999-1006	N	UNGRADED STUDENTS - BLACK, NON-HISPANIC
WHUG	8	1007-1014	N	UNGRADED STUDENTS - WHITE, NON-HISPANIC
AM	8	1015-1022	N	TOTAL STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS	8	1023-1030	N	TOTAL STUDENTS - ASIAN/PACIFIC ISLANDER
HI	8	1031-1038	N	TOTAL STUDENTS - HISPANIC
BL	8	1039-1046	N	TOTAL STUDENTS - BLACK, NON-HISPANIC
WH	8	1047-1054	N	TOTAL STUDENTS - WHITE, NON-HISPANIC
IPKTCH	1	1055-1055	AN	IMPUTATION FLAG PREKINDERGARTEN TEACHERS
IKGTCH	1	1056-1056	AN	IMPUTATION FLAG KINDERGARTEN TEACHERS
IELMTCH	1	1057-1057	AN	IMPUTATION FLAG ELEMENTARY TEACHERS
ISECTCH	1	1058-1058	AN	IMPUTATION FLAG SECONDARY TEACHERS
IUGTCH	1	1059-1059	AN	IMPUTATION FLAG TEACHERS OF UNGRADED CLASSES
ITOTTCH	1	1060-1060	AN	IMPUTATION FLAG TOTAL FTE TEACHERS
IAIDES	1	1061-1061	AN	IMPUTATION FLAG INSTRUCTIONAL AIDES
ICORSUP	1	1062-1062	AN	IMPUTATION FLAG INSTRUCTIONAL COORDINATORS & SUPERVISORS
IELMGUI	1	1063-1063	AN	IMPUTATION FLAG ELEMENTARY GUIDANCE COUNSELORS/DIRECTORS
ISECGUI	1	1064-1064	AN	IMPUTATION FLAG SECONDARY GUIDANCE COUNSELORS/DIRECTORS
ITOTGUI	1	1065-1065	AN	IMPUTATION FLAG TOTAL GUIDANCE COUNSELORS/DIRECTORS
ILIBSPE	1	1066-1066	AN	IMPUTATION FLAG LIBRARIANS
ILIBSUP	1	1067-1067	AN	IMPUTATION FLAG LIBRARY SUPPORT STAFF
ILEAADM	1	1068-1068	AN	IMPUTATION FLAG LEA ADMINISTRATORS
ILEASUP	1	1069-1069	AN	IMPUTATION FLAG LEA ADMINISTRATIVE SUPPORT STAFF
ISCHADM	1	1070-1070	AN	IMPUTATION FLAG SCHOOL ADMINISTRATORS
ISCHSUP	1	1071-1071	AN	IMPUTATION FLAG SCHOOL ADMINISTRATIVE SUPPORT STAFF
ISTUSUP	1	1072-1072	AN	IMPUTATION FLAG STUDENT SUPPORT SERVICES
IOTHSUP	1	1073-1073	AN	IMPUTATION FLAG ALL OTHER SUPPORT SERVICES
IPK	1	1074-1074	AN	IMPUTATION FLAG PREKINDERGARTEN STUDENTS
IKG	1	1075-1075	AN	IMPUTATION FLAG KINDERGARTEN STUDENTS
IG01	1	1076-1076	AN	IMPUTATION FLAG GRADE 1 STUDENTS
IG02	1	1077-1077	AN	IMPUTATION FLAG GRADE 2 STUDENTS
IG03	1	1078-1078	AN	IMPUTATION FLAG GRADE 3 STUDENTS
IG04	1	1079-1079	AN	IMPUTATION FLAG GRADE 4 STUDENTS
IG05	1	1080-1080	AN	IMPUTATION FLAG GRADE 5 STUDENTS
IG06	1	1081-1081	AN	IMPUTATION FLAG GRADE 6 STUDENTS

APPENDIX A—Record Layout for the Common Core of Data State Nonfiscal Survey of Public  
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Variable name	Field length	Record position	Data type	Description
IG07	1	1082-1082	AN	IMPUTATION FLAG GRADE 7 STUDENTS
IG08	1	1083-1083	AN	IMPUTATION FLAG GRADE 8 STUDENTS
IG09	1	1084-1084	AN	IMPUTATION FLAG GRADE 9 STUDENTS
IG10	1	1085-1085	AN	IMPUTATION FLAG GRADE 10 STUDENTS
IG11	1	1086-1086	AN	IMPUTATION FLAG GRADE 11 STUDENTS
IG12	1	1087-1087	AN	IMPUTATION FLAG GRADE 12 STUDENTS
IUG	1	1088-1088	AN	IMPUTATION FLAG UNGRADED STUDENTS
IMEMBER	1	1089-1089	AN	IMPUTATION FLAG TOTAL STUDENTS

NOTE: Data type ‘AN’ indicates an alphanumeric variable; ‘N’ indicates a numeric variable.



**Appendix B—Value Distribution and Field Frequencies for the Common Core of  
Data State Nonfiscal Survey of Public Elementary/Secondary Education:  
School Year 2006–07**

APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Variable	Label	M	N	Other
SURVYEAR	Starting Year of Survey (2006)	0	0	59
FIPST	Federal Information Processing Standards Code	0	0	59
STABR	Postal State Abbreviation Codes	0	0	59
SEANAME	Name of State Education Agency	0	0	59
STREET	State Education Agency Mailing Street	0	0	59
CITY	State Education Agency Mailing City	0	0	59
STNAME	State Education Agency Mailing State	0	0	59
ZIP	State Education Agency Mailing ZIP Code	0	0	59
ZIP4	State Education Agency Mailing ZIP+4 Code	0	0	59
PHONE	State Education Agency Phone Number	0	0	59

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

APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Variable	Label	Minimum	Maximum	Mean	-1	-2
PKTCH	Prekindergarten Teachers	12	7,652	904.8	2	1
KGTCH	Kindergarten Teachers	22	21,067	3,095.4	2	0
ELMTCH	Elementary Teachers	288	184,661	25,724.0	2	0
SECTCH	Secondary Teachers	253	119,809	22,615.0	2	0
UGTCH	Teachers of Ungraded Classes	0	36,291	6,186.5	0	17
TOTTCH	Total Full-Time-Equivalent (FTE) Teachers	579	311,649	56,881.0	2	0
AIDES	Instructional Aides	107	68,071	12,479.0	2	0
CORSUP	Instructional Coordinators & Supervisors	8	12,203	1,151.9	2	0
ELMGUI	Elementary Guidance Counselors/Directors	5	4,275	683.1	3	0
SECGUI	Secondary Guidance Counselors/Directors	14	6,261	1,079.7	3	0
TOTGUI	Total Guidance Counselors/Directors	19	10,536	1,827.4	2	0
LIBSPE	Librarians	1	4,986	979.2	2	0
LIBSUP	Library Support Staff	2	4,300	707.1	4	0
LEAADM	Local Education Agency (LEA) Administrators	5	5,685	956.7	2	0
LEASUP	Administrative Support Staff	10	22,961	3,202.2	2	0
SCHADM	School Administrators	33	19,184	2,729.6	2	0
SCHSUP	School Administrative Support Staff	46	32,534	4,564.7	2	0
STUSUP	Student Support Services	40	20,448	4,399.5	2	0
OTHSUP	All Other Support Services Staff	101	134,674	20,129.0	2	0
PK	Prekindergarten Students	207	212,137	19,495.0	2	1
KG	Kindergarten Students	725	454,605	64,526.0	2	0
G01	Grade 1 Students	940	477,226	66,763.0	2	0
G02	Grade 2 Students	910	465,948	64,785.0	2	0
G03	Grade 3 Students	904	467,831	64,564.0	2	0
G04	Grade 4 Students	892	470,542	63,830.0	2	0
G05	Grade 5 Students	865	478,821	64,100.0	2	0
G06	Grade 6 Students	826	485,405	65,127.0	2	0
G07	Grade 7 Students	839	493,306	66,152.0	2	0
G08	Grade 8 Students	939	491,871	66,974.0	2	0
G09	Grade 9 Students	910	545,466	75,623.0	2	0
G10	Grade 10 Students	607	517,813	68,965.0	2	0
G11	Grade 11 Students	538	487,440	63,097.0	2	0
G12	Grade 12 Students	524	443,253	58,215.0	2	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).

APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Variable	Label	Minimum	Maximum	Mean	-1	-2
UG	Ungraded Students	0	123,974	13,415.0	0	37
MEMBER	Total Students	11,695	6,406,750	877,051.0	2	0
AMPK	Prekindergarten Students - American Indian/Alaska Native	0	6,221	252.0	4	1
ASPK	Prekindergarten Students - Asian/Pacific Islander	0	6,344	598.5	4	1
HIPK	Prekindergarten Students - Hispanic	0	132,456	4,751.9	4	1
BLPK	Prekindergarten Students - Black, non-Hispanic	0	33,444	3,782.6	4	1
WHPK	Prekindergarten Students - White, non-Hispanic	0	39,348	7,693.7	4	1
AMKG	Kindergarten Students - American Indian/Alaska Native	0	9,146	767.3	2	0
ASKG	Kindergarten Students - Asian/Pacific Islander	0	49,818	2,989.3	2	0
HIKG	Kindergarten Students - Hispanic	0	239,946	15,243.0	2	0
BLKG	Kindergarten Students - Black, non-Hispanic	0	46,731	10,251.0	2	0
WHKG	Kindergarten Students - White, non-Hispanic	0	122,404	34,187.0	2	0
AM01	Grade 1 Students - American Indian/Alaska Native	0	9,971	783.5	2	0
AS01	Grade 1 Students - Asian/Pacific Islander	0	52,494	3,173.5	2	0
HI01	Grade 1 Students - Hispanic	0	246,811	15,584.0	2	0
BL01	Grade 1 Students - Black, non-Hispanic	0	51,624	10,975.0	2	0
WH01	Grade 1 Students - White, non-Hispanic	0	123,515	35,021.0	2	0
AM02	Grade 2 Students - American Indian/Alaska Native	0	9,170	767.4	2	0
AS02	Grade 2 Students - Asian/Pacific Islander	0	50,024	3,003.5	2	0
HI02	Grade 2 Students - Hispanic	0	238,032	14,814.0	2	0
BL02	Grade 2 Students - Black, non-Hispanic	0	48,994	10,607.0	2	0
WH02	Grade 2 Students - White, non-Hispanic	0	124,649	34,500.0	2	0
AM03	Grade 3 Students - American Indian/Alaska Native	0	9,016	755.8	2	0
AS03	Grade 3 Students - Asian/Pacific Islander	0	50,891	3,025.8	2	0
HI03	Grade 3 Students - Hispanic	0	237,414	14,545.0	2	0
BL03	Grade 3 Students - Black, non-Hispanic	0	48,795	10,696.0	2	0
WH03	Grade 3 Students - White, non-Hispanic	0	127,222	34,541.0	2	0
AM04	Grade 4 Students - American Indian/Alaska Native	0	8,902	740.7	2	0
AS04	Grade 4 Students - Asian/Pacific Islander	0	53,209	3,058.3	2	0
HI04	Grade 4 Students - Hispanic	0	236,373	14,130.0	2	0
BL04	Grade 4 Students - Black, non-Hispanic	0	48,112	10,456.0	2	0
WH04	Grade 4 Students - White, non-Hispanic	0	129,868	34,539.0	2	0
AM05	Grade 5 Students - American Indian/Alaska Native	0	8,827	750.0	2	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).

APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Variable	Label	Minimum	Maximum	Mean	-1	-2
AS05	Grade 5 Students - Asian/Pacific Islander	0	54,410	3,064.0	2	0
HI05	Grade 5 Students - Hispanic	0	237,999	13,948.0	2	0
BL05	Grade 5 Students - Black, non-Hispanic	0	47,890	10,436.0	2	0
WH05	Grade 5 Students - White, non-Hispanic	0	135,425	35,065.0	2	0
AM06	Grade 6 Students - American Indian/Alaska Native	0	9,038	764.5	2	0
AS06	Grade 6 Students - Asian/Pacific Islander	0	54,596	3,021.6	2	0
HI06	Grade 6 Students - Hispanic	0	238,008	13,848.0	2	0
BL06	Grade 6 Students - Black, non-Hispanic	0	48,500	10,931.0	2	0
WH06	Grade 6 Students - White, non-Hispanic	0	139,960	35,754.0	2	0
AM07	Grade 7 Students - American Indian/Alaska Native	0	9,220	795.9	2	0
AS07	Grade 7 Students - Asian/Pacific Islander	0	55,063	3,005.2	2	0
HI07	Grade 7 Students - Hispanic	0	239,313	13,729.0	2	0
BL07	Grade 7 Students - Black, non-Hispanic	0	48,874	11,327.0	2	0
WH07	Grade 7 Students - White, non-Hispanic	0	144,038	36,536.0	2	0
AM08	Grade 8 Students - American Indian/Alaska Native	0	9,266	808.3	2	0
AS08	Grade 8 Students - Asian/Pacific Islander	0	55,972	3,012.0	2	0
HI08	Grade 8 Students - Hispanic	0	234,160	13,555.0	2	0
BL08	Grade 8 Students - Black, non-Hispanic	0	51,227	11,478.0	2	0
WH08	Grade 8 Students - White, non-Hispanic	0	147,488	37,411.0	2	0
AM09	Grade 9 Students - American Indian/Alaska Native	0	9,805	937.2	2	0
AS09	Grade 9 Students - Asian/Pacific Islander	0	59,938	3,288.5	2	0
HI09	Grade 9 Students - Hispanic	0	260,655	15,484.0	2	0
BL09	Grade 9 Students - Black, non-Hispanic	0	61,839	13,998.0	2	0
WH09	Grade 9 Students - White, non-Hispanic	0	161,207	41,139.0	2	0
AM10	Grade 10 Students - American Indian/Alaska Native	0	8,911	820.4	2	0
AS10	Grade 10 Students - Asian/Pacific Islander	0	60,239	3,218.8	2	0
HI10	Grade 10 Students - Hispanic	0	232,835	13,134.0	2	0
BL10	Grade 10 Students - Black, non-Hispanic	0	49,482	11,525.0	2	0
WH10	Grade 10 Students - White, non-Hispanic	0	165,041	39,615.0	2	0
AM11	Grade 11 Students - American Indian/Alaska Native	0	7,793	720.5	2	0
AS11	Grade 11 Students - Asian/Pacific Islander	0	59,282	3,105.9	2	0
HI11	Grade 11 Students - Hispanic	0	206,055	11,029.0	2	0
BL11	Grade 11 Students - Black, non-Hispanic	0	42,334	9,595.2	2	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).

APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Variable	Label	Minimum	Maximum	Mean	-1	-2
WH11	Grade 11 Students - White, non-Hispanic	0	167,009	38,100.0	2	0
AM12	Grade 12 Students - American Indian/Alaska Native	0	7,121	670.7	2	0
AS12	Grade 12 Students - Asian/Pacific Islander	0	57,919	2,970.3	2	0
HI12	Grade 12 Students - Hispanic	0	176,061	9,485.0	2	0
BL12	Grade 12 Students - Black, non-Hispanic	0	37,518	8,477.5	2	0
WH12	Grade 12 Students - White, non-Hispanic	0	159,044	36,150.0	2	0
AMUG	Ungraded Students - American Indian/Alaska Native	0	754	115.0	2	37
ASUG	Ungraded Students - Asian/Pacific Islander	0	4,261	393.1	1	37
HIUG	Ungraded Students - Hispanic	0	42,958	3,769.7	1	37
BLUG	Ungraded Students - Black, non-Hispanic	0	41,516	4,780.3	2	37
WHUG	Ungraded Students - White, non-Hispanic	0	25,668	4,341.8	1	37
AM	Total Students - American Indian/Alaska Native	0	123,160	10,361.0	2	0
AS	Total Students - Asian/Pacific Islander	0	714,432	40,649.0	2	0
HI	Total Students - Hispanic	0	3,027,217	184,419.0	2	0
BL	Total Students - Black, non-Hispanic	0	664,249	146,012.0	2	0
WH	Total Students - White, non-Hispanic	0	1,848,588	481,446.0	2	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).

APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Imputation Flag - Prekindergarten Teachers

IPKTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	4	6.78	4	6.78
I	1	1.69	5	8.47
P	1	1.69	6	10.17
R	53	89.83	59	100.00

Imputation Flag - Kindergarten Teachers

IKGTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.69	1	1.69
C	3	5.08	4	6.78
P	1	1.69	5	8.47
R	54	91.53	59	100.00

Imputation Flag - Elementary Teachers

IELMTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3	5.08	3	5.08
P	1	1.69	4	6.78
R	55	93.22	59	100.00

Imputation Flag - Secondary Teachers

ISECTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.69	1	1.69
P	1	1.69	2	3.39
R	57	96.61	59	100.00

Imputation flags:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- D - Disaggregated from reported total
- I - Imputation based on a method other than prior year's data
- P - Imputation based on prior year's data
- R - As reported by the state
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APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Imputation Flag - Teachers of Ungraded Classes

IUGTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4	6.78	4	6.78
P	3	5.08	7	11.86
R	52	88.14	59	100.00

Imputation Flag - Total FTE Teachers

ITOTTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	34	57.63	34	57.63
R	17	28.81	51	86.44
T	8	13.56	59	100.00

Imputation Flag - Instructional Aides

IAIDES	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	7	11.86	7	11.86
R	52	88.14	59	100.00

Imputation Flag - Instructional Coordinators and Supervisors

ICORSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	1	1.69	1	1.69
P	3	5.08	4	6.78
R	55	93.22	59	100.00

Imputation flags:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- D - Disaggregated from reported total
- I - Imputation based on a method other than prior year's data
- P - Imputation based on prior year's data
- R - As reported by the state
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APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Imputation Flag - Elementary Guidance Counselors/Directors

IELMGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
D	7	11.86	7	11.86
P	1	1.69	8	13.56
R	51	86.44	59	100.00

Imputation Flag - Secondary Guidance Counselors/Directors

ISECGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
D	7	11.86	7	11.86
P	1	1.69	8	13.56
R	51	86.44	59	100.00

Imputation Flag - Total Guidance Counselors/Directors

ITOTGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.69	1	1.69
R	56	94.92	57	96.61
T	2	3.39	59	100.00

Imputation Flag - Librarians

ILIBSPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	1	1.69	1	1.69
R	58	98.31	59	100.00

Imputation flags:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- D - Disaggregated from reported total
- I - Imputation based on a method other than prior year's data
- 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 B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Imputation Flag - Library Support Staff

ILIBSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	1	1.69	1	1.69
P	10	16.95	11	18.64
R	48	81.36	59	100.00

Imputation Flag - LEA Administrators

ILEAADM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	1	1.69	1	1.69
R	58	98.31	59	100.00

Imputation Flag - LEA Administrative Support Staff

ILEASUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.69	1	1.69
P	7	11.86	8	13.56
R	51	86.44	59	100.00

Imputation Flag - School Administrators

ISCHADM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.69	1	1.69
P	1	1.69	2	3.39
R	57	96.61	59	100.00

Imputation flags:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- D - Disaggregated from reported total
- I - Imputation based on a method other than prior year's data
- 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 B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Imputation Flag - School Administrative Support Staff

ISCHSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.69	1	1.69
C	1	1.69	2	3.39
P	7	11.86	9	15.25
R	50	84.75	59	100.00

Imputation Flag - Student Support Services

ISTUSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	1	1.69	1	1.69
P	3	5.08	4	6.78
R	55	93.22	59	100.00

Imputation Flag - All Other Support Services

IOTHSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.69	1	1.69
P	5	8.47	6	10.17
R	53	89.83	59	100.00

Imputation Flag - Prekindergarten Students

IPK	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	2	3.39	2	3.39
R	57	96.61	59	100.00

Imputation flags:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- D - Disaggregated from reported total
- I - Imputation based on a method other than prior year's data
- 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 B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Imputation Flag - Kindergarten Students

IKG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation Flag - Grade 1 Students

IG01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation Flag - Grade 2 Students

IG02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation Flag - Grade 3 Students

IG03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation flags:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- D - Disaggregated from reported total
- I - Imputation based on a method other than prior year's data
- 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 B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Imputation Flag - Grade 4 Students

IG04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation Flag - Grade 5 Students

IG05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation Flag - Grade 6 Students

IG06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation Flag - Grade 7 Students

IG07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation flags:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- D - Disaggregated from reported total
- I - Imputation based on a method other than prior year's data
- 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 B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Imputation Flag - Grade 8 Students

IG08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation Flag - Grade 9 Students

IG09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation Flag - Grade 10 Students

IG10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation Flag - Grade 11 Students

IG11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation flags:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- D - Disaggregated from reported total
- I - Imputation based on a method other than prior year's data
- 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 B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2006–07

Imputation Flag - Grade 12 Students

IG12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.69	1	1.69
R	58	98.31	59	100.00

Imputation Flag - Ungraded Students

IUG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.69	1	1.69
P	1	1.69	2	3.39
R	56	94.92	58	98.31
T	1	1.69	59	100.00

Imputation Flag - Total Students

IMEMBER	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	13	22.03	13	22.03
R	43	72.88	56	94.92
T	3	5.08	59	100.00

Imputation flags:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- D - Disaggregated from reported total
- I - Imputation based on a method other than prior year's data
- 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 the Common Core of Data:  
School Year 2006-07**

## APPENDIX C—Glossary for the Common Core of Data: School Year 2006–07

For the CCD to have comparable data across states, all states must abide by the same standard definitions when reporting on schools, students, and staff. To ensure a common understanding, definitions for critical terms are presented below. The glossary contains definitions for all variables and terms found on the CCD school, agency, or state files.

### **alternative education school**

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

### **American Indian/Alaska Native**

A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

### **Asian/Pacific Islander**

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

### **Black**

A person having origins in any of the black racial groups of Africa.

### **boundary change**

See “Operational Status, Agency” for definition. Name of term was changed to “Operational Status, Agency,” after 1997–98.

### **charter school**

A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school. Item was first collected in 1998–99.

### **City Locale**

A city locale code is assigned to a territory inside an urbanized area and inside a principal city. Large city locale is in principal cities with a population of 350,000 or more. Midsize city locale is in principal cities with a population less than 250,000 and greater than or equal to 100,000. Small city locale is in principal cities with a population less than 100,000.

### **classroom teacher**

See “Teacher.”

### **Combined Statistical Area (CSA)**

If an area that qualifies as a metropolitan area (MA) has more than one million people, two or more core-based statistical areas (CBSAs) may be defined within it. Each CBSA consists of a large urbanized county or cluster of counties (cities and towns in New England) that demonstrate very strong internal economic and social links, in addition to close ties to other portions of the larger area. When CBSAs are established, the larger MA of which they

## APPENDIX C—Glossary for the Common Core of Data: School Year 2006–07

are component parts is designated a combined statistical area (CSA). CSAs and CBSAs are established only where local governments favor such designations for a large MA.

### **congressional district code**

Congressional districts are legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. A state or equivalent entity may comprise a single congressional district or similar representational area. The Federal Information Processing Standard (FIPS) provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States.

The Congressional Districts Codes are two-digit numeric codes used to represent the congressional districts of each multi-district state of the United States. For example, the First Congressional District is identified as “01”, the Second Congressional District as “02,” etc. The Congressional District in a state with only a single representative elected “at large” is designated as “00”. In the 110<sup>th</sup> Congress, this applies to Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, and Wyoming. For an entity with a nonvoting delegate—the District of Columbia, American Samoa, Guam, Puerto Rico (whose delegate is referred to as a “resident commissioner”), and the U.S. Virgin Islands—the representational area is designated as “98”. Those entities with no representation in the Congress – the Northern Mariana Islands, Palau, and the several U.S. minor outlying islands are designated as “99”.

Although congressional district codes are unique within each state and equivalent entity, and for each Congress, the congressional districts in different states may have the same code. For example, the First Congressional District of Alabama and of Arizona are both coded “01”. Since the Common Core of Data (CCD) requires the identification of congressional districts in more than one state, the congressional district code is preceded by the FIPS State numeric code. For example, the First Congressional District of Arizona is coded “0401”, with the first two digits (04) representing the FIPS State numeric code.

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

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

Under the Census standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more people, or that contains at least 5,000 people residing within a single urban area of 10,000 or more people, is identified as a “central county” (or counties). Additional “outlying counties” are included in the CBSA if they meet specified requirements of commuting to or from the central counties. Counties or equivalent entities form the geographic “building blocks” for metropolitan and micropolitan statistical areas throughout the United States and Puerto Rico.

### **diploma, high school**

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

### **diploma recipient**

A student who has received a diploma during the previous school year or subsequent summer school.

### **district locale code**

A code based upon the school locale codes to indicate the location of the district in relation to populous areas. (See also “City Locale,” “Suburb Locale,” “Town Locale,” and “Rural Locale.”)

### **dropout**

A student who was enrolled in school at some time during the previous school year; was not enrolled at the beginning of the current school year; has not graduated from high school or completed a state- or district-approved educational program; and does not meet any of the following exclusionary conditions: has transferred to another

## APPENDIX C—Glossary for the Common Core of Data: School Year 2006–07

public school district, private school, or state- or district-approved educational program; is temporarily absent due to suspension or school-approved illness; or has died. Item was first collected in 1992–93.

### **education agency**

A government agency administratively responsible for providing public elementary and/or secondary instruction or educational support services.

### **elementary**

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

### **English Language Learner (ELL)**

“English language learner (ELL)” was formerly referred to as “limited English proficient (LEP).” Refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also, ELL students are individuals who were not born in the United States or whose native language is a language other than English; individuals who come from environments where a language other than English is dominant; or individuals who are American Indians or Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. Item was first collected in 1998–99.

### **federally operated education agency**

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

### **Free Lunch Program**

A program under the National School Lunch Act that provides cash subsidies for free lunches to students based on family size and income criteria.

### **full-time equivalency (FTE)**

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

### **General Educational Development (GED) test**

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

### **grade span offered**

The span of grades intended to be served by a school or agency, whether or not there are students currently enrolled in all grades. If a high school also has a prekindergarten program, the grade span of the high school is reported as a high school, not as a PK–12 school. For example, if a school has PK as well as grades 9, 10, 11, and 12, the grade span will be reported as grades 9 through 12 (0912). Also, the ungraded designation (UG) cannot be used in a grade

span unless the whole school consists of ungraded students, and in this case the grade span is reported as UGUG. “Grade span” was calculated from school membership through 1997–98 and first collected as a separate item in 1998–99.

### **graduate, high school**

A high school graduate is defined as an individual who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance).

### **guidance counselor/director**

Professional staff assigned specific duties and school time for any of the following activities in an elementary or secondary setting: counseling with students and parents; consulting with other staff members on learning problems; evaluating student abilities; assisting students in making educational and career choices; assisting students in personal and social development; providing referral assistance; and/or working with other staff members in planning and conducting guidance programs for students. The state applies its own standards in apportioning the aggregate of guidance counselors/directors into the elementary and secondary level components.

### **Head Start Program**

A federally funded program that provides comprehensive educational, social, health, and nutritional services to low-income preschool children and their families, and children from ages 3 to school entry age (i.e., the age of compulsory school attendance). Head Start students and teachers are reported on the CCD only when the program is administered by a local education agency.

### **high school completion count**

A count of graduates and other high school completers including diploma recipients and other high school completers.

### **high school equivalency certificate**

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

### **high school equivalency recipient**

Individual age 19 years or younger who received a high school equivalency certificate during the previous school year or subsequent summer. Item was last reported on the Local Education Agency Survey in 1990–91, but was collected by the State Nonfiscal Survey through 2002–03. Beginning with the 2003–04 collection, the item was replaced by the number of individuals age 19 or younger who passed the GED examination, as reported by the GED Testing Service.

### **high school graduate, other programs**

A student who received a high school diploma, equivalency diploma, or other completion credential during the previous school year or subsequent summer school; the credential is based upon completion of other than the standard high school requirements or is achieved through nontraditional means. Term was last used in 1986–87. See “Other Diploma Recipient,” “High School Equivalency Recipient,” and “Other High School Completer.”

### **high school graduate, regular day school**

A student who received a high school diploma during the previous school year or subsequent summer school; the diploma is based upon completion of high school requirements through traditional means. Term was last used in 1986–87. See “Regular Diploma Recipient.”

### **Hispanic**

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

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

A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Improvement Act (IDEA), Part B. The written instructional plan includes a statement of the child’s present level of educational performance; a statement of annual goals, including short-term instructional objectives; a statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs; the projected date for initiation and anticipated duration of services; the appropriate objectives, criteria, and evaluation procedures; and the schedule for determining, on at least an annual basis, whether instructional objectives are being achieved.

### **instructional aide**

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

### **instructional coordinators and supervisors**

Persons who supervise instructional programs at the school district or subdistrict level: category includes educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

### **kindergarten**

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

### **Large City**

A principal city of a metropolitan CBSA, with the city having a population greater than or equal to 250,000. (See also “Locale Code.”) Prior to 1994–95, “Large City” was defined as a principal city of a metropolitan area with a population of 400,000 or more, or a population density of at least 6,000 people per square mile.

### **Large Town**

An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

### **latitude**

Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are

displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a school’s latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000.

### **local education agency (LEA) administrative support staff**

All staff members who provide direct support to LEA administrators, business office support, and data processing.

### **LEA administrator**

Chief executive officers of education agencies, including superintendents, deputies, and assistant superintendents; other persons with districtwide responsibilities, e.g., business managers, administrative assistants, and professional instructional support staff. Excludes supervisors of instructional or student support staff.

### **librarian**

A professional staff member or supervisor assigned specific duties and school time for professional library services activities. These include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers, and instructional staff; and guiding individuals in the use of library books and material maintained separately or as a part of an instructional materials center.

### **library and media support staff**

Staff member who renders other professional library and media services; also includes library aides and those involved in library/media support. Duties include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials maintained separately or as part of an instructional materials center. Also included are activities in the audiovisual center, TV studio, related work-study areas, and services provided by audiovisual personnel.

### **Limited-English Proficient (LEP)**

See “English Language Learner (ELL).”

### **locale code**

A code indicating a school’s location relative to populous areas, based on the school’s address. “City Locale,” “Suburb Locale,” “Town Locale,” and “Rural Locale.”

### **longitude**

Longitude is the east or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with latitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a school’s longitude is 90 degrees, 15 minutes west, then it is shown as –90.250000.

### **magnet school or program**

A special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation (50 percent or more minority enrollment); and/or to provide an

## APPENDIX C—Glossary for the Common Core of Data: School Year 2006–07

academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). Item was first collected in 1998–99.

### **media specialist**

Directors, coordinators, and supervisors of media centers. See “Library and Media Support Staff.”

### **membership**

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

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

An area consisting of one or more contiguous counties (cities and towns in New England) that contain a core area with a large population nucleus, as well as adjacent communities having a high degree of economic and social integration with that core.

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

Metro status is defined as the classification of the reported location of an education agency’s administrative office relative to a metropolitan statistical area. (See also Metropolitan Statistical Area.)

### **Micropolitan Statistical Area**

A core based statistical area associated with at least one urban cluster that has a population of at least 10,000 but less than 50,000. The micropolitan statistical area comprises the central county or counties that contain the core, plus adjacent outlying counties having a high degree of social and economic integration with the central county as measured through commuting.

### **migrant student**

Defined under 34 CFR (Code of Federal Regulations) 200.40: (1) (a) Is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate), but (b) if the child is too young to attend school-sponsored educational programs, is old enough to benefit from an organized instructional program; and (2) A migrant agricultural worker or a migrant fisher or who has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and (3) Performs, or has a parent, spouse, or guardian who performs qualifying agricultural or fishing employment as a principal means of livelihood; and (4) Has moved within the preceding 36 months to obtain or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work; and (5) Has moved from one school district to another; or in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (Provision 5 currently applies only to Alaska.) Item was first collected in 1998–99.

### **officials and administrators**

Chief executive officers of education agencies, including superintendents, deputies, and assistant superintendents; and other persons with districtwide responsibilities, such as business managers, administrative assistants, etc.

### **operational status, agency**

Classification of changes in an education agency’s boundaries or jurisdiction. Classifications include no change, currently in operation; closed with no effect on another agency’s boundaries; new agency with no effect on another

## APPENDIX C—Glossary for the Common Core of Data: School Year 2006–07

agency’s boundaries; added; significant change in geographic boundaries or instructional responsibility; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years. Prior to 1998–99, the term “Boundary Change” was used.

### **operational status, school**

Classification of the operational condition of a school. Classifications include currently operational; closed; new; added; changed agency; temporarily closed and may reopen within 3 years; and scheduled to be operational within 2 years.

### **other diploma recipient**

A student who received a diploma through other than a regular school program during the previous school year or subsequent summer. Last reported in 1997–98; combined with “Regular Diploma Recipient” in 1998–99, with both categories reported as “Diploma Recipient.”

### **other high school completer**

Student who has received a certificate of attendance or other certificate of completion in lieu of a diploma during the previous school year and subsequent summer school.

### **other support staff**

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

### **prekindergarten student**

Student who is enrolled in a group or class that is part of a public school program taught during the year or years preceding kindergarten, excluding Head Start students unless part of an authorized public education program of a local education agency.

### **prekindergarten teacher**

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

### **principal city**

The largest city in each metropolitan or micropolitan statistical area is designated a “principal city.” Additional cities qualify if specified requirements are met concerning population size and employment. The title of each metropolitan or micropolitan statistical area consists of the names of up to three of its principal cities and the name of each state into which the metropolitan or micropolitan statistical area extends. Titles of metropolitan divisions also typically are based on principal city names but in certain cases consist of county names.

### **public school**

An institution that provides educational services and has one or more grade groups (PK–12) or that is ungraded, has one or more teachers to give instruction, is located in one or more buildings, has an assigned administrator, receives public funds as primary support, and is operated by an education agency.

### **Reduced-Price-Lunch Student**

A student who is eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act. (See also “Free Lunch Program”)

### **regional education service agency**

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

### **regular diploma recipient**

See “High School Graduate, Regular Day School.” Last reported in 1997–98; combined with “Other Diploma Recipient” in 1998–99, with both categories reported as “Diploma Recipient.”

### **regular school**

A public elementary/secondary school that does not focus primarily on vocational, special, or alternative education.

### **Rural Locale**

A rural locale code is assigned to any Census-defined rural area. “Rural fringe locale“ is no more than 5 miles from an urbanized area, or no more than 2.5 miles from an urban cluster. “Rural distant locale” is more than 5 miles, but not more than 25 miles from an urbanized area, or more than 2.5 miles but not more than 10 from an urban cluster. “Rural remote locale” is more than 25 miles from an urbanized area, and more than 10 from an urban cluster.

### **school administrative support staff**

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

### **school administrator**

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

### **school district**

An education agency or administrative unit that operates under a public board of education.

### **secondary**

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

### **shared time school**

A school offering vocational/technical education or other education services, in which some or all of the students are enrolled at a different school of record and attend the shared time school on a part-day basis: for example, a regional vocational center attended by students from multiple high schools on a part-day basis.

### **special education school**

A public elementary/secondary school that focuses primarily on special education—including instruction for any of the following: autism, deaf-blindness, developmental delay, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments—and that adapts curriculum, materials, or instruction for students served.

### **state education agency (SEA)**

An agency of the state charged with primary responsibility for coordinating and supervising public instruction, including setting standards for elementary and secondary instructional programs.

### **state-operated agency**

Agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services. Examples include elementary/secondary programs operated by the state for the deaf or blind; and programs operated by state correctional facilities.

### **student**

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

### **student support services staff**

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

### **Suburb Locale**

Suburb locale is assigned to territory outside a principal city but inside an urbanized area. Suburb large locale has a population 250,000 or more. Suburb midsize locale has a population at least 100,000 but less than 250,000. Suburb small locale has a population of less than 100,000.

### **supervisory union**

An education agency where administrative services are performed for more than one school district by a common superintendent.

### **teacher**

An individual who provides instruction to prekindergarten, kindergarten, grade 1–12, or ungraded classes; or individuals who teach in an environment other than a classroom setting and who maintain daily student attendance records.

### **Title I Eligible School**

A school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. Item was first collected in 1998–99.

### **Title I Schoolwide Program**

A school in which all pupils are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. Item was first collected in 1998–99.

### **Town Locale**

An area that is inside an urban cluster. “Town fringe locale” is not more than 10 miles from an urbanized area. “Town distant locale” is more than 10 miles but no more than 35 miles from an urbanized area. “Town remote locale” is more than 35 miles from an urbanized area.

### **ungraded student**

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

### **urbanized area**

An area that is a densely settled core with a population concentration of at least 50,000.

### **vocational education school**

A public elementary/secondary school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

### **White**

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

**Appendix D—State Notes for the Common Core of Data:  
School Year 2006–07**

This appendix provides information on known anomalies and comments for data users for individual states on the school, agency, and state files. Counts are based on currently operational (status 1, 3, 4, 5, 8) units only. Sch=School File, Agn=Agency File, St=State.

Alabama

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn – Aides, Instructional Coordinators, Elementary and Secondary Guidance Counselors; St – Aides, Instructional Coordinators, Elementary and Secondary Guidance Counselors. Not Applicable: Sch – Charter School, Ungraded Students; Agn – Teachers of Ungraded Classes, Ungraded Students; St – Teachers of Ungraded Classes, Ungraded Students.

Alaska

**Anomalies:** Missing Data: Sch – Migrant Students. Agn – Migrant Students, Instructional Coordinators. Not Applicable: Sch – Ungraded Students; Agn – Teachers of Ungraded Classes, Ungraded Students; St – Teachers of Ungraded Classes, Ungraded Students.

Arizona

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

Arkansas

**Anomalies:** Missing Data: Sch – Migrant Students. Agn – English Language Learner Students.

California

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students, Prekindergarten Students; Agn – English Language Learner Students, Migrant Students, Prekindergarten Teachers, Library Media Support Staff; St – Prekindergarten Teachers, Prekindergarten Students.

**Comments:** The agency-level count of student membership exceeds the count on the state-level.

Colorado

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students. Agn – English Language Learner Students, Students with Individualized Education Programs. Not Applicable: Sch – Ungraded Students. Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

Connecticut

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

Delaware

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

District of Columbia

**Anomalies:** Missing Data: Sch – Shared Time School; Agn – Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Total Teachers, Instructional Aides, Instructional Coordinators/Supervisors, Guidance Counselors, Librarians/Media Specialists, Library Media Support Staff, LEA Administrators, LEA Administrative Support Staff, School Administrators, School Administrative Support Staff, Student Support Services Staff, All Other Support Staff; St – Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Total Teachers, Instructional Aides, Instructional Coordinators/Supervisors, Guidance Counselors, Librarians/Media Specialists, Library Media Support Staff, LEA Administrators, LEA Administrative Support Staff, School Administrators, School Administrative Support Staff, Student Support Services Staff, All Other Support Staff. Not Applicable: Sch – Migrant Students; Agn – Migrant Students.

**Comments:** Migrant Students—Migrant student programs have been terminated in the District of Columbia and these programs are not offered.

Florida

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

Georgia

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

Hawaii

**Anomalies:** Missing Data: Sch – Migrant Students. Agn— Migrant Students. Not Applicable: Sch – Magnet School.

Idaho

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

**Comments:** The agency-level count of student membership exceeds the count on the state-level.

Illinois

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students; St – Teachers of Ungraded Classes, Instructional Aides, Library Media Support Staff, School Administrative Support Staff. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.  
**Comments:** The agency-level count of teachers exceeds the count on the state-level.

Indiana

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students, FTE Teachers; Agn – Migrant Students; Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Iowa

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

Kansas

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students.

Kentucky

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students; St – Elementary Guidance Counselors, Secondary Guidance Counselors, Prekindergarten Students. Not Applicable: Sch – Charter School.

Louisiana

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

Maine

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

Maryland

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students, English Language Learner Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

APPENDIX D—State Notes for the Common Core of Data: School Year 2006–07

Massachusetts

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

**Comments:** The agency-level count of teachers exceeds the count on the state-level.

Michigan

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn – Migrant Students; St – Elementary Guidance Counselors, Secondary Guidance Counselors.

**Comments:** Michigan reported incorrect FTE and membership data for 158 operating schools in the 2006–07 school year. Corrected data were not received in time to revise the school file. These schools can be identified on the file because each has a membership of -2 and a teacher FTE of 1.0. The Michigan CCD Coordinator confirmed that the majority of these schools offer career/technical programs or prekindergarten programs for which student membership data were not available.

Minnesota

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Mississippi

Missing Data: Sch – Migrant Students; Agn – Migrant Students.

Missouri

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn –English Language Learner Students, Migrant Students, School Administrative Support Staff; St – School Administrative Support Staff. Not Applicable: Sch – Ungraded Students. Agn – Ungraded Students.

Montana

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn – Migrant Students, Prekindergarten Teachers, Kindergarten Teachers, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff; St–Prekindergarten Teachers, Kindergarten Teachers, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff. Not Applicable: Sch – Magnet School, Charter School; Agn – Teachers of Ungraded Classes; St – Teachers of Ungraded Classes.

Nebraska

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

Nevada

**Anomalies:** Missing Data: Sch – Shared Time School, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Ungraded Students; Agn – Migrant Students, Ungraded Students, Library Media Support, LEA Administrative Support Staff, School Administrative Support Staff.

New Hampshire

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn – Migrant Students, Instructional Coordinators; St – Instructional Coordinators. Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students, Teacher of Ungraded Classes; St Ungraded Students, Teacher of Ungraded Classes.

New Jersey

**Anomalies:** Missing Data: Sch – Magnet School; Agn – Students with Individualized Education Programs, English Language Learner Students, Migrant Students, Elementary Guidance Counselors, Secondary Guidance Counselors, Instructional Aides, Library Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Other Support Staff; St – Elementary Guidance Counselors, Secondary Guidance Counselors, Instructional Aides, Library Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Other Support Staff.

New Mexico

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

New York

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students, Elementary Guidance Counselors, Secondary Guidance Counselors; St –Elementary Guidance Counselors, Secondary Guidance Counselors.

New York City Public Schools—The New York City Public Schools agency has been assigned a supervisory union number and its component sub-districts are identified as components of the supervisory union. The supervisory union component number can be used in aggregating data to a single observation for the New York City Public Schools district.

North Carolina

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

North Dakota

**Anomalies:** Missing Data: Sch – Agn – Students with Individualized Education Programs, Migrant Students. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

Ohio

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

Oklahoma

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

Oregon

**Anomalies:** Missing Data: Sch – Migrant Students.

Pennsylvania

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Instructional Aides, Library Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Other Support Staff; St – Instructional Aides, Library Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Other Support Staff.

Rhode Island

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students, Instructional Aides, Library/Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Student Support Staff; St – Instructional Aides, Library/Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Student Support Staff. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

South Carolina

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Instructional Coordinators/Supervisors, School Administrative Support Staff; St – Instructional Coordinators/Supervisors, School Administrative Support Staff. Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

South Dakota

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students, English Language Learner Students, Instructional Aides, Library/Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Other Support Staff; St – Instructional Aides, Library/Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Other Support Staff. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Tennessee

**Anomalies:** Missing Data: Sch – Migrant Students.

Texas

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; St – Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable:

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Sch – Magnet School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Utah

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Vermont

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

Virginia

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

Washington

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

West Virginia

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students, Library/Media Support Staff, LEA Administrative Support Staff; St – Library/Media Support Staff, LEA Administrative Support Staff. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Wisconsin

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Wyoming

**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Bureau of Indian Education (BIE)

**Comments:** No data were reported for the 2006–07 school year.

Department of Defense Dependents (overseas) Schools

**Anomalies:** Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students; Agn – Library Media Support Staff; St – Library Media Support Staff. Not Applicable: Sch – School-Wide Title I,

APPENDIX D—State Notes for the Common Core of Data: School Year 2006–07

Magnet School, Charter School, Migrant Students, Ungraded Students; Agn – Ungraded Students, Migrant Students; St – Ungraded Students.

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

Department of Defense Dependents (domestic) Schools

**Anomalies:** Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students; Agn – Library Media Support Staff; St – Library Media Support Staff. Not Applicable: Sch – School-Wide Title I, Magnet School, Charter School, Migrant Students, Ungraded Students; Agn – Ungraded Students, Migrant Students; St – Ungraded Students.

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

American Samoa

**Anomalies:** Not Applicable: Sch – Magnet School, Charter School, Migrant Students, School Wide Title I; Agn – Migrant Students.

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

Guam

**Comments:** No data were reported for the 2006–07 school year.

Northern Marianas

**Anomalies:** Missing Data: Sch – Migrant Students, English Language Learner Students; Agn – Migrant Students, English Language Learner Students, Other High School Completers. Not Applicable: Sch – Magnet School, Charter School, Title I School Wide.

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

Puerto Rico

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students; St – Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Magnet School, Charter School, Agn – Teachers of Ungraded Classes.

Virgin Islands

**Anomalies:** Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students, Migrant Students, Total Prekindergarten Students; Agn – Migrant Students, Prekindergarten Teachers; St – Prekindergarten Teachers. Not Applicable: Sch – Magnet School, Charter School.