

**A Twelve-Year Longitudinal CCD Non-Fiscal Survey Database:  
1986/87 - 1997/98**

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## Overview

This report documents (a) the procedures used to continue the development of the twelve-year Longitudinal Common Core of Data (CCD) Non-Fiscal Survey Database and (b) the files resulting from that effort. The processes carried out during the period from September 1999 to April 2001 include:

- (1) the addition of 1996-97 and 1997-98 data to the longitudinal database,
- (2) the addition of a longitudinal file of school staff breakdowns, for the period from 1992-93 through 1997-98 to the database, and
- (3) the development of a reconciled Longitudinal School File to match the previously developed Longitudinal District File.

The resulting files are designed for research use in testing hypotheses about longitudinal trends in schools and school districts over the period from 1986-87 to 1997-98.

### *Purpose of the longitudinal CCD file*

The CCD is an annual universe collection of elementary and secondary education data about public schools and local education agencies, as well as summary statistics for the state. The surveys cover a limited range of variables, including directory information about schools and agencies, numbers and types of education staff, numbers of students, graduates and dropouts, several student characteristics such as racial/ethnic background, and revenues and expenditures for public education. The information is provided voluntarily by state education agencies, and is usually drawn from the administrative records systems of these institutions. State education data systems, however, vary in the information they include. When new items are added to the CCD, as was the case with staff categories at the local agency level in 1992-93, it can take several years for a state's data system to add this new information.

The use of imputation to replace missing values in the CCD has traditionally been very limited. While this approach prevents confusion among users who seek information about a specific school or education agency, it also limits the usefulness of the file for examining trends in enrollment, staff, and the like, over time. This file was developed as a research tool that allows long-term analyses. It is intended to supplement, not replace, existing non-imputed CCD files.

### *Development of the longitudinal file*

The file development procedures described in this report represent the fourth round of CCD district editing and imputation undertaken by the author. In the first round, missing data in six years were imputed to provide the basis for a longitudinal trend report based on the years 1986-87 through 1991-92 (Levine, McLaughlin, and Sietsema, 1995). In that round, no test for outliers was carried out, and no reported values were replaced with more consistent imputed values. It became apparent during the analyses for that report that some reported values were probably in error.

Therefore, in the second round, tests for outliers were incorporated into the file development procedure; and 1992-93 and 1993-94 data were added to the file to provide the basis for a longitudinal trend report on small rural school districts (McLaughlin, Huberman, Hawkins, and Hoffman, 1997). The imputation procedures for the second round are described in that report and are included in Appendix B of this report. The third round included addition of 1994-95 and 1995-96 data to the Longitudinal District File, identification of linkages across years for districts that consolidated and between grade levels for separate elementary and secondary districts, and addition of the five outlying territories to the file. The files resulting from that round of editing, as well as its documentation (McLaughlin, 1999) can be found at the NCES-maintained web-page: “<http://nces.ed.gov/ccd/pau10yr.html>”. The editing and imputation procedures are also included in Appendix B of this report.

The Longitudinal Database described in this report is derived from the basic CCD data collected by NCES. The basic CCD Local Agency Nonfiscal File for each year contains records for roughly 15,000 public school districts in the country. These Local Education Agencies (LEAs) are responsible for the education of children in their jurisdiction. Each year, they report administrative data, through State Education Agencies (SEAs), to the National Center for Education Statistics (NCES). NCES reviews the data provided and, in some cases, obtains revised data that more accurately reflect the status of LEAs. Information about the roughly 90,000 individual public schools in these local agencies is also collected and maintained by NCES and is available in the CCD Public School Universe Files.

While the data in the basic CCD nonfiscal survey files are a valuable resource for education policy-makers, the utility of the data for policy research has been limited by the presence of missing data and of anomalous values, many of which are clearly erroneous reports. The 12-year Longitudinal CCD Nonfiscal Survey Database is designed to support the research uses of the CCD by enhancing the quality of the data. It is based on the CCD local agency and school files for the school years 1986-87 through 1997-98. These twelve years saw the end of declining enrollments and a steady increase in enrollments during the 1990s. They also saw the expansion of the Federal State Cooperative Data System and with it the standardization of reporting school district administrative information. Each year there have been increases in overall accuracy and completeness of reporting, so that the strong correlations of measures between years have enabled the implementation of powerful editing and imputation procedures. As a result, the longitudinal files can support valid and reliable studies of school district trends.

#### *Structure of the longitudinal CCD Nonfiscal Survey database*

The Longitudinal Database consists of three sets of files: (1) a set of 13 local agency-level files, each containing a record for every regular public school district in the United States and its territories; (2) a set of 13 school-level files, each containing a record for every public school in those districts; and (3) a supplementary file of local agency-level information on categories of staffing. Each of the two sets of 13 files consists of twelve single-year files, one file for each school year, from 1986-87 through 1997-98, plus a single overall file combining quantitative information across the 12 years, the Longitudinal District File and the Longitudinal School File.

The supplementary staffing data are contained in a single file with information for the six school years from 1992-93 through 1997-98.

The single-year files in the Longitudinal Database contain the directory information as recorded in the original CCD nonfiscal survey files maintained by the National Center for Education Statistics (e.g., school name, address, and telephone number). They also contain quantitative fields (e.g., enrollment); and all missing values in these fields have been filled in (imputed) based on statistical procedures. In addition, clearly erroneous values have been replaced with values based on the same procedures.<sup>1</sup> Thus, trend data can be graphed and interpreted with greater confidence than before.

The files are linked by a 7-digit code number for each district (LEAID) and a 12-digit code number for each school (MASTERID), the first 7 digits of which are the district code number for the district designated for the school. In the vast majority of cases, the school code number is the same as the original CCD identifier for the school (NCESSCH). However, in cases in which a school changes district designation (e.g., as part of a consolidation), MASTERID remains constant, while the original CCD identifier, NCESSCH, changes.

#### *Cases included in the files*

While most of the records in the basic CCD local agency (i.e., district) files refer to entities that we all recognize as school districts, roughly 1,000 of the records refer to different kinds of agencies that are in one manner or another responsible for the education of children. These include agencies that operate in correctional institutions, schools for blind and deaf children, agencies that provide special services to schools in several districts in a region, and administrative agencies that only serve students indirectly. The Longitudinal District File only contains records for “regular” school districts which report employing teachers and enrolling students.<sup>2</sup>

All regular districts in the 50 states and the District of Columbia are included in the longitudinal files. In addition, one Local Education Agency (LEA) for each of the five outlying areas, Puerto Rico, the U.S. Virgin Islands, Guam, the Commonwealth of the Northern Mariana Islands, and American Samoa, is included in the longitudinal files. The total number of school districts included in the Longitudinal District File, shown by region in table A1, changes from year to year as school districts consolidate, reorganize, and split.

The Longitudinal School File contains records for between 84,000 and 90,000 schools each year, a total of 103,017 schools over the 12-year period. The Longitudinal School File is organized by district, with records for all schools in the same district grouped together. This means that

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<sup>1</sup> An example of a “clearly erroneous value” would be an enrollment count of 3,000 in 1994-95, in a district that reported enrollments in the two adjacent years of 310 and 320 students and numbers of teachers for the three years of 16, 16, and 18. In that case, a random value in a range around 315 would be imputed for the 1994-95 enrollment.

<sup>2</sup> The district “type code” on CCD takes on values 1 through 7. Regular school districts are normally types 1 and 2, although in some cases, in some states, and in some years, regular school districts are reported to have other type codes. For example, in Minnesota, the result of consolidation of adjacent regular school districts has been labeled as a “regional” district. Detailed documentation of CCD can be obtained from the NCES webpage ([www.ed.gov/NCES/](http://www.ed.gov/NCES/)).

records for schools that changed districts appear more than once on the Longitudinal School File. Thus, the file of 103,017 schools includes 104,397 records, as shown in table 1.

**Table 1. Number of schools appearing in different numbers of districts between 1986-87 and 1997-98.**

	Number of districts with which the school has been affiliated			
	1	2	3	4
Number of schools	101,649	1,358	8	2
Cumulative number of records	101,649	104,365	104,389	104,397

*Measures included on the longitudinal files*

For every public school district, the basic CCD local agency files contain (1) directory information (name, address, phone number, type, the state’s district identification code), (2) a few categorical characteristics, such as grade span and the urbanicity of the community, and (3) counts of schools, students, teachers, special education students, graduates, and dropouts. Other information, such as racial/ethnic distributions and counts of students eligible for the federal free and reduced price lunch program, can be aggregated from the CCD school file to the district level.

The Longitudinal District File includes all the measures on the primary CCD district file except dropout counts, although editing and imputation were only carried out for a subset of the measures. In addition, the Longitudinal District File includes student race/ethnicity data and free and reduced price lunch eligible counts derived from the CCD school file and other sources, as well as two kinds of linkage measure: (1) between years, for districts that consolidate, and (2) between separate elementary and secondary districts. (The linkage between secondary districts and their respective “feeder” elementary districts is provided for only the 1992-93 school year.). The measures that were either edited and imputed or were created for the Longitudinal District File are shown in table 2.

**Table 2. Measures examined or created for the CCD Longitudinal District File**

Variable Name	Definition	Primary Source
NUMSCHLS	Number of schools	CCD Agency File
TOTSTUDT	Total enrollment	CCD Agency File
TOT_TCHR	Total number of full-time equivalent teachers	CCD Agency File
TOT_PK12	Number of students in grades PK through 12	CCD Agency File
TOTUNGRD	Number of ungraded students	CCD Agency File
SPED_IEP	Number of special education students	CCD Agency File
REGDIPLO	Number of regular diplomas awarded in past year	CCD Agency File
OTHDIPLO	Number of other diplomas awarded in past year	CCD Agency File
OTHHSCMP	No. of other high school completers in past year	CCD Agency File
HSEQVREC	Number of high school equivalency recipients in past year	CCD Agency File
GRADE_LO	Lowest grade with pupils enrolled	CCD Agency File
GRADE_HI	Highest grade with pupils enrolled	CCD Agency File
LOCACODE	Community type of most schools in district	CCD School Aggregate
FLNCHELG	No. of students eligible for free lunch program	CCD School Aggregate
ASIAN, WHITE, BLACK, HISPANIC, NATAMER	Percentages of race/ethnic groups in enrollment	CCD School Aggregate
PPOV90,95	Fraction of school aged children in poverty	1990 U.S.Census
NXTYRID	For closing districts, NCES ID of district receiving most of its students next year.	New
PRVYRID	For districts receiving students from a closed district, the NCES ID of the closed district.	New
SECLEA	For elementary districts, the NCES ID of the district receiving most of its students for secondary education	New
YRS	String variable: i-th character, for year (1985/86+i), is Y (LEA open, w schools), N (LEA but no schools), or M (LEA not open)	New

Note: TOT\_PK12, TOTUNGRD, SPED\_IEP, REGDIPLO, OTHHSCMP, ASIAN, WHITE, HISPANIC, BLACK, NATAMER, FLNCHELG are not available for 1986-87. PPOV based solely on 1990 and 1995 data. HSEQVREC is available only for 1987-88 through 1990-91. SECLEA is available only for 1992-93.

The core measures, NUMSCHLS (number of schools), TOTSTUDT (total enrollment), and TOT\_TCHR (full-time equivalent teachers), are available for the entire twelve-year period, from 1986-87 to 1997-98. However, TOT\_PK12 (prekindergarten-grade 12 enrollment), TOTUNGRD (ungraded enrollment), SPED\_IEP (special education students), REGDIPLO, OTHDIPLO, OTHHSCMP, and HSEQVREC (recipients of regular and other diplomas, other high school completers, and high school equivalency recipients, respectively), FLNCHELG (free-lunch eligible students), ASIAN, WHITE, HISPANIC, BLACK, and NATAMER (native American) are not available for the first year, 1986-87. PPOV90 and PPOV95 (percentage of children in poverty) are based solely on 1990 U.S. Census data, with 1995 updates; HSEQVREC is not

available after 1990-91; and SECLEA (secondary district for which an elementary district is a “feeder”) is created only for 1992-93.

Although a single primary data source is indicated for each measure, other sources were used both to identify apparent wrong responses and to generate statistical imputations for missing or apparently wrong responses. For example, information on expenditures for school lunch from the F33 School District Fiscal Survey was used in the imputation of missing percentages of free lunch eligible students.

The Longitudinal School File contains information on the number of students enrolled, MEMBER86 through MEMBER97, on the number of full-time equivalent teachers, FTE86 through FTE97, and on race/ethnicity counts, White, Black, Hispanic, Asian, and Native American, at each school in the districts on the Longitudinal District File. The file also includes a unique MASTER ID for each school, as shown in table 3. A school appearing in different districts in different years is represented by multiple records on the Longitudinal School File, with the same MASTER ID but a different LEA ID.

**Table 3. Measures examined or created for the CCD Longitudinal School File**

Variable Name	Definition	Primary Source
MASTER ID	Permanent school identifier	New
LEAID	District identifier	CCD Agency File
NCESSCH	Current school identifier	CCD School File
MEMBER	Number of enrolled students	CCD School File
FTE	Number of full-time equivalent teachers	CCD School File
ASIAN	Number of Asian students	CCD School File
BLACK	Number of Black students	CCD School File
HISP	Number of Hispanic students	CCD School File
IND	Number of American Indian students	CCD School File
WHITE	Number of White students	CCD School File
LYRS	String variable: i-th character, for year (1985/86+i), is Y (School open in this LEA), or N (School open in another LEA or closed)	New
SYRS	String variable: i-th character, for year (1985/86+i), is Y (School open), or N (School closed)	New

The third component in the Longitudinal CCD Non-Fiscal Survey Database is the Longitudinal District Staff File. For the years 1992-93 through 1997-98, it contains longitudinally edited counts of prekindergarten, kindergarten, elementary, secondary, and ungraded teachers, teacher aides, instructional coordinators, elementary and secondary guidance counselors, library specialists and support staff, school and district administrators and support staff, and student and other support staff.

## Methods for Linkage, Editing and Imputation

As a first step in creating longitudinal files, a correct matching of records from year-to-year is necessary. For the school file, this involves both matching schools to districts and linking schools that changed districts so that the fact that they were the same school can be used for longitudinal analyses. For the district file, this involves examination of each closure to determine which district(s) served the students in the following year.

*Matching the number of records on the school file to the number of schools recorded on the district file.* This is not the straightforward computational task that it might seem (i.e., just adding up the number of records on the school file and putting that number on the district file) because the presence of a discrepancy is a valuable indicator that some error in reporting has occurred. That error is likely to be the misclassification of a school in the wrong district, multiple records for a school, or an error in recording that the school is open or closed. Analysis of discrepancies can clarify the change that is needed in either the school or district file to increase the accuracy of the combined database.

1. The starting point was a set of twelve individual year files on which Synectics, Inc., had carried out preliminary editing. NCES assigns a 12-digit code number to each public school (2 digits for the state FIPS code, 5 digits for districts within state, and 5 digits for individual schools. In most cases, the 5-digit individual school codes are intended to be unique within a state. Because many schools remain in continuous operation while the districts to which they are assigned are changed, the same schools frequently have different NCES school codes in different years. To identify continuing schools and to differentiate them from openings and closings of schools, Synectics, Inc., assigned a preliminary "Master ID" for each school, equal to the NCES code it was given in its first year on the file. Between 1 percent and 2 percent of schools changed NCES codes in the period from 1986-87 to 1997-98.

2. The first step was to verify the NCES ID code changes found by Synectics, Inc., and then add to these. This was done in 12 sub-steps, starting with 1997-98 data and ending with 1986-87 data. In each year, the list of districts with non-matching numbers of schools (between district and school files) was prepared, and the schools in the districts on that list were examined manually to identify the source of each discrepancy. For each year, (a) duplicate records for the same school were identified and deleted; (b) schools found to match schools with different Master IDs in the preceding year were reassigned the appropriate Master ID; and (c) the number of schools recorded on the district file was altered if needed. Master IDs were changed for approximately 2,000 schools in this process. The changes are codified in a SAS program written (a) to produce printouts for examination and (b) to implement changes to the files. The program commands in that program are idiosyncratic to each year, addressing editing contexts particular to each year. A typical example of the hundreds of segments of code in the program is the following, taken from the step to edit the 1987-88 school file.

3.  

```
if masterid="050810000536" then do;  
    masterid="050810001403";  
    ncessch ="050810001403";  
end;
```

That is, the school which had been assigned the Master ID of 050810000536, was reassigned the code of 050810001403, which was the number assigned to that school (Humphrey High School in Humphrey, Arkansas) in later years. In that case, both the Master ID generated by Synectics, Inc., and the NCES school code were changed. In other cases, other changes were made.

4. At the completion of the preceding step, a school file was created for each year with numbers of records in each district matching the number of schools recorded on the longitudinal district file for that district in that year. Table 4 illustrates the kind of information that can be derived from the edited files. The examinations in step 2 were limited, however, to those districts in which the numbers of schools initially failed to match the number recorded on the district file. There was no assurance that no schools were misidentified in districts in which the total numbers matched. Thus, in the following step of the school file editing process (editing of enrollment counts), it turned out that a large percentage of the discrepancies between school and district enrollment counts were not errors of counting students but rather errors in identifying the districts in which the school's students were counted.

**Table 4. Number of schools opening and closing, by year.**

Year of New Status	Open	Close
1987-88	1,390	1,493
1988-89	1,219	1,301
1989-90	1,558	1,187
1990-91	2,105	1,148
1991-92	1,502	1,522
1992-93	1,734	1,671
1993-94	1,750	1,068
1994-95	1,715	1,007
1995-96	1,757	891
1996-97	2,100	1,023
1997-98	1,938	900

*Matching district closures/consolidations across years.* Information on each school district that disappeared from the CCD file (i.e., closed) after some year during the ten-year period was examined to determine the most likely receiver of its students. Generally, a geographically close district, with the appropriate grade span and exhibiting a matching increase in students the following year, was identified as the receiving district. In some cases, the year of closing was not

the same as the year in which the record was removed or the year preceding this removal. An enrollment of zero students was taken in some, but not all, cases as an indication of which year the district closed. Fairly clear identifications were possible for nearly all of the districts that enrolled 25 students or more the year before they closed; however, receiver districts for the very small district closures, many of which were in Nebraska, are ambiguous.<sup>3</sup> Undoubtedly, when districts closed, some students enrolled in different districts, some moved, some attended private schools, and some dropped out. Thus, when very small districts closed, the effects on the enrollment of nearby districts were invisible. Therefore, the numbers of school district closures shown in table 5 are considered estimates.

**Table 5. Number of district closures/consolidations, by region and year**

	Northeast	South	Midwest	West	Total
1987-88	14	19	62	16	111
1988-89	16	5	56	17	94
1989-90	8	16	60	24	108
1990-91	3	24	62	22	111
1991-92	13	32	71	14	130
	11	21	111	34	177
1992-93					
1993-94	12	33	116	52	213
1994-95	28	11	70	46	155
1995-96	5	4	69	26	104
1996-97	9	3	33	23	68
1997-98	5	12	33	40	90

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

The variable NXTYRID is the 7-digit NCES ID code for the district that appeared to inherit most of the students from a closing district. An inverse variable, PRVYRID, was added to the receiving district on next year's file. PRVYRID is the 7-digit NCES ID code for the closing school district that sent most students to this district. (In a few cases, such as reorganizations, multiple districts closed and a single district inherited all of their students.) It is important to note that PRVYRID only indicates inheritance of students from *closing* districts. Reorganizations that did not result in removal of a district from the CCD universe are not identified. In particular, the addition of charter schools as districts on the CCD file implies transfer of students from public

<sup>3</sup> In addition to having many small districts, Nebraska is also problematic in that consolidation may join several districts that are not geographically contiguous.

school districts that remain in operation, but these linkages are not identified.

*Editing and imputation steps for the developing the longitudinal school file*

During the current phase of the development of the CCD Longitudinal Nonfiscal Survey Database, 12 years of responses to a school-level survey were added to the database. For each public school, information is available on the basic CCD school files since 1986-87 on the number of enrolled students, overall and by grade, and since 1987-88, also on the number of full-time equivalent teachers, race distributions of enrollment, and free lunch eligibility counts. The first two steps in incorporating school-level information were time-consuming:

- (1) matching the number of records in the school survey in each district to the number of schools reported on the district survey, by editing NCES school codes and identifying the schools whose NCES school codes changed between years, and
- (2) editing enrollment and full-time equivalent teacher counts to eliminate those mismatches between each district's counts and the sum of counts in schools in the district that are due to reporting errors (without eliminating plausible mismatches attributable, for example, to non-school programs for some students).

The current Longitudinal School File does not yet include edited data on free and reduced price lunch eligibility, or grade-by-grade breakdowns. The editing of enrollment, teacher, and race/ethnicity counts were each accomplished as a series of computations.

*Matching the sum of enrollments in schools in a district to the enrollment total recorded on the district file.* First, it must be realized that these numbers need not match exactly. Many regular school districts serve students who are not assigned to a particular school. Usually the discrepancies are small as a percentage of a district's enrollment, but their existence means that an exact match cannot serve as an absolute criterion for accuracy of the file. Therefore, at the conclusion of the editing and imputation, differences remain in the total enrollments based on school and district surveys (compare tables A3 and A13).

1. As a starting point a longitudinal school file was created, containing enrollment and FTE teacher counts for each year from 1986-87 through 1997-98. The result of editing that file was the creation of the file SCH12YRS (whose contents are listed in Appendix C). Records on that file are grouped by the district they are in, so that a school that was in two districts in different years appears twice on the file, once associated with each district. To distinguish multiple occurrences of a school, each record contains a 12-character variable, LYRS. "Y" in the *i*-th position indicates that the school was in the district indicated in the LEAID field of the record in the *i*-th year (1986-87=1), and "N" indicates that it was not. A second variable, SYRS, indicates all the years in which the school was open ("Y" in the *i*-th position indicates *open*, "N" indicates *closed*). For example, a school that was open in 1990-91 but changed districts in 1994-95 would have "Y" in position 5 of SYRS on both records, but position 5 of LYRS would be "N" for when it appeared in one district and "Y" when it appeared in the other. In the following hypothetical example, Washington School,

which opened in 1987-88, has a record for Smithville Elementary District and a second record for Smithville Unified District, created by a consolidation in 1994-95.

<i>(hypothetical example)</i>	Smithville Elementary District	Smithville Unified District
Washington School: SYRS	NYYYYYYYYYYYYY	NYYYYYYYYYYYYY
Washington School: LYRS	NYYYYYYYNNNN	NNNNNNNNYYYYY

This file structure is particularly useful for imputing missing enrollment data because information can be used from adjacent years, even if the school was in a different district. In fact, most jumps in district enrollment figures from one year to the next are explainable as the change of a school to a different district.

2. A preliminary categorization of types of discrepancies was carried out to identify cases requiring manual examination because they fit no systematic pattern. Enrollments in schools in 148 district-by-year combinations were analyzed manually, and school and district files were edited as needed to minimize discrepancies. This analysis made clear that most enrollment discrepancies between school and district files were the result either of misassignment of schools to districts on the file or delay in adding a school to the file.
  
3. A criterion was set for identifying discrepancies. A discrepancy is either a missing value or a difference between school and district enrollment figures of greater than 10 percent of the higher value, but at least 50 students. Thus, if the sum of school enrollments was 89 and the district enrollment was 100, that discrepancy would not be examined, but if the two numbers were 899 and 1000, the discrepancy would be examined.
  
4. More than one-third of the discrepancies were associated with one state in two years: Illinois in 1996-97 and 1997-98. In those years, many special education students were double-counted in district reports. Discussion with the Illinois CCD coordinator clarified the situation, and these discrepancies were removed. The Illinois CCD coordinator also provided figures on special education counts for the entire period of the longitudinal file, and the Longitudinal District File was amended to reflect this information.
  
5. Next, 206 discrepancies in which the school figures were clearly more credible than the district figures were identified, and the Longitudinal District File was amended accordingly. Credibility was evaluated in terms of compatibility with adjacent years' figures.
  
6. Next, 160 discrepancies which could be explained by a change in one school's enrollment to be the same as its value in an adjacent year were identified, and those school enrollments were amended accordingly.
  
7. Next, 1,152 discrepancies that could be explained as "V's" (i.e., large one-year deviations from preceding and following years' figures in one field, such as enrollment counts, not corroborated by a corresponding deviation in another field, such as teacher counts) were examined, and those school enrollments were amended accordingly. Also, 1996-97 figures for New Jersey

were imputed as averages of adjacent years.<sup>4</sup> Note: in each of these steps, one or more special cases were uncovered, and enrollment figures were edited as appropriate.

8. At this point, 804 discrepancies remained. A series of global steps was undertaken to reduce this to an acceptable number. Although these steps did not involve case-by-case examination of the figures, diagnostics were examined to ensure that the results were plausible. The first of these steps was to impute backward in time. If a discrepancy could be explained by assuming a school had really been open a year earlier than it appeared on the CCD file, with an enrollment similar to that in the following year, the school was “added” to the file in the preceding year. The second step was an analogous forward imputation from one year to the next. These two steps were especially effective in filling in the cases in which a school’s enrollment was not reported at the school level during a year in which a district was reorganizing, although those students continued to be reported at the district level. (It is highly unlikely that those students were not in some school in the district in the intervening year.) The criterion for applying this step was the following. First, the district enrollments in the two adjacent years were required to be within 10 percent of each other; second, the school-to-district match had to be within 5 percent in the “good” year; and third, 75 percent of the discrepancy had to be explained by either missing school enrollments or school enrollments that were lower than the adjacent year by a factor of at least two. Also, there must have been some schools in the district that were not counted in the third part.

9. In the same manner, schools were removed from the file a year earlier than they were reported to have closed when that removed a discrepancy. These appeared to be cases in which two schools counted the same students, perhaps because a new school opened after the beginning of the school-year. These examples suggest the need for a refinement in the enrollment counts: counting “FTE” students who attend one school full-time for one school-year. Using such a measure, districts might address the issue of students’ attendance at two schools in a year by counting them as half in each school.

10. The two steps described in (8) above were then repeated, with a more lenient definition of “explains the discrepancy.” The district enrollment counts in adjacent years were allowed to be 30 percent different, and the schools with missing or low enrollments were only required to account for 60 percent of the discrepancy.

11. At this point a list of the 15 remaining cases with discrepancies of more than 1,000 students was examined, on a case by case basis, and imputations were made as appropriate to remove the discrepancies.

12. The next step was to add the territorial data for American Samoa, Guam, the Marianas, Puerto Rico, and the Virgin Islands. Note that the original CCD FIPS codes for the territories were changed between 1990-91 and 1991-92. The newer values are used in the longitudinal files.

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<sup>4</sup> New Jersey did not report figures to CCD in 1996-97. NCES has prepared a revised 1996-97 CCD file, substituting 1995-96 figures for the missing 1996-97 data in New Jersey.

13. An examination of overall state sums of enrollment indicated three anomalies that could not be attributed to particular schools or districts. In Tennessee, 1986 district enrollments were about 30,000 greater than both (a) 1986 school enrollments and (b) 1987 district and school enrollments. In most years, the annual change in enrollment in Tennessee was much less than 30,000 students. To remove the discrepancy, 1986 district enrollment figures were reduced by 3 percent or 5 percent, depending on the difference reported between 1986 and 1987. A similar, but reversed, pattern was seen in 1986 Pennsylvania district enrollment figures, which were about 60,000 lower than school figures and 1987 figures. To remove this discrepancy, 1986 district enrollment figures were increased by 3 percent or 5 percent. Finally, 1991 district enrollments in Michigan were inconsistent with adjacent years and with school figures, so those figures were replaced with the corresponding school-level figures. Note that in every case in which district enrollment figures were modified, other figures that add to the enrollment (graded and ungraded enrollment and race/ethnicity counts) were modified proportionally.

14. After the corresponding imputation of teacher FTE data, described below, three additional global imputation steps were performed. First, all imputed district enrollment figures that were inconsistent with adjacent years (i.e., “V’s”) were re-imputed to be equal to school figures if that would remove the inconsistency. Second, remaining school enrollment discrepancies in districts in which teacher FTE counts were consistent were replaced using a constant student/teacher ratio in the district. Third, in all one-school districts with inconsistencies, the school enrollment was imputed equal to the district enrollment figure. At the completion of this step, about 55 discrepancies of more than 10 percent or missing school enrollments remain.

*Matching the sum of FTE teacher counts in schools in a district to the FTE teacher total recorded on the district file.* Many discrepancies in teacher enrollments, between school and district figures, are expected because some teachers are not assigned to particular schools and not counted in school staff counts. Of course, many teachers who split time between schools are counted in school staff FTE counts as well as district counts, but discrepancies are expected. . Therefore, at the conclusion of the editing and imputation, differences remain in the total enrollments based on school and district surveys (compare tables A4 and A14). Five steps were implemented for removing teacher FTE discrepancies.

1. Whenever a modification of a school’s identification code was made to remove an enrollment discrepancy, that also tended to remove a corresponding teacher FTE discrepancy.

2. As a first systematic editing step, when student/teacher ratios were available for a school with a discrepancy in the FTE teacher count, based either in other years or at the district level in the same year, the teacher FTE count was imputed as the specified fraction of the school’s enrollment.

3. Next, if student and teacher counts were available for other schools in the same district and year, a discrepancy was removed by applying that ratio to the students in the school.

4. Next, when it removed a discrepancy while not creating a new inconsistency with adjacent years at the district level, the district FTE count was replaced by the sum of school FTE counts.

5. Finally, when no school-level student/teacher ratio was available, FTE teachers reported at the district level were allocated to schools in proportion to the schools' enrollments. At the conclusion of this step, 25 discrepancies remained.

*Imputation of school race/ethnic counts.* This step made use of previously imputed district-level race/ethnic counts. (See appendix B, "Phase 4".) Editing and imputation were carried out on race percentages of membership and translated back into student counts and stored on SCHRACES.SD2 as a final step. First, all partially missing race counts were set to zero if races reported added up to more than 75 percent of the membership. Next, for all schools with race data, a mean percentage estimate for 1992-93 and an annual increase were estimated based on years with data. For all other schools, these statistics were imputed based on district (or if necessary, state) statistics, including an appropriate error percentage. Then percentages missing for individual years were imputed using the 1992-93 mean estimate and annual increase estimate, including an appropriate error percentage. Single-year discrepancies of more than 25 percent (and more than 50 students) were replaced with appropriate imputations, and 141 anomalies were individually edited.

No race data were reported (or imputed) for 1986-87; and districts in states with completely missing data had been imputed from U.S. Census data on percentages of school-aged children by race. The number of states not reporting race counts decreased from 17 in 1987-88 and 13 in 1988-89 to only one per year after 1992-93. Results for 1987-88 were evaluated by comparison with state counts available from the Office of Civil Rights for 1984-85 and 1986-87.

The numbers of imputed membership, FTE teacher values, and race/ethnic counts on the school file are shown in tables 6, 7, and 8..

**Table 6 Number of schools for which membership imputations were generated**

	Imputed	Not Imputed
1986-87	717	83,532
1987-88	1,114	83,027
1988-89	787	83,252
1989-90	587	83,813
1990-91	389	84,950
1991-92	875	84,439
1992-93	1,262	84,124
1993-94	1,445	84,628
1994-95	1,212	85,567
1995-96	1,675	85,959
1996-97	3,944 <sup>1</sup>	84,767
1997-98	1,462	88,344

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal School File. <sup>1</sup> Original CCD data are missing for New Jersey in 1996-97.

**Table 7 Number of schools for which FTE teacher imputations were generated**

	Imputed	Not Imputed
1986-87	7,152	77,097
1987-88	8,856	75,825
1988-89	13,654	70,385
1989-90	4,246	80,154
1990-91	6,925	78,414
1991-92	6,098	79,216
1992-93	7,520	77,866
1993-94	3,291	82,782
1994-95	5,094	81,685
1995-96	5,863	81,771
1996-97	9,481	79,230
1997-98	8,883	80,923

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal School File.

**Table 8 Number of schools for which race/ethnic imputations were generated**

	Imputed	Not Imputed
1986-87	-	-
1987-88	21,917	62,224
1988-89	14,378	69,661
1989-90	10,614	73,786
1990-91	9,414	75,925
1991-92	7,285	78,029
1992-93	3,372	82,014
1993-94	753	85,320
1994-95	717	86,062
1995-96	785	86,849
1996-97	3,065	85,646
1997-98	791	89,015

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal School File.

### *Editing and imputation steps for adding a year to the longitudinal district file*

The longitudinal editing and imputation system for adding 1996-97 and 1997-98 data to the Longitudinal District File used procedures previously developed. Thus, the current project may be considered Round 4 of the development of the Longitudinal District File. The editing and imputation in Round 3 was carried out primarily for the 1994-95 and 1995-96 school years, using procedures described in Appendix B. (The editing and imputation rules for the years preceding 1994-95 (Round 2) are also summarized in Appendix B.)

The procedures for adding a year to district records consists of a series of five SAS programs, referred to in Appendix B as Phase I through Phase V. These programs were executed interactively, with examination of intermediate outputs followed by subsequent, more detailed, examination of small numbers of ambiguous cases. Missing values and values that were evaluated as very unlikely to reflect the actual status of education in school districts were replaced with statistically plausible values. The judgments to replace reported values were naturally very conservative, to avoid eliminating real variability in school district information.

The numbers of district values imputed for each year (cumulatively over four rounds of imputations) are given in tables B2, B3, and B4. The numbers of missing responses imputed are given in the first half of each table (B2a, B3a, B4a), and the number of non-missing values replaced are given in the second half of each table (B2b, B3b, B4b). Some of the replaced non-missing values are really indicators of missing data, however, so the division of imputation counts into the two types is somewhat arbitrary. For two examples, all missing data for many variables on the basic 1990-91 CCD district file were zero; and "00" was used to represent no reported (i.e., missing) grade span in several years.

### *Editing steps for the longitudinal district staff file*

CCD began to collect staff breakdowns by category with the 1992-93 school year, and this effort has been a challenge because each state uses a unique categorization of staff that must be fit into the CCD schema. In many cases, categories did not fit and states did not report categories, even though one can be sure that staff in the categories were employed in schools and districts. Table 9 shows the states for which each category was reported either missing (M), not employed in the state (N), or all zeros (Z) in each year.

The method for imputing missing data was to estimate the linear trend for each district and to impute using the linear trend, adding in the appropriate error variance. The most difficult aspect of this imputation was the identification of "jumps," that is, years in which a district changed from reporting no staff in the category to reporting the staff category. Failing to eliminate these cases would distort the linear trend. On the other hand, it is reasonable to find that many districts change from zero to a positive number when they hire the first person in the particular category. The criterion for determining that a change from zero to a positive report was a reporting change was that the value following the last zero was at least three quarters of the value in ensuing year. Thus an increase from 0 to 10 to 20 was considered to be a real increase, while for an increase from 0 to 80 to 100, the zero was not considered in estimating the linear trend.

**Table 9. States in which staff breakdowns are all missing or zero, by year**

	Aides						Instructional Coordinators					
	92	93	94	95	96	97	92	93	94	95	96	97
Alabama			Z									
Alaska							M	M	M	M	M	M
Arizona												
Arkansas												
California			Z									
Colorado												
Connecticut												
Delaware												
District of Columbia	M					M	M					M
Florida												
Georgia					Z	Z	M	M				
Hawaii												
Idaho												
Illinois					N	N						
Indiana												
Iowa												
Kansas												
Kentucky					Z					Z		
Louisiana							Z					
Maine												
Maryland												
Massachusetts												
Michigan												
Minnesota						M			M			M
Mississippi												
Missouri												
Montana	M	M	M	M	M	M						
Nebraska												
Nevada												
New Hampshire							M	M	M	M	M	M
New Jersey					M					M		
New Mexico												
New York												
North Carolina												
North Dakota												
Ohio							M	M	M	M	Z	Z
Oklahoma												
Oregon												
Pennsylvania												
Rhode Island												
South Carolina		M	M	M	N	N						
South Dakota												
Tennessee							M	M	M	M	N	N
Texas										M		
Utah												
Vermont	M	M					M	M				
Virginia	M				M	M				M	M	
Washington	M						M	M	M	M	M	M
West Virginia												
Wisconsin												
Wyoming												
American Samoa												
Guam												
Northern Marianas												
Puerto Rico		M	M									
Virgin Islands								M	M			

**Table 9. States in which staff breakdowns are all missing or zero, by year (cont.)**

	Elementary Guidance Counselors						Secondary Guidance Counselors					
	92	93	94	95	96	97	92	93	94	95	96	97
Alabama												
Alaska												
Arizona												
Arkansas												
California												
Colorado												
Connecticut												
Delaware												
District of Columbia	M					M	M					M
Florida												
Georgia	M	M					M	M				
Hawaii	M	M	M	N	N	N	M	M	M	N	N	N
Idaho												
Illinois												
Indiana												
Iowa												
Kansas												
Kentucky												
Louisiana				M	M					M	M	
Maine												
Maryland												
Massachusetts	M	M	M	M	M	M	M	M	M	M	M	M
Michigan	M	M	M	M	M	Z	M	M	M	M	M	Z
Minnesota				M		M						M
Mississippi												
Missouri												
Montana												
Nebraska												
Nevada												
New Hampshire												
New Jersey					M						M	
New Mexico												
New York												
North Carolina	M	M	M	N	N	N	M	M	M	N	N	N
North Dakota												
Ohio												
Oklahoma												
Oregon												
Pennsylvania												
Rhode Island												
South Carolina												
South Dakota	M						M					
Tennessee												
Texas	M	M	M	M	M	M	M	M	M	M	M	M
Utah												
Vermont	M	M					M	M				
Virginia					M	M					M	M
Washington	M						M					
West Virginia												
Wisconsin												
Wyoming												
American Samoa												
Guam												
Northern Marianas												
Puerto Rico												
Virgin Islands												

**Table 9. States in which staff breakdowns are all missing or zero, by year (cont.)**

	Total Guidance Counselors					
	92	93	94	95	96	97
Alabama						
Alaska						
Arizona						
Arkansas						
California						
Colorado						
Connecticut						
Delaware						
District of Columbia	M					M
Florida						
Georgia						
Hawaii						
Idaho						
Illinois						
Indiana						
Iowa						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland						
Massachusetts						
Michigan	M					
Minnesota				M		M
Mississippi						
Missouri						
Montana						
Nebraska						
Nevada						
New Hampshire						
New Jersey					M	
New Mexico						
New York						
North Carolina						
North Dakota						
Ohio						
Oklahoma						
Oregon						
Pennsylvania						
Rhode Island						
South Carolina						
South Dakota						
Tennessee						
Texas						
Utah						
Vermont	M	M				
Virginia					M	M
Washington	M					
West Virginia						
Wisconsin						
Wyoming						
American Samoa						
Guam						
Northern Marianas						
Puerto Rico						
Virgin Islands						

**Table 9. States in which staff breakdowns are all missing or zero, by year (cont.)**

	Library Specialists						Library Support					
	92	93	94	95	96	97	92	93	94	95	96	97
Alabama									Z			
Alaska												
Arizona												
Arkansas												
California							M	M	Z	M	M	M
Colorado												
Connecticut												
Delaware												
District of Columbia						M	M					M
Florida												
Georgia							M	M	M	M		
Hawaii												
Idaho												
Illinois											N	N
Indiana												
Iowa											Z	
Kansas												
Kentucky												
Louisiana												
Maine												
Maryland												
Massachusetts												
Michigan												
Minnesota				M		M						M
Mississippi												
Missouri							M	M	M	M	N	N
Montana							M	M	M	M	M	M
Nebraska							M	M				
Nevada												
New Hampshire												
New Jersey					M						M	
New Mexico												
New York												
North Carolina							M	M	M	M	N	N
North Dakota												
Ohio												
Oklahoma							M	M	M	M	M	M
Oregon												
Pennsylvania												
Rhode Island												
South Carolina								M	M	M	N	N
South Dakota								M	M	M		
Tennessee							M	M	M	M	N	N
Texas							M	M	M	M	M	M
Utah												
Vermont		M										
Virginia					M	M	M	M			M	M
Washington							M					
West Virginia									Z			
Wisconsin												
Wyoming												
American Samoa												
Guam												
Northern Marianas												
Puerto Rico												
Virgin Islands												

**Table 9. States in which staff breakdowns are all missing or zero, by year (cont.)**

	District Administrators						District Support Staff					
	92	93	94	95	96	97	92	93	94	95	96	97
Alabama									M			
Alaska												
Arizona												
Arkansas												
California									Z			
Colorado												
Connecticut												
Delaware												
District of Columbia	M					M	M					M
Florida							M					
Georgia							M				Z	Z
Hawaii												
Idaho												
Illinois				M			M	M	M	M	N	N
Indiana												
Iowa												
Kansas												
Kentucky					Z						Z	
Louisiana												
Maine							M	M	M	M	N	N
Maryland												
Massachusetts												
Michigan												
Minnesota	M	M	M	M	M	M						M
Mississippi					M							
Missouri											M	M
Montana							M	M	M	M	M	M
Nebraska												
Nevada												
New Hampshire		M	M				M	M	M	M	M	M
New Jersey					M						M	
New Mexico												
New York												
North Carolina							M	M	M	M	N	N
North Dakota												
Ohio												
Oklahoma												
Oregon												
Pennsylvania												
Rhode Island												
South Carolina								M	M	M	N	N
South Dakota												
Tennessee							M	M	M	M	N	N
Texas												
Utah												
Vermont	M	M					M	M				
Virginia					M	M	M				M	M
Washington	M						M					
West Virginia												
Wisconsin												
Wyoming												
American Samoa												
Guam												
Northern Marianas												
Puerto Rico												
Virgin Islands												

**Table 9. States in which staff breakdowns are all missing or zero, by year (cont.)**

	School Administrators						School Support Staff					
	92	93	94	95	96	97	92	93	94	95	96	97
Alabama			Z									
Alaska							M	M	M	M	M	M
Arizona												
Arkansas												
California			Z									
Colorado												
Connecticut												
Delaware												
District of Columbia	M					M	M					M
Florida												
Georgia					Z	Z	M	M				
Hawaii												
Idaho												
Illinois					N	N						
Indiana												
Iowa												
Kansas												
Kentucky					Z					Z		
Louisiana							Z					
Maine												
Maryland												
Massachusetts												
Michigan												
Minnesota						M			M			M
Mississippi												
Missouri												
Montana	M	M	M	M	M	M						
Nebraska												
Nevada												
New Hampshire							M	M	M	M	M	M
New Jersey					M					M		
New Mexico												
New York												
North Carolina												
North Dakota												
Ohio							M	M	M	M	Z	Z
Oklahoma												
Oregon												
Pennsylvania												
Rhode Island												
South Carolina		M	M	M	N	N						
South Dakota												
Tennessee							M	M	M	M	N	N
Texas										M		
Utah												
Vermont	M	M					M	M				
Virginia	M				M	M				M	M	
Washington	M						M	M	M	M	M	M
West Virginia												
Wisconsin												
Wyoming												
American Samoa												
Guam												
Northern Marianas												
Puerto Rico		M	M									
Virgin Islands								M	M			

**Table 9. States in which staff breakdowns are all missing or zero, by year (cont.)**

	Student Support Staff						Other Support Staff					
	92	93	94	95	96	97	92	93	94	95	96	97
Alabama									Z			
Alaska	M	M	M	M	M	M						
Arizona												
Arkansas												
California									Z			
Colorado												
Connecticut												
Delaware												
District of Columbia	M					M	M					M
Florida	M						M					
Georgia	M	M					M					
Hawaii												
Idaho												
Illinois											N	N
Indiana												
Iowa												
Kansas												
Kentucky					Z						Z	
Louisiana												
Maine												
Maryland												
Massachusetts												
Michigan												
Minnesota						M						M
Mississippi												
Missouri											M	M
Montana	M						M	M	M	M	M	M
Nebraska												
Nevada												
New Hampshire	M	M	M	M	M	M						
New Jersey					M						M	
New Mexico												
New York												
North Carolina												
North Dakota												
Ohio												
Oklahoma	Z	M	M	Z	Z	Z						
Oregon												
Pennsylvania												
Rhode Island												
South Carolina	M	M	M	M	N	N		M	M	M	N	N
South Dakota												
Tennessee	M	M	M	M	N	N						
Texas												
Utah												
Vermont	M	M					M	M				
Virginia	M				M	M	M				M	M
Washington	M	M	M	M	M	M	M					
West Virginia												
Wisconsin												
Wyoming												
American Samoa												
Guam												
Northern Marianas												
Puerto Rico												
Virgin Islands												

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District Staffing File. M indicates that all reported values are missing in the state. Z indicates all zeros.

## Appendix A. Codebook

The information in the Longitudinal CCD Non-Fiscal Survey Database, which consists of the fields listed in tables 2 and 3, is stored in two forms: (1) on a separate set of files, one for each year, merged with unedited CCD directory information, and (2) on a single file, containing information for all years, but without directory information. The files can be merged using the common identifiers, LEAID (for districts) and MASTERID (for schools). The correspondence of variable names on the district files is given by:

Variable Name	Variable Names on Combined File
NUMSCHLS	N86-N97
TOTSTUDT	S86-S97
TOT_TCHR	T86-T97
TOT_PK12	P87-P97
TOTUNGRD	U87-U97
SPED_IEP	I87-I97
REGDIPLO	R87-R97
OTHDIPLO	O87-O97
OTHHSCMP	C87-C97
HSEQVREC	Q87-Q90
GRADE_LO	L86-L97
GRADE_HI	H86-H97
LOCACODE	D86-D97
ASIAN, WHITE HISPANIC, BLACK NATAMER	A87-A97, W87-W97, X87-X97, B87-B97, V87-V97
FLNCHELG	F87-F97

Frequency distributions of these fields, based on the Longitudinal District File, are given in tables A1 through A11, and based on the Longitudinal School File in tables A12 through A15. Tables A16 through A18 are based on the Longitudinal District Staffing File. For tables A1 through A9 and A12 through A14, the frequencies are broken down by region of the country, defined by:

- Northeast: Maine, New Hampshire, Vermont, New York, Massachusetts, Rhode Island, Connecticut, New Jersey, Pennsylvania
- South: Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Arkansas, Oklahoma, Texas
- Midwest: Michigan, Wisconsin, Minnesota, North Dakota, South Dakota, Ohio, Indiana, Illinois, Iowa, Nebraska, Missouri, Kansas
- West: Montana, Idaho, Washington, Alaska, Wyoming, Colorado, Utah, New Mexico, Nevada, Arizona, Oregon, California, Hawaii
- Territories: American Samoa, Guam, Marianas, Puerto Rico, Virgin Islands

**Table A1. Number of regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87	2,981	3,406	5,981	2,987	5	15,360
1987-88	2,978	3,391	5,930	2,985	5	15,289
1988-89	2,967	3,387	5,881	2,975	5	15,215
1989-90	2,964	3,373	5,833	2,960	5	15,135
1990-91	2,970	3,352	5,780	2,948	5	15,055
1991-92	2,965	3,324	5,720	2,939	5	14,953
1992-93	2,966	3,304	5,630	2,911	5	14,816
1993-94	2,959	3,273	5,544	2,868	5	14,649
1994-95	2,939	3,263	5,491	2,827	5	14,525
1995-96	2,960	3,259	5,519	2,806	5	14,549
1996-97	2,957	3,274	5,554	2,864	5	14,654
1997-98	2,975	3,287	5,548	2,849	5	14,664

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A2. Number of schools in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87	13,809	27,181	24,912	16,482	1,865	84,249
1987-88	13,847	26,988	24,879	16,544	1,883	84,141
1988-89	13,876	27,063	24,530	16,767	1,803	84,039
1989-90	13,886	27,199	24,607	16,920	1,788	84,400
1990-91	13,983	27,289	24,602	17,722	1,743	85,339
1991-92	13,855	27,205	24,615	17,930	1,709	85,314
1992-93	13,890	27,390	24,600	17,792	1,715	85,387
1993-94	13,939	27,561	24,927	17,939	1,707	86,073
1994-95	14,040	27,901	24,992	18,157	1,715	86,805
1995-96	14,066	28,240	25,315	18,328	1,685	87,634
1996-97	14,148	28,606	25,501	18,774	1,682	88,711
1997-98	14,260	29,040	25,646	19,160	1,700	89,806

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A3. Number of students in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87	7,175,364	14,295,003	9,846,574	8,290,007	741,666	40,348,614
1987-88	7,135,280	14,349,705	9,860,720	8,479,351	738,655	40,563,711
1988-89	7,095,194	14,485,672	9,728,807	8,674,644	727,770	40,712,087
1989-90	7,091,424	14,517,722	9,832,625	8,895,755	715,198	41,052,724
1990-91	7,176,224	14,798,071	9,897,516	9,144,325	710,025	41,726,161
1991-92	7,302,835	15,031,613	10,013,102	9,473,952	712,542	42,534,044
1992-93	7,430,361	15,310,012	10,154,159	9,684,360	712,078	43,290,970
1993-94	7,547,826	15,542,238	10,252,239	9,867,845	707,507	43,917,655
1994-95	7,662,120	15,789,760	10,339,065	10,042,856	698,449	44,532,250
1995-96	7,794,802	16,052,829	10,459,059	10,257,713	698,376	45,262,779
1996-97	7,895,609	16,319,901	10,600,980	10,516,862	697,449	46,030,801
1997-98	7,974,185	16,517,537	10,638,124	10,693,348	695,482	46,518,676

Note: Source: U.S. Dept. of Education, Natl. Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A4. Number of full-time equivalent teachers in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87	447,122	793,504	559,715	386,689	35,881	2,222,912
1987-88	455,403	818,357	561,792	396,901	36,923	2,269,376
1988-89	458,913	839,430	561,439	402,838	37,013	2,299,633
1989-90	461,488	859,387	583,333	416,339	37,447	2,357,993
1990-91	469,390	876,591	577,786	433,017	38,401	2,395,186
1991-92	467,810	891,171	580,710	437,715	41,381	2,418,786
1992-93	477,589	888,304	590,214	451,303	42,754	2,450,164
1993-94	485,121	932,939	592,807	456,805	44,117	2,511,789
1994-95	493,030	949,397	602,816	465,867	44,348	2,555,458
1995-96	499,346	973,167	610,684	475,603	44,506	2,603,306
1996-97	506,243	990,854	624,504	499,972	44,050	2,665,621
1997-98	521,590	1,014,945	633,996	526,624	43,143	2,740,298

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A5. Number of special education/IEP students in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	721,550	1,524,915	986,133	728,750	16,445	3,977,793
1988-89	742,925	1,602,270	979,949	768,322	18,355	4,111,821
1989-90	792,407	1,596,812	1,081,230	788,399	19,592	4,278,440
1990-91	776,489	1,679,681	1,059,658	858,714	18,718	4,393,260
1991-92	791,585	1,665,628	1,133,582	893,949	18,384	4,503,128
1992-93	858,415	1,838,088	1,174,507	919,053	18,110	4,808,173
1993-94	833,572	1,902,307	1,201,498	983,642	18,122	4,939,141
1994-95	846,135	1,957,634	1,050,605	990,447	17,971	4,862,792
1995-96	876,760	1,971,523	1,008,075	1,046,826	17,823	4,921,007
1996-97	939,927	2,008,031	1,034,157	1,103,580	46,104	5,131,799
1997-98	977,139	2,085,447	1,219,491	1,145,894	55,244	5,483,215

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A6. Number of free lunch eligible students in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	1,599,885	4,473,860	1,985,030	2,182,996	580,664	10,822,435
1988-89	1,606,585	4,682,761	1,945,387	2,325,340	598,788	11,158,861
1989-90	1,633,931	4,751,232	1,992,924	2,495,893	550,721	11,424,701
1990-91	1,701,659	4,933,876	2,087,168	2,676,597	573,329	11,972,629
1991-92	1,788,974	4,924,164	2,225,753	2,901,525	648,361	12,488,777
1992-93	1,865,246	5,419,868	2,312,895	3,118,200	523,439	13,239,648
1993-94	1,948,001	5,498,947	2,323,330	3,300,706	509,955	13,580,939
1994-95	1,999,437	5,698,185	2,338,034	3,452,196	540,875	14,028,727
1995-96	2,047,743	5,867,991	2,449,755	3,646,173	534,870	14,546,532
1996-97	2,230,904	6,083,011	2,509,510	3,791,876	547,962	15,163,263
1997-98	2,266,906	6,157,441	2,567,468	3,918,832	540,331	15,450,978

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A7. Number of ungraded students in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	242,123	121,047	382,548	123,395	497	869,610
1988-89	236,733	138,087	256,510	158,047	13,861	803,238
1989-90	236,827	149,794	357,579	146,903	13,123	904,226
1990-91	235,742	147,814	311,554	151,216	12,377	858,703
1991-92	235,500	121,336	402,123	158,112	12,950	930,021
1992-93	233,360	159,110	326,469	148,815	13,685	881,439
1993-94	238,979	159,267	353,638	130,663	14,892	897,439
1994-95	238,185	135,717	353,465	126,342	1,945	855,654
1995-96	238,434	136,981	353,059	126,867	15,525	870,866
1996-97	242,403	110,785	384,327	131,700	14,670	883,359
1997-98	252,449	114,406	394,568	113,997	13,914	889,334

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A8a. Number of regular diplomas earned in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	464,145	814,777	605,329	418,082	32,958	2,335,291
1988-89	491,139	828,662	690,374	466,910	34,566	2,511,651
1989-90	465,838	827,761	667,172	455,823	34,379	2,450,973
1990-91	436,897	784,691	628,884	449,764	32,277	2,332,513
1991-92	408,239	769,719	584,592	450,352	32,068	2,244,970
1992-93	408,675	741,473	576,003	452,413	32,274	2,210,838
1993-94	407,109	754,613	583,145	470,919	31,860	2,247,646
1994-95	401,122	744,025	568,117	481,503	31,810	2,226,577
1995-96	405,373	770,078	585,135	493,810	30,714	2,285,110
1996-97	406,271	767,537	588,682	497,487	32,108	2,292,086
1997-98	419,361	782,438	606,050	520,402	32,697	2,360,948

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A8b. Number of other diplomas earned in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	549	10,692	6,437	8,205	5,568	31,451
1988-89	1,599	12,972	11,721	902	4,559	31,753
1989-90	622	12,871	10,353	795	4,119	28,760
1990-91	1,025	23,925	9,668	5,202	4,970	44,790
1991-92	1,440	16,861	4,578	2,471	11,032	36,382
1992-93	4,626	32,266	4,296	5,708	24,640	71,536
1993-94	4,608	16,537	5,135	2,829	10,312	39,421
1994-95	6,075	14,057	5,247	2,759	9,728	37,866
1995-96	6,231	11,501	4,878	2,891	15,544	41,045
1996-97	5,941	9,906	3,688	3,217	14,712	37,464
1997-98	5,763	10,997	3,977	4,451	14,826	40,014

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A8c. Number of other high school completers in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	955	5,041	808	1,587	53	8,444
1988-89	2,344	10,025	993	1,899	2,471	17,732
1989-90	2,602	8,958	921	1,819	2	14,302
1990-91	2,575	11,871	1,480	2,936	7	18,869
1991-92	1,518	10,043	814	2,656	41	15,072
1992-93	2,661	11,806	2,358	4,247	2,343	23,415
1993-94	2,880	13,341	2,616	4,923	6,929	30,689
1994-95	3,102	14,271	3,175	5,271	2,268	28,087
1995-96	2,676	17,493	3,352	5,957	6,956	36,434
1996-97	2,896	20,418	3,869	6,924	9,159	43,266
1997-98	2,722	23,604	3,418	6,427	11,898	48,069

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A9a. Number of Asian students in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	196,190	185,002	133,900	657,379	39,149	1,211,620
1988-89	204,369	191,422	138,028	686,851	40,081	1,260,751
1989-90	216,438	201,105	146,993	718,693	39,568	1,322,797
1990-91	229,383	214,979	155,252	745,213	41,368	1,386,195
1991-92	243,520	226,509	161,821	787,615	44,609	1,464,074
1992-93	257,612	241,957	170,508	817,723	48,132	1,535,932
1993-94	270,318	254,876	179,634	842,536	49,779	1,597,143
1994-95	279,487	266,794	187,971	862,757	50,888	1,647,897
1995-96	293,928	280,493	195,964	887,803	52,184	1,710,372
1996-97	308,584	294,587	205,032	911,126	54,699	1,774,028
1997-98	319,497	305,631	213,578	933,800	55,562	1,828,068

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A9b. Number of Black students in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	1,047,681	3,715,780	1,322,683	540,327	20,104	6,646,575
1988-89	1,046,878	3,745,597	1,289,705	546,278	20,074	6,648,532
1989-90	1,049,434	3,749,103	1,308,440	553,247	17,846	6,678,070
1990-91	1,066,112	3,814,252	1,314,317	566,763	18,489	6,779,933
1991-92	1,089,757	3,863,210	1,323,037	588,175	19,203	6,883,382
1992-93	1,117,156	3,956,757	1,344,846	604,925	20,131	7,043,815
1993-94	1,142,360	4,036,961	1,367,214	619,645	19,946	7,186,126
1994-95	1,163,979	4,131,235	1,387,929	637,611	19,983	7,340,737
1995-96	1,189,612	4,218,772	1,422,294	656,943	19,327	7,506,948
1996-97	1,206,602	4,303,228	1,469,250	676,438	18,476	7,673,994
1997-98	1,231,605	4,365,560	1,493,460	695,787	18,894	7,805,306

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A9c. Number of Hispanic students in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	625,539	1,268,679	281,030	1,789,564	676,096	4,640,908
1988-89	640,714	1,331,384	282,776	1,908,662	664,411	4,827,947
1989-90	659,629	1,368,242	307,238	2,064,287	654,333	5,053,729
1990-91	693,099	1,475,529	323,497	2,221,876	647,300	5,361,301
1991-92	726,161	1,550,212	343,430	2,363,941	645,296	5,629,040
1992-93	761,387	1,622,925	363,685	2,477,695	640,265	5,865,957
1993-94	796,519	1,703,707	383,441	2,589,601	634,633	6,107,901
1994-95	829,117	1,788,678	405,304	2,701,002	624,487	6,348,588
1995-96	870,547	1,887,456	434,097	2,838,226	624,344	6,654,670
1996-97	899,724	1,997,170	466,534	3,001,660	622,162	6,987,250
1997-98	924,182	2,083,065	491,771	3,126,235	619,689	7,244,942

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A9d. Number of Native American students in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	13,956	103,937	63,829	181,861	13	363,596
1988-89	12,431	105,880	64,039	187,978	10	370,338
1989-90	13,015	108,065	68,560	193,848	7	383,495
1990-91	13,866	114,035	69,621	198,674	21	396,217
1991-92	16,273	120,169	72,546	213,400	22	422,410
1992-93	17,194	126,427	75,397	219,429	40	438,487
1993-94	17,736	132,522	79,478	228,955	30	458,721
1994-95	19,275	139,061	81,732	236,716	93	476,877
1995-96	20,893	146,431	84,335	244,275	33	495,967
1996-97	22,835	151,756	87,185	254,236	37	516,049
1997-98	23,937	154,478	89,130	257,351	35	524,931

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A9e. Number of White students in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	5,251,914	9,076,307	8,059,278	5,310,220	3,293	27,701,012
1988-89	5,190,802	9,111,389	7,954,259	5,344,875	3,194	27,604,519
1989-90	5,152,908	9,091,207	8,001,394	5,365,680	3,444	27,614,633
1990-91	5,173,764	9,179,276	8,034,829	5,411,799	2,847	27,802,515
1991-92	5,227,124	9,271,513	8,112,268	5,520,821	3,412	28,135,138
1992-93	5,277,012	9,361,946	8,199,723	5,564,588	3,510	28,406,779
1993-94	5,320,893	9,414,172	8,242,472	5,587,108	3,119	28,567,764
1994-95	5,370,262	9,463,992	8,276,129	5,604,770	2,998	28,718,151
1995-96	5,419,822	9,519,677	8,322,369	5,630,466	2,488	28,894,822
1996-97	5,457,864	9,573,160	8,372,979	5,673,402	2,075	29,079,480
1997-98	5,474,964	9,608,803	8,350,185	5,680,175	1,302	29,115,429

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A10. Number of regular public school districts, by locale type and year**

	Large Central City	Midsized Central City	Large City Fringe	Midsized City Fringe	Large Town	Small Town	Rural
1986-87	171	762	1,247	879	240	4,613	7,447
1987-88	162	756	1,245	870	236	4,594	7,425
1988-89	162	752	1,243	870	225	4,560	7,402
1989-90	160	725	1,307	913	222	4,388	7,419
1990-91	160	734	1,319	943	230	4,344	7,324
1991-92	176	721	1,292	910	343	4,318	7,192
1992-93	170	719	1,290	911	272	4,291	7,162
1993-94	173	710	1,286	909	328	4,290	6,952
1994-95	240	843	2,369	960	188	2,607	7,317
1995-96	249	818	2,769	1,179	168	2,375	6,990
1996-97	307	852	2,778	1,186	176	2,399	6,955
1997-98	326	878	2,777	1,189	180	2,390	6,923

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.  
Note: Puerto Rico, a single local district, is not included in this table.

**Table A11a. Number of regular public school districts, by lowest grade and year**

	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
1986-87	2,710	11691	278	4	1	5	10	4	122	2	515	4	1	0
1987-88	2,901	11230	411	36	15	10	15	7	123	5	511	7	1	0
1988-89	2,988	11122	352	42	17	13	12	14	120	5	508	7	1	0
1989-90	3,451	10640	292	38	15	19	9	12	124	6	510	6	1	0
1990-91	4,014	10050	250	41	16	14	13	11	117	5	507	1	1	0
1991-92	4,899	9,066	243	37	18	9	15	14	119	4	508	1	1	0
1992-93	5,093	8,775	194	42	20	11	14	12	121	5	495	3	1	0
1993-94	5,267	8,484	178	41	14	14	7	13	117	3	464	3	1	0
1994-95	5,475	8,185	172	30	20	13	9	12	116	5	442	3	1	0
1995-96	5,525	8,136	174	43	13	10	10	20	116	5	446	3	4	2
1996-97	5,886	7,818	165	35	16	13	14	33	129	13	467	6	5	2
1997-98	5,961	7,776	148	21	18	9	15	43	134	14	460	4	7	4

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A11b. Number of regular public school districts, by highest grade and year**

	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
1986-87	1	1	2	1	8	18	14	552	29	3,108	29	2	6	11,574
1987-88	2	3	7	8	24	49	85	728	149	2,711	39	3	3	11,461
1988-89	2	1	6	10	16	41	84	745	138	2,693	34	2	5	11,424
1989-90	2	3	3	5	16	40	90	732	146	2,668	37	5	6	11,370
1990-91	2	3	4	5	13	41	80	736	126	2,670	37	5	9	11,309
1991-92	2	1	2	5	12	37	81	739	127	2,622	32	2	12	11,260
1992-93	2	1	3	7	14	32	74	715	128	2,552	27	6	13	11,212
1993-94	1	1	5	3	12	41	65	696	94	2,473	27	4	9	11,175
1994-95	1	1	1	5	4	33	85	655	112	2,389	27	4	11	11,154
1995-96	1	2	2	8	18	42	86	659	105	2,364	24	11	16	11,169
1996-97	1	3	4	8	21	46	109	636	101	2,368	41	13	29	11,222
1997-98	1	2	5	9	23	42	114	647	95	2,342	27	25	21	11,261

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A12. Number of schools in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87	13,809	27,181	24,912	16,482	1,865	84,249
1987-88	13,847	26,988	24,879	16,544	1,883	84,141
1988-89	13,876	27,063	24,530	16,767	1,803	84,039
1989-90	13,886	27,199	24,607	16,920	1,788	84,400
1990-91	13,983	27,289	24,602	17,722	1,743	85,339
1991-92	13,855	27,205	24,615	17,930	1,709	85,314
1992-93	13,890	27,390	24,600	17,792	1,714	85,386
1993-94	13,939	27,561	24,927	17,939	1,707	86,073
1994-95	14,040	27,901	24,992	18,157	1,689	86,779
1995-96	14,066	28,240	25,315	18,328	1,685	87,634
1996-97	14,148	28,606	25,501	18,774	1,682	88,711
1997-98	14,260	29,040	25,646	19,160	1,700	89,806

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal School File.

**Table A13. Students in schools in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87	7,186,039	14,286,915	9,830,699	8,280,655	741,666	40,325,974
1987-88	7,116,737	14,371,497	9,829,635	8,472,924	738,087	40,528,880
1988-89	7,094,093	14,484,006	9,788,353	8,666,674	730,286	40,763,412
1989-90	7,089,565	14,571,031	9,793,701	8,888,022	715,348	41,057,667
1990-91	7,175,215	14,748,831	9,868,363	9,185,533	708,989	41,686,931
1991-92	7,299,950	15,063,771	10,000,734	9,469,016	713,620	42,547,091
1992-93	7,428,656	15,303,570	10,135,155	9,688,064	712,753	43,268,198
1993-94	7,546,366	15,542,957	10,238,690	9,866,140	707,803	43,901,956
1994-95	7,660,801	15,812,991	10,335,207	10,032,010	698,449	44,539,458
1995-96	7,796,778	16,049,409	10,468,927	10,244,544	706,050	45,265,708
1996-97	7,902,151	16,300,530	10,567,881	10,509,923	699,064	45,979,549
1997-98	7,979,636	16,499,197	10,641,456	10,693,552	695,986	46,509,827

Note: Source: U.S. Dept. of Education, Natl. Center for Education Statistics, Common Core of Data, Longitudinal School File.

**Table A14. Full-time equivalent teachers in schools in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87	446,236	791,613	551,448	385,073	35,880	2,210,250
1987-88	455,201	817,070	554,363	396,382	36,923	2,259,938
1988-89	458,929	848,743	553,724	402,387	37,373	2,301,156
1989-90	461,476	859,435	583,271	416,249	37,447	2,357,878
1990-91	468,746	875,600	570,515	431,825	38,401	2,385,086
1991-92	467,651	890,987	574,551	437,459	41,381	2,412,029
1992-93	461,837	895,092	585,748	443,414	42,985	2,429,076
1993-94	470,030	933,606	584,082	450,433	43,859	2,482,010
1994-95	477,418	953,698	594,814	460,100	44,129	2,530,160
1995-96	483,368	971,342	604,431	470,655	43,883	2,573,678
1996-97	494,605	985,295	616,669	495,190	43,951	2,635,710
1997-98	507,181	1,009,767	627,337	521,500	43,127	2,708,910

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal School File. Figures are reported in tenths; therefore, totals may not match sums across regions, due to rounding.

**Table A15a. Number of Asian students in schools in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	195,780	185,423	133,093	657,130	39,349	1,210,775
1988-89	204,327	191,333	138,864	686,877	39,996	1,261,397
1989-90	216,424	202,123	145,869	718,305	40,952	1,323,673
1990-91	229,363	214,303	154,157	755,496	41,437	1,394,756
1991-92	243,340	226,716	161,328	787,481	44,347	1,463,212
1992-93	257,481	241,816	170,164	817,729	48,675	1,535,865
1993-94	270,180	254,860	179,474	842,429	50,022	1,596,965
1994-95	279,352	267,118	187,896	862,380	50,888	1,647,634
1995-96	293,707	280,373	196,108	887,493	53,286	1,710,967
1996-97	308,690	294,363	203,783	911,810	54,667	1,773,313
1997-98	319,545	305,574	213,682	933,801	55,462	1,828,064

Note: School data not available for four territories before 1991. Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal School File.

**Table A15b. Number of Black students in schools in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	1,041,229	3,713,158	1,320,241	539,840	20,813	6,635,281
1988-89	1,046,749	3,740,942	1,311,329	545,671	20,625	6,665,316
1989-90	1,049,279	3,759,526	1,305,739	552,801	18,323	6,685,668
1990-91	1,066,023	3,807,387	1,310,362	568,366	19,143	6,771,281
1991-92	1,088,925	3,876,476	1,322,445	588,018	19,709	6,895,573
1992-93	1,116,580	3,955,131	1,343,444	605,118	20,155	7,040,428
1993-94	1,141,787	4,037,975	1,362,400	619,598	19,989	7,181,749
1994-95	1,163,416	4,135,888	1,384,462	637,048	19,983	7,340,797
1995-96	1,189,395	4,218,532	1,428,783	656,336	19,328	7,512,374
1996-97	1,207,595	4,295,354	1,466,663	675,836	19,204	7,664,652
1997-98	1,231,618	4,362,997	1,499,959	695,781	18,894	7,809,249

Note: School data not available for four territories before 1991. Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal School File.

**Table A15c. Number of Hispanic students in schools in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	624,073	1,268,662	280,212	1,788,468	674,560	4,635,975
1988-89	640,593	1,330,531	289,294	1,907,642	666,455	4,834,515
1989-90	659,523	1,397,792	306,345	2,063,560	652,611	5,079,831
1990-91	693,049	1,460,791	322,659	2,223,865	645,514	5,345,878
1991-92	725,473	1,549,046	343,382	2,363,613	646,133	5,627,647
1992-93	760,834	1,622,173	363,566	2,479,566	640,270	5,866,409
1993-94	795,932	1,705,035	383,062	2,589,147	634,640	6,107,816
1994-95	828,555	1,791,687	405,095	2,698,863	624,487	6,348,687
1995-96	869,990	1,887,090	434,379	2,836,161	630,846	6,658,466
1996-97	899,402	1,996,877	465,753	3,000,032	623,074	6,985,138
1997-98	924,074	2,082,971	491,923	3,126,263	620,296	7,245,527

Note: School data not available for four territories before 1991. Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal School File.

**Table A15d. Number of Native American students in schools in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	13,937	103,879	63,245	181,821	13	362,895
1988-89	12,432	105,834	63,937	187,740	10	369,953
1989-90	13,008	108,084	68,265	193,665	7	383,029
1990-91	13,870	114,008	69,377	199,871	21	397,147
1991-92	16,265	120,272	72,412	213,019	22	421,990
1992-93	17,190	126,406	75,141	220,095	41	438,873
1993-94	17,730	132,506	79,449	228,676	30	458,391
1994-95	19,274	139,161	81,782	236,279	93	476,589
1995-96	20,888	145,756	84,427	243,270	34	494,375
1996-97	22,823	151,464	86,628	253,617	37	514,569
1997-98	23,930	154,339	89,098	257,357	35	524,759

Note: School data not available for four territories before 1991. Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal School File.

**Table A15e. Number of White students in schools in regular public school districts, by region and year**

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	5,241,718	9,100,375	8,032,844	5,305,665	3,352	27,683,954
1988-89	5,189,992	9,115,366	7,984,929	5,338,744	3,200	27,632,231
1989-90	5,151,331	9,103,506	7,967,483	5,359,691	3,455	27,585,466
1990-91	5,172,910	9,152,342	8,011,808	5,437,935	2,874	27,777,869
1991-92	5,225,947	9,291,261	8,101,167	5,516,885	3,409	28,138,669
1992-93	5,276,571	9,358,044	8,182,840	5,565,556	3,612	28,386,623
1993-94	5,320,737	9,412,581	8,234,305	5,586,290	3,122	28,557,035
1994-95	5,370,204	9,479,137	8,275,972	5,597,440	2,998	28,725,751
1995-96	5,422,798	9,517,658	8,325,230	5,621,284	2,556	28,889,526
1996-97	5,463,641	9,562,472	8,345,054	5,668,628	2,082	29,041,877
1997-98	5,480,469	9,593,316	8,346,794	5,680,350	1,299	29,102,228

Note: School data not available for four territories before 1991. Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal School File.

**Table A16. Number of teachers, by teacher grade level and year**

	Prekindergarten	Kindergarten	Elementary	Secondary	Ungraded	Total Teachers
1992-93	14,042	112,859	1,246,812	882,184	194,267	2,450,164
1993-94	15,908	112,643	1,281,400	897,802	204,037	2,511,789
1994-95	16,548	112,824	1,303,187	912,248	210,651	2,555,458
1995-96	18,462	116,058	1,310,558	947,846	210,381	2,603,306
1996-97	19,561	120,410	1,349,828	958,966	216,858	2,665,624
1997-98	20,301	123,888	1,386,079	979,432	230,597	2,740,298

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A17. Number of administrators and support staff, by staff type and year**

	District Administrator	District Support Staff	School Administrator	School Support Staff	Instructional Coordinators & Supervisors	Other Support Staff
1992-93	45,112	134,328	122,742	182,535	28,584	1,011,451
1993-94	46,369	134,243	122,473	185,259	27,140	1,021,565
1994-95	48,144	126,170	123,489	183,273	29,617	1,007,114
1995-96	47,798	136,246	125,478	173,339	30,281	1,032,007
1996-97	45,119	139,805	127,973	177,519	29,507	1,039,227
1997-98	48,412	138,856	130,294	182,178	31,879	1,087,037

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

**Table A18. Number of other school employees, by employee type and year**

	Elementary Guidance Counselors	Secondary Guidance Counselors	Total Guidance Counselors	Library Specialist	Library Support Staff	Aides
1992-93	29,884	51,087	80,974	50,679	26,537	418,667
1993-94	31,761	51,476	83,239	51,666	26,414	449,845
1994-95	32,835	52,127	84,962	51,547	25,575	466,470
1995-96	34,348	53,533	87,881	51,788	25,896	488,815
1996-97	34,901	54,228	89,128	52,229	26,276	509,729
1997-98	36,169	54,752	90,921	53,021	26,796	546,931

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

## **Appendix B. Previous Longitudinal Editing and Imputation of CCD Data**

*(This appendix was previously reported by McLaughlin, Huberman, Hawkins, and Hoffman, 1997.)*

### *Procedures used in the second round of file development*

The Common Core of Data relies on state-level aggregation of district information and transmission to NCES. In that process, there are occasions for errors in interpretation by respondents and errors of data entry. It is impossible to identify many errors because the resulting figures, by themselves, appear to be reasonable. However, when data from 8 years are merged, it is possible to make much more precise identification of errors. For example, a district whose reported enrollment pattern over 8 years is (375, 390, 365, 40, 415, 420, 410, 430) can be assumed to have a data entry error in the fourth year, and an enrollment of about 400 would be a reasonable estimate for that year. In preparing this CCD longitudinal report on small rural school districts, extensive editing and imputation were undertaken. The specific steps are described in this section. Chronologically, the 1986-87 through 1991-92 data were edited and imputed simultaneously, and the 1992-93 and 1993-94 data were subsequently imputed using the values from the preceding years. The editing and imputation was performed in the following 15 steps.

**Step 1. Specify the records to be included.** Identify school districts that change type from regular to nonregular and back, and set the type to be constant. Reported types of some districts in Maine, Massachusetts, California, Ohio, Virginia, and Vermont were changed in some years. (For one LEA on the Mississippi River whose state did not match its identification code, the variable STATE was changed.) Also, if any district has no students, no teachers, and no schools, and does not merge with any schools on the school file, in any year, delete it from the file. This step determines the number of district records on each year's file.

**Step 2. YEARS.** Create YEARS, a string with one character for each year: "Y" if the district is on the district file and merges with at least one school on the school file in the year, "N" if the district is on the district file but merges with no schools on the school file in the year, and "M" if the district is not on the district file in the year.

**Step 3. Number of schools.** If the number of schools is missing for a district for a year, use the number from a preceding year with data. If the number is not available for any year, use the number of records on the school file for the district. (If none, set the number of schools to zero.)

**Step 4. Grade span.** If high grade and low grade are missing for a year, use the previous or closest year if some year has data. Otherwise, impute from school file. If the school file grade span is indeterminate, but there is a school, impute KG-to-12. Otherwise (if there is no school), impute as missing. Edit gradespans to remove cases in which low grade is higher than high grade and set them equal to whichever is not imputed, or if neither is, to the lower of the two.

**Step 5. Number of teachers.** Set spurious zeros for numbers of teachers (in Massachusetts and Michigan in 2 years) to missing. If number of teachers is missing in a district for a year, use the sum from the school file if there is a match. Otherwise, use a prior year's count, or if no teacher counts are available for any year, impute a value equal to the product of the number of schools times the number of grades in the gradespan (i.e., one teacher per school per grade). If the gradespan is

indeterminate, impute one teacher per school.

**Step 6. Edit number of students.** Replace zero or missing values for enrollment in a district, or values that differ from an adjacent year by both 40 and 40 percent, with positive values from the school file whenever available. Note that when single years were added to the file later (i.e., 1992-93 and 1993-94), this step was repeated.

**Step 7. Edit student/teacher ratio.** Remove large or inconsistent student/teacher ratios (S/T). If for some year, a district's S/T is greater than 50 or S/T is inconsistent with both of the 2 adjacent years (by a factor of 2 or more), and the adjacent years are consistent with each other, then either set S to missing (to be imputed) or impute T directly. If S is consistent with adjacent years but T is not (each by a 40 percent factor), impute T as the average of the two years it is adjacent to. Otherwise set S to missing. One district, new in 1991-92, has number of teachers imputed from 1992-93, because its number of teachers in 1991-1992 created a student teacher ratio greater than 700.

**Step 8. Impute number of students.** Run PROC IMPUTE to impute total students in the 6 years. The imputation is BY two categories of number of schools (districts with fewer than 4 schools and districts with 4 to 19 schools). No districts with more than 20 schools were missing total enrollment. The average number of schools and average number of teachers were used in PROC IMPUTE.

**Step 9. Racial-ethnic percentages.** This step imputes ethnic distributions. First, the SDDB (1990 decennial Census, mapped onto school district boundaries) is used to obtain percentages of each district's child population in different ethnic groups. For 27 districts for which no ethnic data are available for any year on the CCD or for the SDDB, impute the average for districts in the same city, or if not available, from the same county. For districts with data in some years but not others, perform the edit check described below, then use PROC IMPUTE. (However, no ethnic data were available for 1986-87, and none were imputed. Ethnic distributions for that year are not included in the report.)

Set inconsistent values to missing. These are values for districts that have values for at least 3 different years, and at least one of the percents differs from the average of all years by both (a) at least 25 percentage points and (b) at least 5 standard deviations. Also, for convenience, set the percentages for districts with zero students to the national averages: 1.1, 6.1, 5.4, 2.2, 85.2, for Asian, black non-Hispanic, Hispanic, Native American, and white non-Hispanic, respectively. Run PROC IMPUTE with the 20 variables (four ethnic groups (excluding white non-Hispanics) for each year from 1987-88 through 1991-92). An additional run using all years' data, but only imputing the last 2 years, was made to impute missing values for 1992-93 and 1993-94.

If the resulting sum of the minority percents is greater than 100 for any district, they are normalized to 100. The white non-Hispanic percentage is set to 100 minus the sum of the other percentages in all districts.

**Step 10. Locale code.** For districts with schools with locale codes, the NCES standard procedure for deriving district locale codes from school locale codes was used. That procedure assigns the most frequent school locale code in the district, setting ties to the more urban local, with the

possible exception that for districts in which at least three-fourths of the schools have locales spread among values of 1, 2, 3, or 4 (i.e., in metropolitan areas) but the most frequent single school locale is 5, 6, or 7 (i.e., large or small town or rural), the district locale would be set to the most frequent of the values 1, 2, 3, or 4. (That exception did not occur in these data.)

For districts with no locale code in any year, the most frequent locale code for districts in the same county was used. If no data were available for the county, (a) the value 2 was imputed if the metro status code was 1; otherwise, if the number of schools was less than 5, the value 7 was imputed. If the metro status code was 2 and there were 5 or more schools, the value 3 was imputed; and if the metro status code was 3 and there were 5 or more schools, the value 6 was imputed. These rules are based on minimizing the percent errors based on relations observed for districts with data. Although the locale code was imputed separately by year, imputed values for a district were forced to be constant across years, equal either to the latest unimputed value or, if there were no unimputed values, to the modal value.

**Step 11. Percent of school-aged children in poverty.** (This variable was taken from the SDDDB. It was therefore missing for all CCD districts not present in the SDDDB.) The average percent poverty for districts in the same county was used to impute percent poverty. If there were no districts in a county with data, the average value 17 percent was used.

**Step 12. Counts of special education students.** First, counts in all districts in states which reported uniform zeroes in a year were set to missing, to be imputed. Second, if the number in a district exceeds the total number of students for a district, it was imputed to be equal to the total number of students.

Counts were then translated to fractions of total enrollment, and two variables were created: the average fractions for 1987-88 and 1988-89, and the average fractions for later years. Two averages were used because the values in the earlier years were not highly correlated with the values in later years. PROC IMPUTE was run, with five special education percentages (one for each year from 1987-88 through 1991-92), the two overall averages, and the percent of enrollment that was black non-Hispanic, plus Native American, minus Asian. It was run with separate hot deck distributions depending on whether there was a determined gradespan. These variables were selected on the basis of regression model results. Imputed percentages were translated back into counts.

**Step 13. Four types of high school completers.** Data were only available for the years after 1986-87, and the high school equivalence results were not available for 1991-92. First, values for 12th grade enrollment were imputed (and later dropped), in order to impute graduates as a ratio to the preceding year's 12th graders. Imputation of 12th grade enrollment occurred if the number of 12th graders was either missing, larger than the total enrollment, or less than half of the total completers (the sum of four fields: regular diplomas, plus other diplomas, plus other high school completers, plus high school equivalencies).

If the grade span was reasonable, the value of the total enrollment divided by the number of grades was used for 12th grade enrollment. Otherwise, if there was a 12th grade and the number of completers was greater than zero, the grade 12 enrollment was set equal to the completers. If 12th

grade was not offered or the number of completers was zero, count of 12th graders was imputed to be zero.

A small number of erroneous values for high grade in 1986-87 were set to 12. These were cases in which there were 12th graders enrolled and completers the next year but for which high grade was less than 12. Counts of completers were transformed to ratios to preceding years' 12th graders.

PROC IMPUTE was run after the file was prepared. Variables included were average ethnic percentages and percent in poverty, as well as the average over years of each of the four categories of completers. The latter averages, which normally would be no greater than 1, unless there was substantial in-migration, were not allowed to exceed 2. Values of percentage of 12th graders who earned regular diplomas that differed from the average (across years) by more than 50 percentage points and values of other completion types that differed by more than 20 percentage points from the average were set to missing. Hot deck distributions were selected separately for three sizes of 12th grade cohorts: <20, 20 to 99, and 100 or more. The results were transformed back to counts, and three districts new in 1991-92 were separately imputed to have no completers.

**Step 14.** All imputed counts on the file were rounded to integers.

**Step 15. Impute Per-Pupil Revenues and Expenditures.** In addition to variables on the CCD nonfiscal survey file, two variables on the F-33 Census of Governments survey, total revenues and expenditures per pupil, were imputed for the four school years from 1989-90 through 1992-3. For nearly every regular school district, data were present for at least one of the four years. Districts with data in none of these years (n = 90) were imputed as the average value of per-pupil revenues and expenditures for districts reporting data in the specified year, by category. The categories for which separate mean values were computed in each of the four years were large and small districts in rural and nonrural settings in each of the four standard geographic regions. (The division of the south into two subregions used elsewhere in this report was not applied to this imputation.)

For all imputations, the first step was to compute mean values of per-pupil revenues and expenditures for the 11,729 regular districts with F-33 data in all four of the school years (1989-90 through 1992-93). The mean values for per-pupil revenues and expenditures were obtained for each of four regions, separately for small and large rural and nonrural districts in each year (a total of 128 numbers). Means were weighted by the F-33 estimate of enrollment in the year.

Next, for each pair of adjacent years, a linear regression function was estimated, using a single predictor (the same measure in the adjacent year), to predict the deviation of a district's per-pupil revenues or expenditures from the mean for that district's region and size and locale category. A total of 12 regressions were estimated (3 pairs of adjacent years, in each order, for revenues and expenditures). The regressions were weighted by the F-33 estimate of enrollment in the year being predicted. Then, for cases missing in a year, the value was imputed as the sum of (a) the mean value for the region by size by locale category for that year and (b) the estimated deviation from the mean based on the regression.

The percentages of data that were imputed for this report range from 0.0 percent to 47.7

percent, as shown in table B2. Except for race and special education counts in the earlier years, none of these percentages were as great as 20 percent. Although these percentages primarily represent missing data, some imputed values are the result of setting unreasonable reported values to missing. As a general rule, most imputed values were based on reported values for the same district in different years, using the rules summarized above. It should be noted that these percentages pertain only to regular school districts, as used in this report. Between 1,000 and 2,000 other entities are included in the Common Core of Data public school district release file.

**Table B1. Percentages of values imputed on the district files used in round 2.**

Variable	Year							
	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
<b>Small rural districts</b>								
Gradespan	0.3	0.6	0.4	0.2	0.3	0.9	0.6	0.5
No. of Schools	0.0	0.3	0.2	0.1	0.0	0.0	0.0	0.0
No. of Teachers	3.1	2.8	11.8	0.6	2.6	3.2	8.0	3.9
No. of Students	21.7	0.5	0.3	0.2	0.5	0.4	0.3	0.2
Race (Low/High)--		25.-40.	22.-34.	20.-28.	14.3	8.8	4.0	1.8
Special Ed Count	--	40.7	29.7	26.0	31.3	13.3	1.8	2.6
Locale	4.3	4.0	3.1	1.8	0.9	0.2	0.0	0.0
Per-Pupil Revenue	--	--	--	3.9	26.1	1.6	15.7	--
Per-Pupil Expenditure	--	--	--	3.9	26.2	1.5	15.8	--
<b>All districts</b>								
Gradespan	0.6	0.4	0.3	0.2	0.3	0.6	0.4	0.3
No. of Schools	0.1	0.2	0.1	0.1	0.0	0.0	0.0	0.0
No. of Teachers	6.4	7.7	13.9	2.6	5.8	6.6	5.7	2.1
No. of Students	19.4	0.5	0.2	0.1	0.3	0.2	0.2	0.1
Race (Low/High)--		26.-36.	16.-25.	12.-18.	10.9	7.6	5.1	2.4
Special Ed Count	--	47.7	35.0	23.1	30.4	15.7	10.2	6.4
Locale	3.5	3.4	2.8	1.7	1.1	0.1	0.0	0.0
Per-Pupil Revenue	--	--	--	2.9	15.7	1.3	12.6	--
Per-Pupil Expenditure	--	--	--	2.9	15.7	1.3	12.6	--

Notes: -- Indicates that the measure was not included in this report for the particular year.  
Percentages of race/ethnicity imputation, unlike other measures, are for schools.

Three of the entries for race/ethnicity in table B1 represent a range. Before 1990-91, there were different percentages of missing data for different race/ethnicities, ranging from a low for white non-Hispanics to a high for Native Americans. District level race/ethnicity percentages were obtained by summing the percentages for schools in the district, with appropriate weights. However, there were a few districts with no school data. Therefore, in addition to the values imputed at the school level

shown in table B2, small percentages of race/ethnicity distributions were imputed at the district level. These percentages were for 0.9, 1.0, 0.4, 0.5, 0.1, 0.2, and 0.3 percent of the districts in the years from 1987-88 through 1993-94, respectively.

*Procedures used in the third round of file development*

*(These procedures were previously described in McLaughlin, 1999.)*

The third round of file development consisted primarily of adding new years of district data to the existing longitudinal file. The procedures are described for adding the years 1994-95 and 1995-96, but they also describe the procedures used for adding 1996-97 and 1997-98 data in the fourth (current) round of file development. Tables have been revised to reflect the new addition of two years' data

**Phase I.**

1. The first step is to read the agency data and school data into SAS files and identify the extent of missing data. Names are assigned to the variables to conform to the names assigned for preceding years.
2. The second step is to identify the set of districts to include in the longitudinal file. These include all districts also included in some preceding year, plus new districts. That is, the districts that had previously been excluded will continue to be excluded. Originally, only type 1, 2, and 3 districts were included, and that continues generally to be the case. However, when evidence indicates the need to include some districts previously excluded (e.g., regular districts found to consolidate into districts labeled as regional), they are added to the file. New districts are added to the file only if they are types 1, 2, or 3 and have at least one student enrolled.
3. The third step is to identify each closure from the preceding year and to determine the district to whom most of its students probably transferred. For this, a printout of districts in the same state as a closing district, with a corresponding jump in enrollment, is examined. The printout is sorted by county and city, and an atlas is used to judge which other districts are sufficiently close to take the students. Grade spans are also taken into account in determining the "successor" district. Specifically, the district whose address is closest to the closing district, by road, among districts with a compatible grade range and enrollment, is identified. After the determinations are made, the variables NXTYRID and PRVYRID are assigned. During this step, closed districts that were on the file in the preceding year with zero enrollment for that year are reclassified as closed one year earlier and the successor districts are sought in the appropriate year.
4. Next, the missing data variables are defined and preset and the variable YRS is extended on character to include the year to be added. The i-th character in YRS gives the status in year i, where i=1 corresponds to 1986-87. "Y" indicates that there is a district record and at least one school record for the district in the year; "N" indicates that there is a district record but no school record in the year; and "M" indicates that there is no district record in the year.

5. The final step in Phase I is to create a file that merges all years' district data and a file that merges all years' school data, aggregated to the district level.

## **Phase II.**

Phase II consists of the imputation of the most basic information about school districts: the number of schools and the grade span.

1. Although schools are opened and closed to respond to changing enrollment, changes of more than one school in a district need to be examined. The first step is to list the districts in which the number of schools changed by more than one but which did not experience a corresponding enrollment change.

2. The enrollments and grade spans of the schools in these districts are compared in two adjacent years to determine whether there was a reorganization of grade levels in schools or a combining or splitting of schools that would explain the change in number of schools. There were very few cases which could not be explained in this way, and in most cases these appeared to involve counting some form of specialty school in one year and not in the other year. Numbers of schools were edited and imputed for a total of only 118 districts over the ten-year period (including 72 in 1986-87). Generally, explainable differences in numbers of schools (e.g., the closure of an alternative school) were left unedited, as were any changes of a single school in a district.

3. Information on the numbers of schools was missing for 66 districts over the ten-year period, and these were imputed to be the same as in an adjacent year. In the few (8) districts which were on the file for only one year, a total of eight schools were imputed.

4. Most grade span changes from one year to the next involve prekindergarten, kindergarten, and first grade. These were not edited unless they were in conflict with information from the school file. With the exception of 1986-87, few reported grade spans were replaced, and most of those were from "00" to a legitimate value, possibly "UG" (ungraded). Values of "00" were generally changed to values from an adjacent year's district file. In 1986-87, there appears to have been an excess of reported prekindertgartens, compared to all later years.

5. Grade spans in schools with more than 30 students, where there was a change not involving PK, KG, or 1, were considered for replacement. They were replaced if they constituted a "V" (that is, a change that was reversed in the following year) with no change in enrollment that would correspond to the addition or removal of a grade.

6. For 1995-96, a few new districts reporting "00" for grade spans were compared with grade spans reported on a State Education Agency web page. The grade spans reported on these web pages were substituted for the "00."

Numbers of cases imputed are shown in table B2, (a) for fields missing in the original CCD and (b) for values judged erroneous. Although the text in this section is based on Round 3 imputations, the imputation counts in tables B2 through B4 represent cumulative results across all four rounds of imputation.

**Table B2a Number of missing values for which imputations were generated: Part 1**

	NUMSCHL	GRADE_LO	GRADE_HI	TOTSTUDT	TOT_TCHR <sup>1</sup>
1986-87	9	10	10	2,936	15,360
1987-88	18	10	10	14	1,166
1988-89	9	0	0	8	2,060
1989-90	8	0	0	2	383
1990-91	1	1	1	1	1
1991-92	0	36	36	0	924
1992-93	0	0	0	1	550
1993-94	0	0	0	0	269
1994-95	0	0	0	2	137
1995-96	2	0	0	3	387
1996-97	6	0	0	639 <sup>2</sup>	849 <sup>2</sup>
1997-98	0	0	0	3	525

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File. <sup>1</sup> Summed from school file in 1986-87. <sup>2</sup> Originally reported values missing in New Jersey in 1996-97.

**Table B2b Number of non-missing values for which replacement imputations were generated: Part 1**

	NUMSCHL	GRADE_LO	GRADE_HI	TOTSTUDT	TOT_TCHR
1986-87	762	2,294 <sup>1</sup>	82	489	0
1987-88	48	49	44	145	63
1988-89	43	44	45	46	85
1989-90	65	46	48	26	18
1990-91	53	64	60	49	956
1991-92	38	23	23	544	60
1992-93	98	47	41	24	372
1993-94	29	40	31	17	212
1994-95	29	8	8	16	184
1995-96	34	63	67	61	127
1996-97	27	89	86	931	125
1997-98	10	23	23	920	159

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File. <sup>1</sup> In 1986-87, 2,207 districts that reported “PK” as the lowest grade were set to “KG” to match 1987-88 figures and school figures.

**Phase III.**

Phase III consists of imputing the two basic counts for each district: the numbers of students (TOTSTUDT) and of full-time equivalent teachers (TOT\_TCHR). These two counts provide the context for imputing other counts, such as the numbers of graduates, ungraded students, and special education students. These two measures must be edited in a coordinated fashion, because the primary criterion for validation of the data is the student/teacher ratio. If the ratio is out of a reasonable range, it is necessary to decide (based for example on another year’s data) which of the two numbers is in error.

1. The first step is to replace missing and zero teacher counts on the district file with counts aggregated from the corresponding school file records, if the resulting student/teacher ratio would be between 1 and 100.
2. Student/teacher ratios of greater than 100 are also identified for potential replacement of either the student count or the teacher count.
3. First, teacher counts are considered for replacement. Six linear relations are estimated, three for districts with more than 500 reported students and three for smaller districts: (a) predicting the teacher count from the student count; (b) predicting the student/teacher ratio from the prior year’s ratio; and (c) predicting the prior year’s student/teacher ratio from the year

preceding that. School districts with identified potential problems with these counts are excluded from the regressions.

4. If there is information from the preceding year and the teacher count changes by more, in terms of percentage, than the student count, the teacher count is imputed by dividing the student count by the regression estimate of the student/teacher ratio based on the previous year. The regression estimate of the student/teacher ratio includes random error as indicated by the regression estimation procedure. Imputed teacher counts are limited to be larger than 1/100 of the corresponding student counts.

5. If there is no preceding year's information, teacher counts are imputed using the regression based on students, including the addition of random error with variance indicated by the regression estimation. Imputed teacher counts are again limited to be larger than 1/100 of the corresponding student counts.

6. The next step is to identify "Vs" in the student and teacher counts for the year preceding the most current year. A "V" is defined as a district value for teacher or student counts in a year which differs by a ratio of more than 7:5 or 5:7 (and by more than an absolute count of 40) in the same direction from both of the adjacent years, accompanied by a corresponding change in the student/teacher ratio by more than 20 percent.

7. Teacher counts for "Vs" are imputed for the preceding year, based on the regression estimate of the student/teacher ratio from year preceding that. That is, the method is the same as in Step 4, but for one year earlier.

8. Steps 1 through 7 are repeated for student counts, reversing the role of teacher and student counts. In repeating Step 3, separate regressions are computed for large and small schools, where the size criterion is 50 teachers.

9. If both student and teacher counts are missing, the prior year's counts are used. This occurred in no cases in 1994-95 and one case in 1995-96.

10. Finally, the student/teacher ratio is computed and correlated across adjacent years as a check on the adequacy of the editing. If the correlation is less than .85, there are probably additional problems with these counts that would interfere with use for longitudinal analyses. (The minimum value for the ten-year period was .87, between 1991-92 and 1992-93.)

#### **Phase IV**

In the next phase, information is added to the district file from the school file and the 1990 Census School District Data Book (SDDDB). In particular, the counts of five racial/ethnic categories of students and free lunch eligible students were imputed for the years in which those measures were collected; district locale code was imputed from schools but held constant for the years 1986-87 to 1991-92 for the purpose of particular longitudinal analyses; and the percentage of

school-aged children in poverty was imputed for districts not in existence in 1990 or otherwise not in the SDDB.

1. Racial/ethnic counts are available for individual schools but not for districts as a whole. However, it is straightforward to aggregate the data from schools to the district level, and this is the first step in this phase. Counts of Asian/Pacific Islanders, Blacks (non-Hispanic), Hispanics, Alaskan Natives/American Indians, and Whites in enrollment were computed for each district by summing the counts for schools. Starting in 1990-91, racial/ethnic counts were reported for either none or all of the five categories, and prior to that, partially missing data could reasonably be assumed to represent zeros. Therefore, the five counts are edited and imputed as a unit, with a single missing data indicator.
2. The five counts were temporarily transformed to fractions of the total sum of the five counts for the purposes of editing and imputation.
3. Whenever there are missing data for districts which report the racial/ethnic counts in other years, linear regressions predicting percentages based on adjacent years have high accuracy rates ( $r^2 > .96$ ). These regressions are used for predicting the five percentages, and they are normalized to sum to 100 by dividing by their sum. A random disturbance is added to each regression estimate, matching the error variance indicated by the regression printouts.
4. In a few cases, there are no data from other years. In these cases, the 1990 Census School District Data Book estimates of percentages of children by racial/ethnic category for districts in the same city or county are used. In these cases, it is necessary to verify that the address on the CCD file is the location of the district's school(s), not a regional central office.
5. A few "Vs" in racial/ethnic counts were identified. The criterion used is a discrepancy of more than 15 percent in any of the five percentages from each of the adjacent years, which themselves are within 5 percent of each other. This criterion is limited to school districts with more than 300 students. Identification of "Vs" in smaller districts would not be reliable.
6. When "Vs" are found, values are imputed, as in Step 2, from the prior year; that is, from the year before the "V."
7. As a check on the imputations, the correlations of reported percentages between adjacent years are compared to the correlations of imputed percentages. As a final step, the racial/ethnic percentages are translated into counts, adding exactly to the total enrollment in the district, even though the reported race-ethnic counts and total enrollment counts may have been taken on different dates.
8. Locale codes are aggregated from school locales by identifying the locale code that is the mode for schools in the district. In the case of ties, the more urban of the choices is assigned. These are not counted as imputed.

9. Because the file was at one point developed in the context of a project that called for setting a single locale code for the period from 1986-87 through 1991-92, the values for this period are all set to be the same. That is not true for years from 1992-93 on, however. For 1992-93 and 1993-94, the school data were given priority over the previous years' data in computing the district locale code; and for 1994-95 and 1995-96, the previous year's data were given priority over the school data. That is, the school data would only be used if there were no prior year's data (i.e., it was a new district).

10. For new districts for which a locale could not be derived from the school file, the locale of other districts in the same city were considered, along with information about the population of the city of the district. There were no such districts in 1993-94, but two in 1994-95.

11. For percent poverty, the 1990 Census data were used for all school districts in existence in 1989-90. For new districts in 1994-95 and 1995-96, a linear regression was used to estimate the percent of school-aged children in poverty. The regression made use of several predictors which were found to be significantly correlated with the percent poverty: the state mean percent poverty, the district aggregated percentage of students eligible for the Federal school lunch program, percent minority enrollment, student/teacher ratio, and whether the locale of the district was in a central city of a SMSA (locale=1 or 3). The  $r^2$  for the regression was .54, so there was a substantial random component in the few cases imputed.

12. The count of students eligible for the Federal school lunch program (FLE) was first aggregated from school-level data. In the earlier years, large percentages of the data were missing or reported as uniform zeros in a state. It was necessary to identify the year in which each state began to report positive numbers.

13. Eleven states were identified for which no FLE counts were reported in any year. Nineteen other states failed to report counts in one or more years during the period. A series of zeros prior to the first non-zero value reported by a district was judged erroneous if the first two non-zero values were within a ratio of 3:4 of each other.

14. Two initial linear regressions were run to remove outliers and create a database on which regression coefficients for imputations could be estimated. (Outliers were defined as any free lunch eligible percentages of enrollment that were more than 30 percent from the linear trend estimate, plus any zeros for which the linear trend estimate was greater than 20 percent.) The dependent measure for the regressions was the percentage of enrollment that was FLE, and when data from other years were available, the predictor was the interpolation or extrapolation of the linear trend estimate for that district. The  $r^2$  was .96.

15. When no data were available for any year, a more complex regression was used. For districts reporting F33 financial data in 1992, the revenue for the federal school lunch program, divided by the total number of student, was used, along with three other F33 measures, percent poverty, percent minority, percent special education students, and three categories of enrollment size (less than 30, between 30 and 500, and greater than 500). The  $r^2$  for this regression was .78. For cases without F33 data, the  $r^2$  was .60.

16. As a check on the imputations, the overall trend in total national counts was examined, and mean imputed values were compared to mean reported values for the same districts in different years.

**Table B3a. Number of missing values for which imputations were generated: Part 2**

	ETHNIC	FLNCHELG	LOCACODE	TOT_PK12	TOTUNGRD
1986-87			15,346		
1987-88	3,467	2,862	20	23	3,743
1988-89	2,367	3,046	13	8	3,358
1989-90	1,990	7,947	12	2	3,202
1990-91	1,405	8,667	22	1	1
1991-92	868	5,412	13	1	3,437
1992-93	553	3,990	4	1	3,326
1993-94	135	3,079	4	0	4,322
1994-95	118	2,823	4	2	3,663
1995-96	171	3,090	9	3	3,749
1996-97	773 <sup>1</sup>	2,733	44	641 <sup>1</sup>	4,372 <sup>1</sup>
1997-98	136	2,751	45	3	3,937

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File. <sup>1</sup> Originally reported values missing in New Jersey in 1996-97.

**Table B3b. Number of non-missing values for which replacement imputations were generated: Part 2**

	ETHNIC	FLNCHELG	LOCACODE	TOT_PK12	TOTUNGRD
1986-87			0		
1987-88	53	8,482	0	1,099 <sup>1</sup>	735
1988-89	142	7,609	0	971	52
1989-90	87	1,579	0	956	737
1990-91	84	929	251	975	934
1991-92	82	401	502	1,451	915
1992-93	85	393	78	934	919
1993-94	65	266	458	922	912
1994-95	47	140	0	924	911
1995-96	61	187	32	964	904
1996-97	44	3	0	931	10
1997-98	59	6	0	920	0

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File. <sup>1</sup> Revised special education counts in Illinois led to reestimation of numbers of ungraded students.

## Phase V.

The final phase of the editing imputation focused on subsets of total enrollment: students in grades prekindergarten through 12 versus ungraded students, regular and other diploma graduates and other high school completers, and special education/IEP students.

1. For the division of enrollment between ungraded and other students, a simple imputation was carried out, either setting the ungraded count to zero, if the students in grades was equal to the total enrollment, or using the prior year's breakdown in other cases. Almost all imputations of ungraded students were zero.
2. Special education counts were imputed using a regression predicting the percentage of students in special education from the state mean percentage, the percentage in the prior year, and the student/teacher ratio, resulting in an  $r^2$  of .59. An indicator of whether the district had any ungraded students was also included but failed to contribute significantly to the prediction.
3. "Vs" in special education counts were identified using a criterion factor of two; that is the count being considered must be more than twice or less than half of both the adjacent years' counts, with a discrepancy of at least 40 to guard against large percentage changes in very small districts. "Vs" were replaced by selecting a random value from a distribution whose mean was the average of the two adjacent years, and whose standard deviation was equal to the difference between those two values.
4. The three completion counts (regular and other diplomas and other completers) were all edited and imputed in the same manner. The first step was to compute the district count of twelfth graders in the preceding year by aggregating records on the school file, to use as a denominator for three completion rates. Zero was imputed for missing rates if there were no twelfth graders reported in the preceding year and the school was not ungraded. State policies in granting diplomas were taken into account to the extent that no OTHHSCMP recipients were imputed for states that did not recognize this credential, according to the states' reports on the 1996-97 CCD.
5. Numbers of graduates or completers were considered unreasonable if they were greater than the sum of the number of prior year's twelfth graders and the square root of the prior year's twelfth graders. That is, if there were 100 twelfth graders the prior year, more than 110 graduates from that class was considered unreasonable and replaced with that value.
6. Linear regressions were used for imputation of high school completion rates, using as predictors the prior year's rate, plus percents minority, special education, and poverty (Census). The  $r^2$  values were modest (.25, .48, and .30 for regular diploma, other diploma, and other completer rates), but the standard deviations around the mean values of .89, .01, and .05 were sufficiently small to justify the imputation.
7. Finally, a single SAS file containing all of the quantitative data (ALL.SD2) was created, along with ten single-year files (AIRLEAyy.SD2, where yy=86, ... , 95), each containing directory

and other information copied from the CCD files. Missing data indicators take on the value “M” for imputed data and a single blank character for reported data.

**Table B4a Number of missing values for which imputations were generated: Part 3**

	REGDIPLO	OTHDIPLO	OTHHSCMP	HSEQVREC	SPED_IEP
1986-87					
1987-88	2,777	9,813	10,021	10,150	4,286
1988-89	1,936	9,130	9,364	9,387	2,032
1989-90	2,129	8,838	8,553	9,435	1,725
1990-91	1	1	1	1	1
1991-92	350	8,776	10,016		1,398
1992-93	3,885	10,035	13,310		860
1993-94	3,750	10,732	13,195		256
1994-95	3,695	10,156	13,091		450
1995-96	3,432	11,034	13,202		354
1996-97	3,791	11,096	13,296		1,068 <sup>1</sup>
1997-98	4,067	11,264	13,185		200

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File. <sup>1</sup> Originally reported values missing in New Jersey in 1996-97.

**Table B4b Number of non-missing values for which replacement imputations were generated: Part 3**

	REGDIPLO	OTHDIPLO	OTHHSCMP	HSEQVREC	SPED_IEP
1986-87					
1987-88	644	17	11	39	3,517
1988-89	470	28	16	35	3,765
1989-90	456	32	21	41	2,460
1990-91	819	1,450	797	5,267	5,308
1991-92	429	45	38		1,795
1992-93	256	78	23		2,766
1993-94	296	64	36		1,560
1994-95	16	3	3		964
1995-96	12	1	0		1,563
1996-97	4	2	0		39
1997-98	0	0	0		33

Note: Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

As a result of selecting a subset of districts for inclusion in the Longitudinal CCD Non-Fiscal Survey Database and of editing and imputing values for some of the fields, the total counts of quantitative statistics of public elementary and secondary education are somewhat different from values based on (a) the unedited counts in the original (full) set of CCD districts and (b) the unedited counts in the longitudinal subset of districts. The differences for fields reported on the CCD district survey are shown in tables B5, B6, and B7.

The largest differences in total students and teachers (table B5) are in 1986-87, when no student data were reported by 10 states and no teacher data were reported at all. (Counts were reported on the school files in that year, however, and these can be aggregated to produce total count estimates.)

The largest differences in ungraded and special education counts (table B6) are that the longitudinal subset omits local education agencies serving special populations, who in many cases are in ungraded settings, and that special education counts were only partially reported in the earlier years studied.

The largest differences in diploma and completer counts (table B7) are that the imputed counts are higher. This arose because many districts which reported other diplomas or other completers in some years left this field blank (not zero) in other years. Counts comparable to years in which they reported counts were imputed in the years in which they left these field blank. If, in fact, the missing data for these two counts actually reflect zero values (i.e., no other diplomas or other completers), then the longitudinal file may overestimate the actual totals for other diplomas and other completers.

**Table B5. Comparison of school, student, and teacher counts based on edited and originally reported values.**

	Number of schools			Number of students			Number of teachers		
	Original file	Longitudinal subset	Imputed	Original file	Longitudinal subset	Imputed	Original file	Longitudinal subset	Imputed
1986-87	84,755	81,875	84,249	31,798,484	31,310,928	40,348,614	.	.	2,222,912
1987-88	85,063	82,235	84,141	40,706,279	39,747,330	40,563,711	2,106,816	2,047,606	2,269,376
1988-89	84,911	82,195	84,039	41,039,846	39,933,991	40,712,087	1,978,032	1,913,772	2,299,633
1989-90	85,156	82,462	84,400	41,453,526	40,335,422	41,052,724	2,331,819	2,264,938	2,357,993
1990-91	86,277	83,469	85,339	42,095,467	41,000,579	41,726,161	2,286,589	2,218,535	2,395,186
1991-92	86,287	85,166	85,314	42,767,578	42,561,580	42,534,044	2,297,463	2,273,261	2,418,786
1992-93	86,089	85,083	85,387	43,436,788	43,279,584	43,290,970	2,396,342	2,362,613	2,450,164
1993-94	87,104	86,049	86,073	44,077,650	43,914,555	43,917,655	2,533,470	2,499,195	2,511,789
1994-95	88,099	86,757	86,805	44,777,473	44,527,708	44,532,250	2,524,181	2,486,806	2,555,458
1995-96	88,981	87,582	87,634	45,495,501	45,242,354	45,262,779	2,594,806	2,555,947	2,603,306
1996-97	90,070	88,616	88,711	45,312,274	45,053,753	46,030,801	2,547,896	2,509,502	2,665,621
1997-98	91,340	89,773	89,806	47,019,550	46,767,433	46,518,676	2,656,508	2,618,037	2,740,298

**Table B6. Comparison of ungraded and special education student counts based on edited and originally reported values.**

	Number of ungraded students			Number of special education students		
	Original file	Longitudinal subset	Imputed	Original file	Longitudinal subset	Imputed
1987-88	801,609	697,071	869,610	1,955,846	1,922,545	3,977,793
1988-89	916,238	620,578	803,238	2,503,359	2,471,028	4,111,821
1989-90	842,641	726,349	904,226	3,406,534	3,329,000	4,278,440
1990-91	794,402	680,870	858,703	3,285,855	3,211,855	4,393,260
1991-92	858,347	762,855	930,021	3,734,509	3,696,668	4,503,128
1992-93	782,982	709,553	881,439	4,058,204	4,007,990	4,808,173
1993-94	795,104	723,221	897,439	4,550,921	4,493,412	4,939,141
1994-95	761,399	689,972	855,654	4,604,596	4,541,355	4,862,792
1995-96	765,390	695,186	870,866	4,552,232	4,488,737	4,921,007
1996-97	864,690	810,835	883,359	5,045,138	4,987,440	5,131,799
1997-98	953,306	889,315	889,334	5,568,445	5,506,711	5,483,215

**Table B7. Comparison of regular and other diploma and high school completer counts based on edited and originally reported values.**

	Number of regular diplomas			Number of other diplomas			Number of other high school completers		
	Original file	Longitudinal subset	Imputed	Original file	Longitudinal subset	Imputed	Original file	Longitudinal subset	Imputed
1987-88	2,477,492	2,435,488	2,335,291	23,474	17,883	31,451	6,087	5,938	8,444
1988-89	2,462,473	2,417,929	2,511,651	24,225	19,764	31,753	9,866	9,663	17,732
1989-90	2,385,885	2,333,313	2,450,973	27,808	23,653	28,760	13,048	12,984	14,302
1990-91	2,277,010	2,224,643	2,332,513	26,234	21,176	44,790	14,935	14,813	18,869
1991-92	2,255,354	2,242,927	2,244,970	35,745	35,664	36,382	14,119	13,889	15,072
1992-93	2,188,933	2,177,245	2,210,838	63,936	63,816	71,536	17,841	17,482	23,415
1993-94	2,216,376	2,204,868	2,247,646	31,604	31,317	39,421	24,865	24,562	30,689
1994-95	2,177,083	2,166,045	2,226,577	34,717	34,574	37,866	26,123	25,891	28,087
1995-96	2,294,627	2,280,149	2,285,110	33,059	32,989	41,045	27,735	27,473	36,434
1996-97	2,241,204	2,226,438	2,292,086	31,029	30,931	37,464	31,704	31,397	43,266
1997-98	2,272,292	2,258,307	2,360,948	32,370	32,326	40,014	39,301	39,116	48,069

## Appendix C. Contents of the Longitudinal CCD District SAS Files

The files are SAS files. There are 27 files: 12 individual-year local agency-level files, labeled AIRLEA86 through AIRLEA97; 12 individual-year school-level files, labeled AIRSCH86 through AIRSCH97; 1 twelve-year combined agency-level file, LEA12YRS, 1 twelve-year combined school-level file, SCH12YRS, and 1 agency-level staffing category file with six-years' data. The contents of AIRLEA95 and AIRSCH95 are given below, as examples of the individual-year files. These are followed by the contents of the combined-year files.

Data Set Name: AIRLEA95	Observations:	14549
Member Type: DATA	Variables:	58
Engine: V612		

-----Alphabetic List of Variables and Attributes-----

#	Variable	Type	Len	Pos	Label
3	ADDRESS	Char	30	37	Mailing Address
33	ASIAN	Num	8	284	Asian/Pacific Islander Students
34	BLACK	Num	8	292	Black, Non-Hisp. Students
16	BOUNDARY	Char	1	167	Boundary Change Indicator Code
4	CITY	Char	18	67	City (Mailing Address)
13	CNTYNAME	Char	25	126	County Name
12	FIPSCNTY	Char	2	124	FIPS County Number
11	FIPSSTAT	Char	2	122	FIPS State Code
31	FLNCHELG	Num	8	268	Students Eligible for Free Lunch
38	FLNCHELM	Char	1	324	impflg FLE students
18	GRADE_HI	Char	2	170	Highest Grade
52	GRADE_HM	Char	1	375	impflg Highest grade
51	GRADE_LM	Char	1	374	impflg Lowest grade
17	GRADE_LO	Char	2	168	Lowest Grade
35	HISP	Num	8	300	Hispanic Students
36	IND	Num	8	308	Alaskan/American Indian Students
1	LEAID	Char	7	0	7-DIGIT ID CODE (2-FIPST, 5-AGENCY)
2	LEANAME	Char	30	7	Name of LEA
32	LOCACODE	Num	8	276	Location Code
39	LOCACODM	Char	1	325	impflg Modal school locale
15	METSTATS	Num	8	159	Metropolitan Status Code
14	MSA_CODE	Num	8	151	Geographic Code
48	NUMSCHLM	Char	1	371	impflg Number of schools
19	NUMSCHLS	Num	8	172	Number of Schools
42	NXTYRID	Char	7	334	For closing LEAs: ID of successor
57	OTHDIPLM	Char	1	380	impflg Other diploma grads
26	OTHDIPLO	Num	8	228	Num. Other Diploma Graduates
58	OTHHSCMM	Char	1	381	impflg Other HS completers
27	OTHHSCMP	Num	8	236	Num. Other HS Completers
8	PHONE	Char	10	96	Telephone Number of LEA
43	PPOV90	Num	8	341	Pct chldrn in poverty (Census 90)
45	PPOV95	Num	8	350	Pct chldrn in poverty (Census 95)
44	PPOV90M	Char	1	349	impflg Pct chldrn pov (Census 90)
46	PPOV95M	Char	1	358	impflg Pct chldrn pov (Census 95)
41	PRVYRID	Char	7	327	ID of closed LEA that sent students
40	RACEM	Char	1	326	impflg Race/ethnicity
56	REGDIPLM	Char	1	379	impflg Regular diploma grads
25	REGDIPLO	Num	8	220	Num. Regular Diploma Graduates
29	SEA_ID	Char	14	252	State Agency ID Code for LEA
55	SPED_IEM	Char	1	378	impflg Special educ students

24	SPED_IEP	Num	8	212	Num. Special Ed/IEP Students
5	STATE	Char	2	85	USPS State Abbreviation
30	SYFALL	Char	2	266	School Year (Fall)
49	TOTSTUDM	Char	1	372	impflg Total students
23	TOTSTUDT	Num	8	204	Total Students
21	TOTUNGRD	Num	8	188	Total Ungraded Students
54	TOTUNGRM	Char	1	377	impflg Ungraded students
22	TOT_PK12	Num	8	196	Total Students in Grades PK-12
53	TOT_PK1M	Char	1	376	impflg Studnts in grds PK-12
50	TOT_TCHM	Char	1	373	impflg Total teachers (FTE)
20	TOT_TCHR	Num	8	180	Total teachers (FTE)
9	TYPECODE	Num	8	106	NCES LEA Type Code
10	UNIONNUM	Num	8	114	Supervisory Union Number
37	WHITE	Num	8	316	White Students
28	YEAR	Num	8	244	Year CCD collected (Fall of Schl Yr)
47	YRS	Char	12	359	Y)ears presnt, M)ssng, N)o schls
6	ZIP	Char	5	87	Postal Zip Code of LEA
7	ZIP4	Char	4	92	Postal Zip Suffix of LEA

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Data Set Name: AIRSCH95  
 Member Type: DATA  
 Engine: V612

Observations: 87,634  
 Variables: 32

-----Alphabetic List of Variables and Attributes-----

#	Variable	Type	Len	Pos	Label
9	ADDRESS	Char	30	127	Mailing address of school
26	ASIAN	Num	8	237	Asian/Pacific Islander Students
28	BLACK	Num	8	253	Black, Non-Hisp. Students
10	CITY	Char	18	157	City name
5	FIPST	Char	2	51	FIPS state code for location of school
18	FTE	Num	8	199	Number of classroom teachers (FTE)
24	FTEM	Char	1	228	imp flg Teachers (FTE)
20	GSHI	Char	2	209	School's highest grade (from gr enrl)
19	GSLO	Char	2	207	School's lowest grade (from gr enrl)
27	HISP	Num	8	245	Hispanic Students
25	IND	Num	8	229	Alaskan/American Indian Students
2	LEAID	Char	7	12	District ID #, assigned by NCES
7	LEANM	Char	30	67	Name of operating agency
17	LOCALE	Char	1	198	Code for type of locale
32	LYRS	Char	12	282	Indicator of years in this district,
1	MASTERID	Char	12	0	Master school ID # (same in all years)
21	MEMBER	Num	8	211	Total membership (sum of grades)
23	MEMBERM	Char	1	227	imp flg Student Membership
4	NCESSCH	Char	12	39	Unique school ID # assigned by NCES
14	PHONE	Char	10	186	Telephone # of school
30	RACEM	Char	1	269	impflg Race/ethnicity
8	SCHNAM	Char	30	97	Name of school
6	SEALD	Char	14	53	System ID #, assigned by state
3	SEASCH	Char	20	19	School ID #, assigned by state
11	STATE	Char	2	175	USPS state abbreviation
16	STATUS	Char	1	197	Operational status code
31	SYRS	Char	12	270	Indicator of years open,
15	TYPE	Char	1	196	Code for type of school
29	WHITE	Num	8	261	White Students
22	YR	Num	8	219	CCD Year (Fall of School Year)
12	ZIP	Char	5	177	5-digit ZIP code
13	ZIP4	Char	4	182	4-digit ZIP code extension, if available

Data Set Name: LEA12YRS  
 Member Type: DATA  
 Engine: V612

Observations: 16022  
 Variables: 394

-----Alphabetic List of Variables and Attributes-----

#	Variable	Type	Len	Pos	Format	Label
27	A87	Num	5	106		Asian students 1987-88
50	A88	Num	5	205		Asian students 1988-89
73	A89	Num	5	304		Asian students 1989-90
96	A90	Num	5	403		Asian students 1990-91
118	A91	Num	5	494		Asian students 1991-92
140	A92	Num	5	585		Asian students 1992-93
162	A93	Num	5	676		Asian students 1993-94
184	A94	Num	5	767		Asian students 1994-95
202	A95	Num	5	850		Asian students 1995-96
222	A96	Num	8	923		Asian students 1996-97
235	A97	Num	8	1000		Asian students 1997-98
28	B87	Num	5	111		Black students 1987-88
51	B88	Num	5	210		Black students 1988-89
74	B89	Num	5	309		Black students 1989-90
97	B90	Num	5	408		Black students 1990-91
119	B91	Num	5	499		Black students 1991-92
141	B92	Num	5	590		Black students 1992-93
163	B93	Num	5	681		Black students 1993-94
185	B94	Num	5	772		Black students 1994-95
203	B95	Num	5	855		Black students 1995-96
223	B96	Num	8	931		Black students 1996-97
236	B97	Num	8	1008		Black students 1997-98
10	C87	Num	5	33		Other HS completers 1987-88
33	C88	Num	5	132		Other HS completers 1988-89
56	C89	Num	5	231		Other HS completers 1989-90
79	C90	Num	5	330		Other HS completers 1990-91
102	C91	Num	5	429		Other HS completers 1991-92
129	C92	Num	5	535		Other HS completers 1992-93
151	C93	Num	5	626		Other HS completers 1993-94
177	C94	Num	5	741		Other HS completers 1994-95
199	C95	Num	5	832		Other HS completers 1995-96
249	C96	Num	8	1091		Other HS completers 1996-97
252	C97	Num	8	1115		Other HS completers 1997-98
280	CM87	Char	1	1234		impflg Other HS completers 87
292	CM88	Char	1	1246		impflg Other HS completers 88
304	CM89	Char	1	1258		impflg Other HS completers 89
316	CM90	Char	1	1270		impflg Other HS completers 90
328	CM91	Char	1	1282		impflg Other HS completers 91
339	CM92	Char	1	1293		impflg Other HS completers 92
350	CM93	Char	1	1304		impflg Other HS completers 93
361	CM94	Char	1	1315		impflg Other HS completers 94
372	CM95	Char	1	1326		impflg Other HS completers 95
383	CM96	Char	1	1337		impflg Other HS completers 96
394	CM97	Char	1	1348		impflg Other HS completers 97
6	CP86	Num	5	21		% Children in poverty: Cen Map CO_ALL
21	CP87	Num	5	85		% Children in poverty: Cen Map CO_ALL
44	CP88	Num	5	184		% Children in poverty: Cen Map CO_ALL
67	CP89	Num	5	283		% Children in poverty: Cen Map CO_ALL
90	CP90	Num	5	382		% Children in poverty: Cen Map CO_ALL
112	CP91	Num	5	473		% Children in poverty: Cen Map CO_ALL
127	CP92	Num	5	525		% Children in Poverty (Census)

148	CP93	Num	5	615	% Children in Poverty (Census)
178	CP94	Num	5	746	% Children in Poverty (Census)
207	CP95	Num	5	875	% Children in Poverty (Census)
7	CPM86	Char	1	26	Imp. Flg: % Children in Poverty (Census)
22	CPM87	Char	1	90	Imp. Flg: % Children in Poverty (Census)
45	CPM88	Char	1	189	Imp. Flg: % Children in Poverty (Census)
68	CPM89	Char	1	288	Imp. Flg: % Children in Poverty (Census)
91	CPM90	Char	1	387	Imp. Flg: % Children in Poverty (Census)
113	CPM91	Char	1	478	Imp. Flg: % Children in Poverty (Census)
126	CPM92	Char	1	524	Imp. Flg: % Children in Poverty (Census)
149	CPM93	Char	1	620	Imp. Flg: % Children in Poverty (Census)
179	CPM94	Char	1	751	Imp. Flg: % Children in Poverty (Census)
209	CPM95	Char	1	881	Imp. Flg: % Children in Poverty (Census)
8	D86	Num	5	27	Modal school locale 1986-87
25	D87	Num	5	100	Modal school locale 1987-88
48	D88	Num	5	199	Modal school locale 1988-89
71	D89	Num	5	298	Modal school locale 1989-90
94	D90	Num	5	397	Modal school locale 1990-91
116	D91	Num	5	488	Modal school locale 1991-92
138	D92	Num	5	579	Modal school locale 1992-93
160	D93	Num	5	670	Modal school locale 1993-94
182	D94	Num	5	761	Modal school locale 1994-95
201	D95	Num	5	845	Modal school locale 1995-96
221	D96	Num	5	918	Modal school locale 1996-97
241	D97	Num	8	1041	Modal school locale 1997-98
9	DM86	Char	1	32	impflg Modal school locale 86
26	DM87	Char	1	105	impflg Modal school locale 87
49	DM88	Char	1	204	impflg Modal school locale 88
72	DM89	Char	1	303	impflg Modal school locale 89
95	DM90	Char	1	402	impflg Modal school locale 90
117	DM91	Char	1	493	impflg Modal school locale 91
139	DM92	Char	1	584	impflg Modal school locale 92
161	DM93	Char	1	675	impflg Modal school locale 93
183	DM94	Char	1	766	impflg Modal school locale 94
210	DM95	Char	1	882	impflg Modal school locale 95
218	DM96	Char	1	908	impflg Modal school locale 96
242	DM97	Char	1	1049	impflg Modal school locale 97
32	EM87	Char	1	131	impflg Race/ethnicity 87
55	EM88	Char	1	230	impflg Race/ethnicity 88
78	EM89	Char	1	329	impflg Race/ethnicity 89
101	EM90	Char	1	428	impflg Race/ethnicity 90
123	EM91	Char	1	519	impflg Race/ethnicity 91
145	EM92	Char	1	610	impflg Race/ethnicity 92
167	EM93	Char	1	701	impflg Race/ethnicity 93
189	EM94	Char	1	792	impflg Race/ethnicity 94
211	EM95	Char	1	883	impflg Race/ethnicity 95
227	EM96	Char	1	963	impflg Race/ethnicity 96
240	EM97	Char	1	1040	impflg Race/ethnicity 97
23	F87	Num	8	91	Free/red lnch elig studs 1987-88
46	F88	Num	8	190	Free/red lnch elig studs 1988-89
69	F89	Num	8	289	Free/red lnch elig studs 1989-90
92	F90	Num	8	388	Free/red lnch elig studs 1990-91
114	F91	Num	8	479	Free/red lnch elig studs 1991-92
136	F92	Num	8	570	Free/red lnch elig studs 1992-93
158	F93	Num	8	661	Free/red lnch elig studs 1993-94
180	F94	Num	8	752	Free/red lnch elig studs 1994-95
200	F95	Num	8	837	Free/red lnch elig studs 1995-96
220	F96	Num	8	910	Free/red lnch elig studs 1996-97
243	F97	Num	8	1050	Free/red lnch elig studs 1997-98
24	FM87	Char	1	99	impflg FLE 87

47	FM88	Char	1	198	impflg	FLE	88
70	FM89	Char	1	297	impflg	FLE	89
93	FM90	Char	1	396	impflg	FLE	90
115	FM91	Char	1	487	impflg	FLE	91
137	FM92	Char	1	578	impflg	FLE	92
159	FM93	Char	1	669	impflg	FLE	93
181	FM94	Char	1	760	impflg	FLE	94
208	FM95	Char	1	880	impflg	FLE	95
219	FM96	Char	1	909	impflg	FLE	96
244	FM97	Char	1	1058	impflg	FLE	97
4	H86	Char	2	17	Highest	grade	1986-87
19	H87	Char	2	81	Highest	grade	1987-88
42	H88	Char	2	180	Highest	grade	1988-89
65	H89	Char	2	279	Highest	grade	1989-90
88	H90	Char	2	378	Highest	grade	1990-91
110	H91	Char	2	469	Highest	grade	1991-92
125	H92	Char	2	522	Highest	grade	1992-93
147	H93	Char	2	613	Highest	grade	1993-94
169	H94	Char	2	704	Highest	grade	1994-95
191	H95	Char	2	795	Highest	grade	1995-96
213	H96	Char	2	886	Highest	grade	1996-97
230	H97	Char	2	978	Highest	grade	1997-98
269	HM86	Char	1	1223	impflg	Highest	grade 86
274	HM87	Char	1	1228	impflg	Highest	grade 87
286	HM88	Char	1	1240	impflg	Highest	grade 88
298	HM89	Char	1	1252	impflg	Highest	grade 89
310	HM90	Char	1	1264	impflg	Highest	grade 90
322	HM91	Char	1	1276	impflg	Highest	grade 91
333	HM92	Char	1	1287	impflg	Highest	grade 92
344	HM93	Char	1	1298	impflg	Highest	grade 93
355	HM94	Char	1	1309	impflg	Highest	grade 94
366	HM95	Char	1	1320	impflg	Highest	grade 95
377	HM96	Char	1	1331	impflg	Highest	grade 96
388	HM97	Char	1	1342	impflg	Highest	grade 97
14	I87	Num	5	56	Special	education	studts 1987-88
37	I88	Num	5	155	Special	education	studts 1988-89
60	I89	Num	5	254	Special	education	studts 1989-90
83	I90	Num	5	353	Special	education	studts 1990-91
105	I91	Num	5	444	Special	education	studts 1991-92
131	I92	Num	5	545	Special	education	studts 1992-93
153	I93	Num	5	636	Special	education	studts 1993-94
174	I94	Num	5	726	Special	education	studts 1994-95
196	I95	Num	5	817	Special	education	studts 1995-96
246	I96	Num	8	1067	Special	education	studts 1996-97
245	I97	Num	8	1059	Special	education	studts 1997-98
277	IM87	Char	1	1231	impflg	Special	educ students 87
289	IM88	Char	1	1243	impflg	Special	educ students 88
301	IM89	Char	1	1255	impflg	Special	educ students 89
313	IM90	Char	1	1267	impflg	Special	educ students 90
325	IM91	Char	1	1279	impflg	Special	educ students 91
336	IM92	Char	1	1290	impflg	Special	educ students 92
347	IM93	Char	1	1301	impflg	Special	educ students 93
358	IM94	Char	1	1312	impflg	Special	educ students 94
369	IM95	Char	1	1323	impflg	Special	educ students 95
380	IM96	Char	1	1334	impflg	Special	educ students 96
391	IM97	Char	1	1345	impflg	Special	educ students 97
5	L86	Char	2	19	Lowest	grade	1986-87
20	L87	Char	2	83	Lowest	grade	1987-88
43	L88	Char	2	182	Lowest	grade	1988-89
66	L89	Char	2	281	Lowest	grade	1989-90

89	L90	Char	2	380	Lowest grade 1990-91
111	L91	Char	2	471	Lowest grade 1991-92
124	L92	Char	2	520	Lowest grade 1992-93
146	L93	Char	2	611	Lowest grade 1993-94
168	L94	Char	2	702	Lowest grade 1994-95
190	L95	Char	2	793	Lowest grade 1995-96
212	L96	Char	2	884	Lowest grade 1996-97
229	L97	Char	2	976	Lowest grade 1997-98
1	LEAID	Char	7	0	NCES School District Code
268	LM86	Char	1	1222	impflg Lowest grade 86
273	LM87	Char	1	1227	impflg Lowest grade 87
285	LM88	Char	1	1239	impflg Lowest grade 88
297	LM89	Char	1	1251	impflg Lowest grade 89
309	LM90	Char	1	1263	impflg Lowest grade 90
321	LM91	Char	1	1275	impflg Lowest grade 91
332	LM92	Char	1	1286	impflg Lowest grade 92
343	LM93	Char	1	1297	impflg Lowest grade 93
354	LM94	Char	1	1308	impflg Lowest grade 94
365	LM95	Char	1	1319	impflg Lowest grade 95
376	LM96	Char	1	1330	impflg Lowest grade 96
387	LM97	Char	1	1341	impflg Lowest grade 97
253	N86	Num	8	1123	Number of schools 1986-87
254	N87	Num	8	1131	Number of schools 1987-88
255	N88	Num	8	1139	Number of schools 1988-89
256	N89	Num	8	1147	Number of schools 1989-90
257	N90	Num	8	1155	Number of schools 1990-91
258	N91	Num	8	1163	Number of schools 1991-92
259	N92	Num	8	1171	Number of schools 1992-93
260	N93	Num	8	1179	Number of schools 1993-94
261	N94	Num	8	1187	Number of schools 1994-95
262	N95	Num	8	1195	Number of schools 1995-96
263	N96	Num	8	1203	Number of schools 1996-97
264	N97	Num	8	1211	Number of schools 1997-98
265	NM86	Char	1	1219	impflg Number of schools 86
270	NM87	Char	1	1224	impflg Number of schools 87
282	NM88	Char	1	1236	impflg Number of schools 88
294	NM89	Char	1	1248	impflg Number of schools 89
306	NM90	Char	1	1260	impflg Number of schools 90
318	NM91	Char	1	1272	impflg Number of schools 91
329	NM92	Char	1	1283	impflg Number of schools 92
340	NM93	Char	1	1294	impflg Number of schools 93
351	NM94	Char	1	1305	impflg Number of schools 94
362	NM95	Char	1	1316	impflg Number of schools 95
373	NM96	Char	1	1327	impflg Number of schools 96
384	NM97	Char	1	1338	impflg Number of schools 97
12	O87	Num	5	46	Other diploma graduates 1987-88
35	O88	Num	5	145	Other diploma graduates 1988-89
58	O89	Num	5	244	Other diploma graduates 1989-90
81	O90	Num	5	343	Other diploma graduates 1990-91
103	O91	Num	5	434	Other diploma graduates 1991-92
128	O92	Num	5	530	Other diploma graduates 1992-93
150	O93	Num	5	621	Other diploma graduates 1993-94
176	O94	Num	5	736	Other diploma graduates 1994-95
198	O95	Num	5	827	Other diploma graduates 1995-96
248	O96	Num	8	1083	Other diploma graduates 1996-97
251	O97	Num	8	1107	Other diploma graduates 1997-98
279	OM87	Char	1	1233	impflg Other diploma grads 87
291	OM88	Char	1	1245	impflg Other diploma grads 88
303	OM89	Char	1	1257	impflg Other diploma grads 89
315	OM90	Char	1	1269	impflg Other diploma grads 90

327	OM91	Char	1	1281	impflg	Other diploma grads	91
338	OM92	Char	1	1292	impflg	Other diploma grads	92
349	OM93	Char	1	1303	impflg	Other diploma grads	93
360	OM94	Char	1	1314	impflg	Other diploma grads	94
371	OM95	Char	1	1325	impflg	Other diploma grads	95
382	OM96	Char	1	1336	impflg	Other diploma grads	96
393	OM97	Char	1	1347	impflg	Other diploma grads	97
16	P87	Num	5	66	Students	in grades PK-12	1987-88
39	P88	Num	5	165	Students	in grades PK-12	1988-89
62	P89	Num	5	264	Students	in grades PK-12	1989-90
85	P90	Num	5	363	Students	in grades PK-12	1990-91
107	P91	Num	5	454	Students	in grades PK-12	1991-92
134	P92	Num	5	560	Students	in grades PK-12	1992-93
156	P93	Num	5	651	Students	in grades PK-12	1993-94
172	P94	Num	5	716	Students	in grades PK-12	1994-95
194	P95	Num	5	807	Students	in grades PK-12	1995-96
217	P96	Num	5	903	Students	in grades PK-12	1996-97
234	P97	Num	5	995	Students	in grades PK-12	1997-98
275	PM87	Char	1	1229	impflg	Studnts in grds	PK-12 87
287	PM88	Char	1	1241	impflg	Studnts in grds	PK-12 88
299	PM89	Char	1	1253	impflg	Studnts in grds	PK-12 89
311	PM90	Char	1	1265	impflg	Studnts in grds	PK-12 90
323	PM91	Char	1	1277	impflg	Studnts in grds	PK-12 91
334	PM92	Char	1	1288	impflg	Studnts in grds	PK-12 92
345	PM93	Char	1	1299	impflg	Studnts in grds	PK-12 93
356	PM94	Char	1	1310	impflg	Studnts in grds	PK-12 94
367	PM95	Char	1	1321	impflg	Studnts in grds	PK-12 95
378	PM96	Char	1	1332	impflg	Studnts in grds	PK-12 96
389	PM97	Char	1	1343	impflg	Studnts in grds	PK-12 97
11	Q87	Num	8	38	HS equiv	recipients	1987-88
34	Q88	Num	8	137	HS equiv	recipients	1988-89
57	Q89	Num	8	236	HS equiv	recipients	1989-90
80	Q90	Num	8	335	HS equiv	recipients	1990-91
281	QM87	Char	1	1235	impflg	HS equiv recip	1987-88
293	QM88	Char	1	1247	impflg	HS equiv recip	1988-89
305	QM89	Char	1	1259	impflg	HS equiv recip	1989-90
317	QM90	Char	1	1271	impflg	HS equiv recip	1990-91
13	R87	Num	5	51	Regular	diploma grads	1987-88
36	R88	Num	5	150	Regular	diploma grads	1988-89
59	R89	Num	5	249	Regular	diploma grads	1989-90
82	R90	Num	5	348	Regular	diploma grads	1990-91
104	R91	Num	5	439	Regular	diploma grads	1991-92
130	R92	Num	5	540	Regular	diploma grads	1992-93
152	R93	Num	5	631	Regular	diploma grads	1993-94
175	R94	Num	5	731	Regular	diploma grads	1994-95
197	R95	Num	5	822	Regular	diploma grads	1995-96
247	R96	Num	8	1075	Regular	diploma grads	1996-97
250	R97	Num	8	1099	Regular	diploma grads	1997-98
278	RM87	Char	1	1232	impflg	Regular diploma	grads 87
290	RM88	Char	1	1244	impflg	Regular diploma	grads 88
302	RM89	Char	1	1256	impflg	Regular diploma	grads 89
314	RM90	Char	1	1268	impflg	Regular diploma	grads 90
326	RM91	Char	1	1280	impflg	Regular diploma	grads 91
337	RM92	Char	1	1291	impflg	Regular diploma	grads 92
348	RM93	Char	1	1302	impflg	Regular diploma	grads 93
359	RM94	Char	1	1313	impflg	Regular diploma	grads 94
370	RM95	Char	1	1324	impflg	Regular diploma	grads 95
381	RM96	Char	1	1335	impflg	Regular diploma	grads 96
392	RM97	Char	1	1346	impflg	Regular diploma	grads 97
2	S86	Num	5	7	Total	students	1986-87

15	S87	Num	5	61	Total students 1987-88
38	S88	Num	5	160	Total students 1988-89
61	S89	Num	5	259	Total students 1989-90
84	S90	Num	5	358	Total students 1990-91
106	S91	Num	5	449	Total students 1991-92
132	S92	Num	5	550	Total students 1992-93
154	S93	Num	5	641	Total students 1993-94
173	S94	Num	5	721	Total students 1994-95
195	S95	Num	5	812	Total students 1995-96
215	S96	Num	5	893	Total students 1996-97
232	S97	Num	5	985	Total students 1997-98
266	SM86	Char	1	1220	impflg Total students 86
271	SM87	Char	1	1225	impflg Total students 87
283	SM88	Char	1	1237	impflg Total students 88
295	SM89	Char	1	1249	impflg Total students 89
307	SM90	Char	1	1261	impflg Total students 90
319	SM91	Char	1	1273	impflg Total students 91
330	SM92	Char	1	1284	impflg Total students 92
341	SM93	Char	1	1295	impflg Total students 93
352	SM94	Char	1	1306	impflg Total students 94
363	SM95	Char	1	1317	impflg Total students 95
374	SM96	Char	1	1328	impflg Total students 96
385	SM97	Char	1	1339	impflg Total students 97
3	T86	Num	5	12	Total teachers (FTE) 1986-87
18	T87	Num	5	76	Total teachers (FTE) 1987-88
41	T88	Num	5	175	Total teachers (FTE) 1988-89
64	T89	Num	5	274	Total teachers (FTE) 1989-90
87	T90	Num	5	373	Total teachers (FTE) 1990-91
109	T91	Num	5	464	Total teachers (FTE) 1991-92
135	T92	Num	5	565	Total teachers (FTE) 1992-93
157	T93	Num	5	656	Total teachers (FTE) 1993-94
170	T94	Num	5	706	Total teachers (FTE) 1994-95
192	T95	Num	5	797	Total teachers (FTE) 1995-96
214	T96	Num	5	888	Total teachers (FTE) 1996-97
231	T97	Num	5	980	Total teachers (FTE) 1997-98
267	TM86	Char	1	1221	impflg Total teachers (FTE) 86
272	TM87	Char	1	1226	impflg Total teachers (FTE) 87
284	TM88	Char	1	1238	impflg Total teachers (FTE) 88
296	TM89	Char	1	1250	impflg Total teachers (FTE) 89
308	TM90	Char	1	1262	impflg Total teachers (FTE) 90
320	TM91	Char	1	1274	impflg Total teachers (FTE) 91
331	TM92	Char	1	1285	impflg Total teachers (FTE) 92
342	TM93	Char	1	1296	impflg Total teachers (FTE) 93
353	TM94	Char	1	1307	impflg Total teachers (FTE) 94
364	TM95	Char	1	1318	impflg Total teachers (FTE) 95
375	TM96	Char	1	1329	impflg Total teachers (FTE) 96
386	TM97	Char	1	1340	impflg Total teachers (FTE) 97
17	U87	Num	5	71	Ungraded students 1987-1988
40	U88	Num	5	170	Ungraded students 1988-1989
63	U89	Num	5	269	Ungraded students 1989-1990
86	U90	Num	5	368	Ungraded students 1990-1991
108	U91	Num	5	459	Ungraded students 1991-1992
133	U92	Num	5	555	Ungraded students 1992-1993
155	U93	Num	5	646	Ungraded students 1993-1994
171	U94	Num	5	711	Ungraded students 1994-1995
193	U95	Num	5	802	Ungraded students 1995-1996
216	U96	Num	5	898	Ungraded students 1996-1997
233	U97	Num	5	990	Ungraded students 1997-1998
276	UM87	Char	1	1230	impflg Ungraded students 87
288	UM88	Char	1	1242	impflg Ungraded students 88

300	UM89	Char	1	1254	impflg	Ungraded	students	89
312	UM90	Char	1	1266	impflg	Ungraded	students	90
324	UM91	Char	1	1278	impflg	Ungraded	students	91
335	UM92	Char	1	1289	impflg	Ungraded	students	92
346	UM93	Char	1	1300	impflg	Ungraded	students	93
357	UM94	Char	1	1311	impflg	Ungraded	students	94
368	UM95	Char	1	1322	impflg	Ungraded	students	95
379	UM96	Char	1	1333	impflg	Ungraded	students	96
390	UM97	Char	1	1344	impflg	Ungraded	students	97
30	V87	Num	5	121	Native	American	students	1987-88
53	V88	Num	5	220	Native	American	students	1988-89
76	V89	Num	5	319	Native	American	students	1989-90
99	V90	Num	5	418	Native	American	students	1990-91
121	V91	Num	5	509	Native	American	students	1991-92
143	V92	Num	5	600	Native	American	students	1992-93
165	V93	Num	5	691	Native	American	students	1993-94
187	V94	Num	5	782	Native	American	students	1994-95
205	V95	Num	5	865	Native	American	students	1995-96
225	V96	Num	8	947	Native	American	students	1996-97
238	V97	Num	8	1024	Native	American	students	1997-98
31	W87	Num	5	126	White	students	1987-88	
54	W88	Num	5	225	White	students	1988-89	
77	W89	Num	5	324	White	students	1989-90	
100	W90	Num	5	423	White	students	1990-91	
122	W91	Num	5	514	White	students	1991-92	
144	W92	Num	5	605	White	students	1992-93	
166	W93	Num	5	696	White	students	1993-94	
188	W94	Num	5	787	White	students	1994-95	
206	W95	Num	5	870	White	students	1995-96	
226	W96	Num	8	955	White	students	1996-97	
239	W97	Num	8	1032	White	students	1997-98	
29	X87	Num	5	116	Hispanic	students	1987-88	
52	X88	Num	5	215	Hispanic	students	1988-89	
75	X89	Num	5	314	Hispanic	students	1989-90	
98	X90	Num	5	413	Hispanic	students	1990-91	
120	X91	Num	5	504	Hispanic	students	1991-92	
142	X92	Num	5	595	Hispanic	students	1992-93	
164	X93	Num	5	686	Hispanic	students	1993-94	
186	X94	Num	5	777	Hispanic	students	1994-95	
204	X95	Num	5	860	Hispanic	students	1995-96	
224	X96	Num	8	939	Hispanic	students	1996-97	
237	X97	Num	8	1016	Hispanic	students	1997-98	
228	YRS	Char	12	964	Y)ears presnt, M)ssng, N)o schls			

Data Set Name: SCH12YRS  
 Member Type: DATA  
 Engine: V612

Observations: 104397  
 Variables: 130

-----Alphabetic List of Variables and Attributes-----

#	Variable	Type	Len	Pos	Format	Label
77	ASIAN87	Num	8	422		Asian students 1987-88
82	ASIAN88	Num	8	462		Asian students 1988-89
87	ASIAN89	Num	8	502		Asian students 1989-90
92	ASIAN90	Num	8	542		Asian students 1990-91
97	ASIAN91	Num	8	582		Asian students 1991-92
102	ASIAN92	Num	8	622		Asian students 1992-93
107	ASIAN93	Num	8	662		Asian students 1993-94
112	ASIAN94	Num	8	702		Asian students 1994-95
117	ASIAN95	Num	8	742		Asian students 1995-96
122	ASIAN96	Num	8	782		Asian students 1996-97
129	ASIAN97	Num	8	838		Asian students 1997-98
79	BLACK87	Num	8	438		Black students 1987-88
84	BLACK88	Num	8	478		Black students 1988-89
89	BLACK89	Num	8	518		Black students 1989-90
94	BLACK90	Num	8	558		Black students 1990-91
99	BLACK91	Num	8	598		Black students 1991-92
104	BLACK92	Num	8	638		Black students 1992-93
109	BLACK93	Num	8	678		Black students 1993-94
114	BLACK94	Num	8	718		Black students 1994-95
119	BLACK95	Num	8	758		Black students 1995-96
124	BLACK96	Num	8	798		Black students 1996-97
127	BLACK97	Num	8	822		Black students 1997-98
3	FTE86	Num	8	19		Full-time equivalent teachers: 1986-87
6	FTE87	Num	8	47		Full-time equivalent teachers: 1987-88
11	FTE88	Num	8	95		Full-time equivalent teachers: 1988-89
12	FTE89	Num	8	103		Full-time equivalent teachers: 1989-90
15	FTE90	Num	8	131		Full-time equivalent teachers: 1990-91
19	FTE91	Num	8	171		Full-time equivalent teachers: 1991-92
22	FTE92	Num	8	199		Full-time equivalent teachers: 1992-93
25	FTE93	Num	8	227		Full-time equivalent teachers: 1993-94
28	FTE94	Num	8	255		Full-time equivalent teachers: 1994-95
31	FTE95	Num	8	283		Full-time equivalent teachers: 1995-96
34	FTE96	Num	8	311		Full-time equivalent teachers: 1996-97
37	FTE97	Num	8	339		Full-time equivalent teachers: 1997-98
64	FTEM86	Char	1	402		Impute Flag for FTE teachers: 1986-87
63	FTEM87	Char	1	401		Impute Flag for FTE teachers: 1987-88
62	FTEM88	Char	1	400		Impute Flag for FTE teachers: 1988-89
43	FTEM89	Char	1	381		Impute Flag for FTE teachers: 1989-90
45	FTEM90	Char	1	383		Impute Flag for FTE teachers: 1990-91
59	FTEM91	Char	1	397		Impute Flag for FTE teachers: 1991-92
47	FTEM92	Char	1	385		Impute Flag for FTE teachers: 1992-93
49	FTEM93	Char	1	387		Impute Flag for FTE teachers: 1993-94
51	FTEM94	Char	1	389		Impute Flag for FTE teachers: 1994-95
53	FTEM95	Char	1	391		Impute Flag for FTE teachers: 1995-96
55	FTEM96	Char	1	393		Impute Flag for FTE teachers: 1996-97
61	FTEM97	Char	1	399		Impute Flag for FTE teachers: 1997-98

78	HISP87	Num	8	430	Hispanic students 1987-88
83	HISP88	Num	8	470	Hispanic students 1988-89
88	HISP89	Num	8	510	Hispanic students 1989-90
93	HISP90	Num	8	550	Hispanic students 1990-91
98	HISP91	Num	8	590	Hispanic students 1991-92
103	HISP92	Num	8	630	Hispanic students 1992-93
108	HISP93	Num	8	670	Hispanic students 1993-94
113	HISP94	Num	8	710	Hispanic students 1994-95
118	HISP95	Num	8	750	Hispanic students 1995-96
123	HISP96	Num	8	790	Hispanic students 1996-97
126	HISP97	Num	8	814	Hispanic students 1997-98
76	IND87	Num	8	414	Native American students 1987-88
81	IND88	Num	8	454	Native American students 1988-89
86	IND89	Num	8	494	Native American students 1989-90
91	IND90	Num	8	534	Native American students 1990-91
96	IND91	Num	8	574	Native American students 1991-92
101	IND92	Num	8	614	Native American students 1992-93
106	IND93	Num	8	654	Native American students 1993-94
111	IND94	Num	8	694	Native American students 1994-95
116	IND95	Num	8	734	Native American students 1995-96
121	IND96	Num	8	774	Native American students 1996-97
130	IND97	Num	8	846	Native American students 1997-98
1	LEAID	Char	7	0	NCES School District Code
40	LYRS	Char	12	367	Indicator of years in this district
2	MASTERID	Char	12	7	Permanent School Identification Number
4	MEMBER86	Num	8	27	School membership in 1986-1987
7	MEMBER87	Num	8	55	School membership in 1987-1988
9	MEMBER88	Num	8	75	School membership in 1988-1989
13	MEMBER89	Num	8	111	School membership in 1989-1990
16	MEMBER90	Num	8	139	School membership in 1990-1991
20	MEMBER91	Num	8	179	School membership in 1991-1992
23	MEMBER92	Num	8	207	School membership in 1992-1993
26	MEMBER93	Num	8	235	School membership in 1993-1994
29	MEMBER94	Num	8	263	School membership in 1994-1995
32	MEMBER95	Num	8	291	School membership in 1995-1996
35	MEMBER96	Num	8	319	School membership in 1996-1997
38	MEMBER97	Num	8	347	School membership in 1997-1998
56	MEMBM86	Char	1	394	Impute Flag for membership in 1986-87
41	MEMBM87	Char	1	379	Impute Flag for membership in 1987-88
57	MEMBM88	Char	1	395	Impute Flag for membership in 1988-89
42	MEMBM89	Char	1	380	Impute Flag for membership in 1989-90
44	MEMBM90	Char	1	382	Impute Flag for membership in 1990-91
58	MEMBM91	Char	1	396	Impute Flag for membership in 1991-92
46	MEMBM92	Char	1	384	Impute Flag for membership in 1992-93
48	MEMBM93	Char	1	386	Impute Flag for membership in 1993-94
50	MEMBM94	Char	1	388	Impute Flag for membership in 1994-95
52	MEMBM95	Char	1	390	Impute Flag for membership in 1995-96
54	MEMBM96	Char	1	392	Impute Flag for membership in 1996-97
60	MEMBM97	Char	1	398	Impute Flag for membership in 1997-98

5	NCESID86	Char	12	35	NCES School Code in year	1986-87
8	NCESID87	Char	12	63	NCES School Code in year	1987-88
10	NCESID88	Char	12	83	NCES School Code in year	1988-89
14	NCESID89	Char	12	119	NCES School Code in year	1989-90
17	NCESID90	Char	12	147	NCES School Code in year	1990-91
18	NCESID91	Char	12	159	NCES School Code in year	1991-92
21	NCESID92	Char	12	187	NCES School Code in year	1992-93
24	NCESID93	Char	12	215	NCES School Code in year	1993-94
27	NCESID94	Char	12	243	NCES School Code in year	1994-95
30	NCESID95	Char	12	271	NCES School Code in year	1995-96
33	NCESID96	Char	12	299	NCES School Code in year	1996-97
36	NCESID97	Char	12	327	NCES School Code in year	1997-98
65	RACEM87	Char	1	403	impflg Race/ethnicity	87
66	RACEM88	Char	1	404	impflg Race/ethnicity	88
67	RACEM89	Char	1	405	impflg Race/ethnicity	89
68	RACEM90	Char	1	406	impflg Race/ethnicity	90
69	RACEM91	Char	1	407	impflg Race/ethnicity	91
70	RACEM92	Char	1	408	impflg Race/ethnicity	92
71	RACEM93	Char	1	409	impflg Race/ethnicity	93
72	RACEM94	Char	1	410	impflg Race/ethnicity	94
73	RACEM95	Char	1	411	impflg Race/ethnicity	95
74	RACEM96	Char	1	412	impflg Race/ethnicity	96
75	RACEM97	Char	1	413	impflg Race/ethnicity	97
39	SYRS	Char	12	355	Indicator of years open	
80	WHITE87	Num	8	446	White students	1987-88
85	WHITE88	Num	8	486	White students	1988-89
90	WHITE89	Num	8	526	White students	1989-90
95	WHITE90	Num	8	566	White students	1990-91
100	WHITE91	Num	8	606	White students	1991-92
105	WHITE92	Num	8	646	White students	1992-93
110	WHITE93	Num	8	686	White students	1993-94
115	WHITE94	Num	8	726	White students	1994-95
120	WHITE95	Num	8	766	White students	1995-96
125	WHITE96	Num	8	806	White students	1996-97
128	WHITE97	Num	8	830	White students	1997-98

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Data Set Name: WORK.STF9297I  
 Member Type: DATA  
 Engine: V612

Observations: 15438  
 Variables: 207  
 Indexes: 0

-----Alphabetic List of Variables and Attributes-----

#	Variable	Type	Len	Pos	Label
40	AIDES92	Num	8	303	Instructional Aides
41	AIDES93	Num	8	311	Instructional Aides
42	AIDES94	Num	8	319	Instructional Aides
43	AIDES95	Num	8	327	Instructional Aides
44	AIDES96	Num	8	335	Instructional Aides
45	AIDES97	Num	8	343	Instructional Aides
46	CORSUP92	Num	8	351	Instructional Coordinators/Supervisors
47	CORSUP93	Num	8	359	Instructional Coordinators/Supervisors
48	CORSUP94	Num	8	367	Instructional Coordinators/Supervisors
49	CORSUP95	Num	8	375	Instructional Coordinators/Supervisors
50	CORSUP96	Num	8	383	Instructional Coordinators/Supervisors
51	CORSUP97	Num	8	391	Instructional Coordinators/Supervisors
148	EGM92	Char	1	957	Flag: Elementary Guidance Counselors
149	EGM93	Char	1	958	Flag: Elementary Guidance Counselors
150	EGM94	Char	1	959	Flag: Elementary Guidance Counselors
151	EGM95	Char	1	960	Flag: Elementary Guidance Counselors
152	EGM96	Char	1	961	Flag: Elementary Guidance Counselors
153	EGM97	Char	1	962	Flag: Elementary Guidance Counselors
58	ELMGUI92	Num	8	447	Elementary Guidance Counselors
59	ELMGUI93	Num	8	455	Elementary Guidance Counselors
60	ELMGUI94	Num	8	463	Elementary Guidance Counselors
61	ELMGUI95	Num	8	471	Elementary Guidance Counselors
62	ELMGUI96	Num	8	479	Elementary Guidance Counselors
63	ELMGUI97	Num	8	487	Elementary Guidance Counselors
22	ELMTCH92	Num	8	159	Elementary Teachers
23	ELMTCH93	Num	8	167	Elementary Teachers
24	ELMTCH94	Num	8	175	Elementary Teachers
25	ELMTCH95	Num	8	183	Elementary Teachers
26	ELMTCH96	Num	8	191	Elementary Teachers
27	ELMTCH97	Num	8	199	Elementary Teachers
16	KGTCH92	Num	8	111	Kindergarten Teachers
17	KGTCH93	Num	8	119	Kindergarten Teachers
18	KGTCH94	Num	8	127	Kindergarten Teachers
19	KGTCH95	Num	8	135	Kindergarten Teachers
20	KGTCH96	Num	8	143	Kindergarten Teachers
21	KGTCH97	Num	8	151	Kindergarten Teachers
166	L2M92	Char	1	975	Flag: Library Media Support Staff
167	L2M93	Char	1	976	Flag: Library Media Support Staff
168	L2M94	Char	1	977	Flag: Library Media Support Staff
169	L2M95	Char	1	978	Flag: Library Media Support Staff
170	L2M96	Char	1	979	Flag: Library Media Support Staff
171	L2M97	Char	1	980	Flag: Library Media Support Staff
172	LAM92	Char	1	981	Flag: LEA Administrators
173	LAM93	Char	1	982	Flag: LEA Administrators
174	LAM94	Char	1	983	Flag: LEA Administrators
175	LAM95	Char	1	984	Flag: LEA Administrators
176	LAM96	Char	1	985	Flag: LEA Administrators
177	LAM97	Char	1	986	Flag: LEA Administrators
82	LEAADM92	Num	8	639	LEA Administrators
83	LEAADM93	Num	8	647	LEA Administrators

84	LEAADM94	Num	8	655	LEA Administrators
85	LEAADM95	Num	8	663	LEA Administrators
86	LEAADM96	Num	8	671	LEA Administrators
87	LEAADM97	Num	8	679	LEA Administrators
1	LEAID	Char	7	0	Unique System ID (NCES Assigned)
88	LEASUP92	Num	8	687	LEA Administrators Support Staff
89	LEASUP93	Num	8	695	LEA Administrators Support Staff
90	LEASUP94	Num	8	703	LEA Administrators Support Staff
91	LEASUP95	Num	8	711	LEA Administrators Support Staff
92	LEASUP96	Num	8	719	LEA Administrators Support Staff
93	LEASUP97	Num	8	727	LEA Administrators Support Staff
178	LEM92	Char	1	987	Flag: LEA Support Staff
179	LEM93	Char	1	988	Flag: LEA Support Staff
180	LEM94	Char	1	989	Flag: LEA Support Staff
181	LEM95	Char	1	990	Flag: LEA Support Staff
182	LEM96	Char	1	991	Flag: LEA Support Staff
183	LEM97	Char	1	992	Flag: LEA Support Staff
70	LIBSPE92	Num	8	543	Librarians/Media Specialists
71	LIBSPE93	Num	8	551	Librarians/Media Specialists
72	LIBSPE94	Num	8	559	Librarians/Media Specialists
73	LIBSPE95	Num	8	567	Librarians/Media Specialists
74	LIBSPE96	Num	8	575	Librarians/Media Specialists
75	LIBSPE97	Num	8	583	Librarians/Media Specialists
76	LIBSUP92	Num	8	591	Library Media Support Staff
77	LIBSUP93	Num	8	599	Library Media Support Staff
78	LIBSUP94	Num	8	607	Library Media Support Staff
79	LIBSUP95	Num	8	615	Library Media Support Staff
80	LIBSUP96	Num	8	623	Library Media Support Staff
81	LIBSUP97	Num	8	631	Library Media Support Staff
160	LSM92	Char	1	969	Flag: Librarians/Media Specialists
161	LSM93	Char	1	970	Flag: Librarians/Media Specialists
162	LSM94	Char	1	971	Flag: Librarians/Media Specialists
163	LSM95	Char	1	972	Flag: Librarians/Media Specialists
164	LSM96	Char	1	973	Flag: Librarians/Media Specialists
165	LSM97	Char	1	974	Flag: Librarians/Media Specialists
202	OSM92	Char	1	1011	Flag: All Other Support Staff
203	OSM93	Char	1	1012	Flag: All Other Support Staff
204	OSM94	Char	1	1013	Flag: All Other Support Staff
205	OSM95	Char	1	1014	Flag: All Other Support Staff
206	OSM96	Char	1	1015	Flag: All Other Support Staff
207	OSM97	Char	1	1016	Flag: All Other Support Staff
112	OTHSUP92	Num	8	879	All Other Support Staff
113	OTHSUP93	Num	8	887	All Other Support Staff
114	OTHSUP94	Num	8	895	All Other Support Staff
115	OTHSUP95	Num	8	903	All Other Support Staff
116	OTHSUP96	Num	8	911	All Other Support Staff
117	OTHSUP97	Num	8	919	All Other Support Staff
10	PKTCH92	Num	8	63	Prekindergarten Teachers
11	PKTCH93	Num	8	71	Prekindergarten Teachers
12	PKTCH94	Num	8	79	Prekindergarten Teachers
13	PKTCH95	Num	8	87	Prekindergarten Teachers
14	PKTCH96	Num	8	95	Prekindergarten Teachers
15	PKTCH97	Num	8	103	Prekindergarten Teachers
184	SAM92	Char	1	993	Flag: School Administrators
185	SAM93	Char	1	994	Flag: School Administrators
186	SAM94	Char	1	995	Flag: School Administrators
187	SAM95	Char	1	996	Flag: School Administrators
188	SAM96	Char	1	997	Flag: School Administrators
189	SAM97	Char	1	998	Flag: School Administrators
94	SCHADM92	Num	8	735	School Administrators

95	SCHADM93	Num	8	743	School Administrators
96	SCHADM94	Num	8	751	School Administrators
97	SCHADM95	Num	8	759	School Administrators
98	SCHADM96	Num	8	767	School Administrators
99	SCHADM97	Num	8	775	School Administrators
100	SCHSUP92	Num	8	783	School Administrators Support Staff
101	SCHSUP93	Num	8	791	School Administrators Support Staff
102	SCHSUP94	Num	8	799	School Administrators Support Staff
103	SCHSUP95	Num	8	807	School Administrators Support Staff
104	SCHSUP96	Num	8	815	School Administrators Support Staff
105	SCHSUP97	Num	8	823	School Administrators Support Staff
64	SECGUI92	Num	8	495	Secondary Guidance Counselors
65	SECGUI93	Num	8	503	Secondary Guidance Counselors
66	SECGUI94	Num	8	511	Secondary Guidance Counselors
67	SECGUI95	Num	8	519	Secondary Guidance Counselors
68	SECGUI96	Num	8	527	Secondary Guidance Counselors
69	SECGUI97	Num	8	535	Secondary Guidance Counselors
28	SECTCH92	Num	8	207	Secondary Teachers
29	SECTCH93	Num	8	215	Secondary Teachers
30	SECTCH94	Num	8	223	Secondary Teachers
31	SECTCH95	Num	8	231	Secondary Teachers
32	SECTCH96	Num	8	239	Secondary Teachers
33	SECTCH97	Num	8	247	Secondary Teachers
190	SEM92	Char	1	999	Flag: School Admin Support Staff
191	SEM93	Char	1	1000	Flag: School Admin Support Staff
192	SEM94	Char	1	1001	Flag: School Admin Support Staff
193	SEM95	Char	1	1002	Flag: School Admin Support Staff
194	SEM96	Char	1	1003	Flag: School Admin Support Staff
195	SEM97	Char	1	1004	Flag: School Admin Support Staff
154	SGM92	Char	1	963	Flag: Secondary Guidance Counselors
155	SGM93	Char	1	964	Flag: Secondary Guidance Counselors
156	SGM94	Char	1	965	Flag: Secondary Guidance Counselors
157	SGM95	Char	1	966	Flag: Secondary Guidance Counselors
158	SGM96	Char	1	967	Flag: Secondary Guidance Counselors
159	SGM97	Char	1	968	Flag: Secondary Guidance Counselors
196	SSM92	Char	1	1005	Flag: Student Support Services Staff
197	SSM93	Char	1	1006	Flag: Student Support Services Staff
198	SSM94	Char	1	1007	Flag: Student Support Services Staff
199	SSM95	Char	1	1008	Flag: Student Support Services Staff
200	SSM96	Char	1	1009	Flag: Student Support Services Staff
201	SSM97	Char	1	1010	Flag: Student Support Services Staff
2	ST	Char	2	7	State USPS Code
106	STUSUP92	Num	8	831	Student Support Services Staff
107	STUSUP93	Num	8	839	Student Support Services Staff
108	STUSUP94	Num	8	847	Student Support Services Staff
109	STUSUP95	Num	8	855	Student Support Services Staff
110	STUSUP96	Num	8	863	Student Support Services Staff
111	STUSUP97	Num	8	871	Student Support Services Staff
130	TAM92	Char	1	939	Flag: Instructional Aides
131	TAM93	Char	1	940	Flag: Instructional Aides
132	TAM94	Char	1	941	Flag: Instructional Aides
133	TAM95	Char	1	942	Flag: Instructional Aides
134	TAM96	Char	1	943	Flag: Instructional Aides
135	TAM97	Char	1	944	Flag: Instructional Aides
142	TGM92	Char	1	951	Flag: Total Guidance Counselors
143	TGM93	Char	1	952	Flag: Total Guidance Counselors
144	TGM94	Char	1	953	Flag: Total Guidance Counselors
145	TGM95	Char	1	954	Flag: Total Guidance Counselors
146	TGM96	Char	1	955	Flag: Total Guidance Counselors
147	TGM97	Char	1	956	Flag: Total Guidance Counselors

136	TIM92	Char	1	945	Flag: Instructional Coord./Supervisors
137	TIM93	Char	1	946	Flag: Instructional Coord./Supervisors
138	TIM94	Char	1	947	Flag: Instructional Coord./Supervisors
139	TIM95	Char	1	948	Flag: Instructional Coord./Supervisors
140	TIM96	Char	1	949	Flag: Instructional Coord./Supervisors
141	TIM97	Char	1	950	Flag: Instructional Coord./Supervisors
118	TM92	Char	1	927	Flag: Total FTE Teachers [LEA]
119	TM93	Char	1	928	Flag: Total FTE Teachers [LEA]
120	TM94	Char	1	929	Flag: Total FTE Teachers [LEA]
121	TM95	Char	1	930	Flag: Total FTE Teachers [LEA]
122	TM96	Char	1	931	Flag: Total FTE Teachers [LEA]
123	TM97	Char	1	932	Flag: Total FTE Teachers [LEA]
52	TOTGUI92	Num	8	399	Total Guidance Counselors
53	TOTGUI93	Num	8	407	Total Guidance Counselors
54	TOTGUI94	Num	8	415	Total Guidance Counselors
55	TOTGUI95	Num	8	423	Total Guidance Counselors
56	TOTGUI96	Num	8	431	Total Guidance Counselors
57	TOTGUI97	Num	8	439	Total Guidance Counselors
4	TOTTCH92	Num	8	15	Total FTE Teachers [LEA]
5	TOTTCH93	Num	8	23	Total FTE Teachers [LEA]
6	TOTTCH94	Num	8	31	Total FTE Teachers [LEA]
7	TOTTCH95	Num	8	39	Total FTE Teachers [LEA]
8	TOTTCH96	Num	8	47	Total FTE Teachers [LEA]
9	TOTTCH97	Num	8	55	Total FTE Teachers [LEA]
124	TTM92	Char	1	933	Flag: FTE Teacher by level
125	TTM93	Char	1	934	Flag: FTE Teacher by level
126	TTM94	Char	1	935	Flag: FTE Teacher by level
127	TTM95	Char	1	936	Flag: FTE Teacher by level
128	TTM96	Char	1	937	Flag: FTE Teacher by level
129	TTM97	Char	1	938	Flag: FTE Teacher by level
34	UGTCH92	Num	8	255	Teachers of Ungraded Classes
35	UGTCH93	Num	8	263	Teachers of Ungraded Classes
36	UGTCH94	Num	8	271	Teachers of Ungraded Classes
37	UGTCH95	Num	8	279	Teachers of Ungraded Classes
38	UGTCH96	Num	8	287	Teachers of Ungraded Classes
39	UGTCH97	Num	8	295	Teachers of Ungraded Classes
3	YRS6	Char	6	9	

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