

Part D. CCD Public Elementary/Secondary Local Education Agency Survey

D.1. Discussion of Items

No changes are proposed for the current Local Education Agency (LEA) Survey. The survey items discussed below are included in the Record Layout that follows the discussion. Detailed definitions of the items collected are included in the Glossary, appendix D.

Directory Information. The respondent reports several directory items. They include the following.

- NCES Education Agency ID code
- State's own Education Agency ID code
- Local Education Agency Name
- Mailing Address (Street, City, State Name, Zip Code)
- Physical Location Address (Street, City, State Name, Zip Code)
- Telephone Number
- County Name
- FIPS County Code (This is the county that matches the physical location address.)

NCES inserts "Survey Year."

Mailing address and physical location are used for different purposes (geo-coding relies on physical location) and may differ. The NCES ID code is a unique 7-digit identifier whose first 2 digits are the state FIPS code. This directory information is published; it makes it possible to communicate with the LEA and to link it to the state and school universe files.

Classification Items. Four items make it possible to classify LEAs for sampling, descriptive, or analytical purposes.

- Education Agency Type Code
- Operational Status Code
- Grade Span Offered—Lowest Grade
- Grade Span Offered—Highest Grade

Type code identifies the agency as a regular school district (Type 1 or Type 2, which is a component of a supervisory union in which several districts share administrative services); a supervisory union administrative center (Type 3); a regional education service agency, which provides specialized services to other agencies (Type 4); an agency operated by the state or Federal government (Types 5 and 6, respectively) or an agency that does not fall within any of these categories (Type 7).

Operational status code describes the agency's status in comparison with what was reported in the previous year. An agency can be open; closed since the previous year; new; added (open but not reported in the previous year); changed significantly in its geographic boundary or instructional responsibilities; inactive, or closed with plans to reopen within 3 years; or future, scheduled to be operational within 2 years. This item is critical for efficient sampling and for linking agencies across years.

Highest and lowest grades offered are a measure of grade span. Because small LEAs may not have students enrolled in every grade each year, this item is needed to categorize LEAs by instructional level and to draw samples that will be accurate when the survey or test is in the field a year or more later.

Instructional Staff Totals. The respondent reports total FTE of instructional staff in eight categories. They are the same categories reported on the State Nonfiscal Survey. These include six teacher categories, instructional aides who assist the teacher, and instructional coordinators or supervisors who provide curriculum or program oversight (e.g., Title I Coordinator) and in-service training. The items are the following.

- Prekindergarten Teachers
- Kindergarten Teachers
- Elementary Teachers
- Secondary Teachers
- Teachers of Ungraded Classes
- Total Teachers
- Instructional Aides
- Instructional Coordinators and Supervisors.

States apply their own definitions to distinguish elementary and secondary teachers. The item “Total teachers” is optional, but allows a respondent to check the accuracy of the disaggregated teacher category counts. These items provide general descriptive statistics about public education; measure change over time; and make it possible to compute state-level pupil/teacher ratios, and ratios of one staff category to another, for example, instructional aides/teachers. Instructional staff data can be analyzed by any of the geographic or categorization variables included in the LEA survey.

Support Services Staff Totals. The respondent reports total FTE of staff in 11 categories that include all non-instructional personnel. These are the same categories reported in the State Nonfiscal Survey.

- Elementary Guidance Counselors
- Secondary Guidance Counselors
- Total Guidance Counselors
- Library/media Specialists
- Library/media Support Staff
- LEA Administrators
- LEA Administrative Support Staff
- School Administrators
- School Administrative Support Staff
- Student Support Services Staff
- All Other Support Staff

The Total Guidance Counselors item is needed because some states do not distinguish between elementary and secondary counselors. LEA administrative staff includes superintendents, persons with district-wide responsibilities (e.g., business officers) and the support staff such as data processors and secretaries. Similarly, school administrative staff categories include principals, vice-principals, school secretaries, and the like.

Student support services staff provides the services that support instruction. These staff typically, but not necessarily, are licensed, certified, or supervisory staff. They include such persons as attendance officers, speech therapists, social workers, and supervisors of health, transportation, and food service workers.

All other support services staff are those not reported under instructional or student support. This category includes such employees as food service workers, maintenance workers, security staff, and data processing clerks.

The data reported in these items are used for the same purposes as the instructional staff data, described above.

Students. The LEA survey includes two student counts: a count of ungraded students and a count of students enrolled in any of grades prekindergarten through 12. This level of detail is sufficient to account for students served by the LEA but not reported in its schools on the School Universe survey.

Program Participants. The LEA survey includes the number of students in each of three program areas.

- Special education students
- Migrant students
- English language learners

The count of special education students asks for a headcount of all students with an individual education program (IEP) on or near December 1, the date of the special education child count used for funding purposes. The statistic differs from collections by the Office of Special Education Programs in that it is at the LEA level and includes all students receiving services, regardless of age.

The LEA survey reports the number of migrant students served in programs during the summer preceding the reported year. That is, for the 2006–07 school year states would report migrant students served in the summer of 2006. The count is requested at the LEA level because state CCD Coordinators informed NCES that summer migrant programs are typically considered a district-wide, not a school-level, program. This may be a duplicated head count if migrant students participated in programs in two or more LEAs. The statistic provides a measure of the location and volume of summer migrant student services.

English language learners (ELL students) are reported at the district level. These are students served in appropriate programs. The statistic is based on the October 1 membership figure reported on the CCD. This statistic provides sub-state counts of ELL students.

High School Completers by Gender and Race/Ethnicity. The survey requests counts of students who completed high school in the preceding year or subsequent summer. Two categories are included: Regular Diploma Recipients and Other High School Completers.

Each completion category is reported by gender and race/ethnicity. The aggregations are those discussed in Part C, the State Nonfiscal Survey.

Regular diploma recipients complete coursework and other requirements that meet or exceed state/district academic standards. Other completers meet a set of standards that do not address the state/district academic standards. The LEA survey does not ask for a count of equivalency recipients because these diplomas/credentials are typically issued by the State Board of Education.

Completers are reported by gender within race/ethnicity category. This allows data about high school completers to be analyzed at the same level of disaggregation as that for dropouts.

As with the other statistics in the LEA collection, the high school completion counts are descriptive and allow examination of changes over time. They also allow examination of differences in numbers and types of credentials awarded to male and female students and students in different race/ethnicity groups.

Dropouts by Gender and Race/Ethnicity. The CCD is the Nation's only annual state-level count of the number of students who drop out of public school. The LEA survey collects the number of dropouts, by

gender and race/ethnicity, for each of grades 7 through 12, for the year previous to the survey year. That is, states report the number of 2005–06 dropouts on the 2006–07 CCD.

A dropout is defined as a student who was enrolled at any time during the previous year (2005–06 in the example above) but is not enrolled at the beginning of the current school year (October 1, 2006, in the same example). High school completers, transfers to another elementary or secondary school, and students who are ill are not considered dropouts. Students whose enrollment status is unknown are counted as dropouts. A thorough description of the criteria for determining dropout status is included in appendix E.

D.2. Sample Tables

The sample tables that follow this text give an idea of the statistical uses of the Public Elementary/Secondary Local Education Agency Survey. The data are reported annually in CCD publications and in publications such as the *Digest of Education Statistics* and *Dropout Rates in the United States*. The analysis consists of straightforward tabulations of number, percentages, and some ratios.

	Total agencies	Regular school districts ¹		supervisory union administrative centers		State-operated agencies		Other agencies ²		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	
		Vermont	360	299	83.1	60	16.7	1	0.3	0
Virginia	226	134	59.3	68	30.1	22	9.7	0	0.0	
Washington	306	296	96.7	10	3.3	0	0.0	0	0.0	
West Virginia	57	55	96.5	0	0.0	2	3.5	0	0.0	
Wisconsin	457	437	95.6	17	3.7	3	0.7	0	0.0	
Wyoming	59	48	81.4	11	18.6	0	0.0	0	0.0	
Other jurisdictions										
DoDDS: DoDs Overseas ⁴	9	0	0.0	0	0.0	0	0.0	9	100.0	
DDESS: DoDs Domestic ⁴	7	0	0.0	0	0.0	0	0.0	7	100.0	
Bureau of Indian Affairs	23	0	0.0	0	0.0	0	0.0	23	100.0	
American Samoa	1	1	100.0	0	0.0	0	0.0	0	0.0	
Guam	1	1	100.0	0	0.0	0	0.0	0	0.0	
Northern Marianas	1	1	100.0	0	0.0	0	0.0	0	0.0	
Puerto Rico	1	1	100.0	0	0.0	0	0.0	0	0.0	
Virgin Islands	1	1	100.0	0	0.0	0	0.0	0	0.0	

¹Regular school districts include those that are components of supervisory unions.

²DoD and BIA agencies are federal agencies. Charter school agencies make up 91 percent of the other agencies. For example, the District of Columbia reports each charter school as a separate agency.

³U.S. totals include the 50 states and the District of Columbia.

⁴DoDDS and DDESS are the Department of Defense Dependent Schools (overseas) and the Department of Defense Dependent Elementary and Secondary Schools, respectively.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2003–04, Version 1a.

Table 4. Number of public elementary and secondary schools with membership and percentage of students in membership, by type of school: United States and other jurisdictions, school year 2003–04

State	Number of schools having membership	Total students	Type of school							
			Regular		Special education		Vocational education		Alternative education	
			Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students
United States¹	92,816	48,540,725	85,910	98.1	1,771	0.4	347	0.4	4,788	1.1
Alabama	1,389	731,220	1,338	99.5	21	0.2	3	0.1	27	0.3
Alaska	500	133,933	476	97.8	3	0.4	0	0.0	21	1.8
Arizona	1,931	1,012,068	1,786	94.5	13	0.1	72	4.2	60	1.3
Arkansas	1,128	454,523	1,119	99.9	4	0.1	1	#	4	#
California	9,222	6,413,862 ²	7,908	96.8	127	0.5	0	0.0	1,187	2.7
Colorado	1,658	757,693	1,578	98.5	8	0.1	2	#	70	1.3
Connecticut	1,099	577,203	1,000	96.9	24	0.6	17	2.0	58	0.6
Delaware	200	117,668	173	92.5	13	1.3	5	4.9	9	1.3
District of Columbia	206	78,057	184	92.8	13	4.3	2	1.3	7	1.7
Florida	3,427	2,587,628	3,099	98.4	117	0.6	26	0.1	185	0.9
Georgia	2,032	1,522,611	2,002	99.6	4	0.1	0	0.0	26	0.4
Hawaii	284	183,609	280	99.9	3	0.1	0	0.0	1	0.1
Idaho	664	252,120	597	98.0	5	0.1	0	0.0	62	1.9
Illinois	4,267	2,100,961	3,910	98.1	234	1.2	0	0.0	123	0.7
Indiana	1,911	1,011,130	1,855	99.5	21	0.2	1	#	34	0.3
Iowa	1,491	481,226	1,438	99.0	10	0.2	0	0.0	43	0.8
Kansas	1,410	470,490	1,401	99.9	4	#	0	0.0	5	0.1
Kentucky	1,370	663,885	1,227	98.9	9	0.1	1	#	133	1.0
Louisiana	1,519	727,709	1,383	98.1	35	0.2	0	0.0	101	1.7
Maine	662	202,084	660	100.0	2	#	0	0.0	0	0.0
Maryland	1,366	869,113	1,258	97.0	48	0.9	11	1.0	49	1.1
Massachusetts	1,860	980,459	1,792	96.4	1	#	40	3.3	27	0.3
Michigan	3,869	1,757,604	3,473	96.9	163	1.6	16	0.1	217	1.4
Minnesota	2,187	842,854	1,616	96.6	240	1.4	1	#	330	2.0
Mississippi	897	493,540	896	99.9	0	0.0	1	0.1	0	0.0
Missouri	2,260	905,941	2,186	99.6	13	0.2	0	0.0	61	0.3
Montana	858	148,356	853	99.9	2	#	0	0.0	3	0.1
Nebraska	1,228	285,542	1,187	99.3	41	0.7	0	0.0	0	0.0
Nevada	545	385,401	499	98.4	12	0.3	2	0.5	32	0.8
New Hampshire	473	207,417	473	100.0	0	0.0	0	0.0	0	0.0
New Jersey	2,428	1,380,753	2,292	97.6	79	0.7	40	1.2	17	0.4
New Mexico	814	323,066	741	97.3	16	0.7	1	0.1	56	1.9
New York	4,514	2,864,775	4,230	97.1	73	0.7	25	1.2	186	1.0
North Carolina	2,260	1,360,209	2,171	99.5	19	0.2	0	0.0	70	0.4
North Dakota	517	102,233	517	100.0	0	0.0	0	0.0	0	0.0

See notes at end of table.

Table 4. Number of public elementary and secondary schools with membership and percentage of students in membership, by type of school: United States and other jurisdictions, school year 2003–04—Continued

State	Number of schools having membership	Total students	Type of school							
			Regular		Special education		Vocational education		Alternative education	
			Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students
Ohio	3,836	1,845,428	3,783	99.7	40	0.3	10	0.1	3	#
Oklahoma	1,786	626,160	1,786	100.0	0	0.0	0	0.0	0	0.0
Oregon	1,225	551,273	1,166	98.4	2	#	0	0.0	57	1.5
Pennsylvania	3,189	1,821,146	3,149	98.3	12	1.0	15	0.7	13	0.1
Rhode Island	328	159,375	314	98.1	4	0.1	5	1.0	5	0.8
South Carolina	1,091	699,198	1,069	99.6	10	0.1	0	0.0	12	0.3
South Dakota	734	125,537	707	99.0	4	0.1	0	0.0	23	0.8
Tennessee	1,644	936,681 ²	1,608	99.7	12	0.1	4	0.1	20	0.1
Texas	7,843	4,331,751	6,852	98.2	118	0.1	30	0.1	843	1.6
Utah	886	495,981	753	98.1	41	0.4	2	#	90	1.4
Vermont	358	99,103	316	98.4	40	1.6	0	0.0	2	#
Virginia	1,856	1,192,092	1,819	99.5	12	0.1	0	0.0	25	0.4
Washington	2,241	1,021,349	1,890	96.2	82	0.3	10	0.1	259	3.3
West Virginia	755	281,215	727	99.6	7	0.1	3	#	18	0.3
Wisconsin	2,218	880,031	2,020	97.0	10	0.1	1	#	187	2.8
Wyoming	380	87,462	353	97.8	0	0.0	0	0.0	27	2.2
Other jurisdictions										
DoDDS: DoDs Overseas ³	154	71,053	154	100.0	0	0.0	0	0.0	0	0.0
DDESS: DoDs Domestic ³	69	30,603	69	100.0	0	0.0	0	0.0	0	0.0
Bureau of Indian Affairs	176	45,828	176	100.0	0	0.0	0	0.0	0	0.0
American Samoa	31	15,893	29	97.3	1	0.4	1	2.3	0	0.0
Guam	37	31,572	37	100.0	0	0.0	0	0.0	0	0.0
Northern Marianas	32	11,244	31	99.6	0	0.0	0	0.0	1	0.4
Puerto Rico	1,508	584,916	1,449	96.1	28	1.7	14	1.0	17	1.1
Virgin Islands	34	17,716	33	99.7	0	0.0	0	0.0	1	0.3

#Rounds to zero.

¹U.S. totals include the 50 states and the District of Columbia.

²Prekindergarten data were imputed based on current year (fall 2003) data.

³DoDDS and DDESS are the Department of Defense Dependent Schools (overseas) and the Department of Defense Dependent Elementary and Secondary Schools, respectively.

NOTE: Table excludes 3,508 schools (28 of these in other jurisdictions) for which no students were reported in membership. Although type of school is a mutually exclusive category, many regular schools include special, vocational, or alternative education programs. Detail may not sum to totals because of rounding. Total student membership is reported from the "State Nonfiscal Survey of Public Elementary/Secondary Education."

SOURCE: Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2003–04, Version 1a, and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2003–04, Version 1a.

D.3. Record Layout

The record layout that follows the sample table indicates the size of the report when items are broken out by gender and/or race/ethnicity. It includes only a sample for each item, e.g., only American Indian/Alaska native rather than each race/ethnicity break-out. Items that are inserted by NCES are identified by an asterisk next to the variable name. None of the imputation flags variables are included. Items broken out by race and ethnicity and gender (e.g., number of diploma recipients) are shown as a single entry, not as a separate entry for each of the 22 categories.

Record Layout, Common Core of Data Local Education Agency Survey (Variables with an asterisk are supplied by NCES)

Variable Name	Field length	Data type	Description
LEAID*	7	AN	NCES Local Education Agency ID. The first two positions of this field is also the FIPS state code.
FIPST*	2	AN	Federal Information Processing Standards, FIPS state code.
STID06	14	AN	State's own ID for the education agency.
NAME06	60	AN	Name of the education agency.
PHONE06	10	AN	Telephone number of education agency. NOTE: Position # 0084-0087 is the area code, and position # 0088-0094 is the exchange and number.
MSTREE06	30	AN	Mailing address of the agency—may be a street address, a Post Office box number, or, if there is no address beyond CITY, STATE, and ZIP, the character “N.”
MCITY06	30	AN	Name of the mailing address city.
MSTATE06	4	AN	Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP06	5	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP406	4	AN	Four-digit ZIP+4, if assigned; if none, field is blank.
LSTREE06	30	AN	Location Address.
LCITY06	30	AN	Location City.
LSTATE06	4	AN	Location State (PO abbreviation).
LZIP06	5	AN	Location 5 digit ZIP Code.
LZIP406	4	AN	Location +4 ZIP Code.
TYPE06	1	AN	NCES code for type of agency : 1 = Local school district that is not a component of a supervisory union.

2 = Local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.

3= Supervisory union administrative center, or a county superintendent serving the same purpose.

4 = Regional education services agency, or a county superintendent serving the same purpose.

Variable Name	Field length	Data type	Description
			<p>5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special need population.</p> <p>6 = Federally-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special need population.</p> <p>7 = Other education agencies that do not fit into the first six categories.</p>
UNION06	3	AN	Supervisory Union Number. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the FIPS county number. If no number was reported, the field will contain "000."
CONUM06	5	AN	FIPS county number. NOTE: Position #0238-0239 is the FIPS state number, and position #0240-0242 is the FIPS number for county within state.
CONAME06	30	AN	Name of county.
CSA06*	3	AN	A value in this field indicates the agency's address is associated with a recognized combined statistical area. A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan statistical area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. The geographic components of combined New England City and Town Areas are individual metropolitan and micropolitan NECTAs, in various combinations. The areas that combine retain their own designations as metropolitan or micropolitan statistical areas (or NECTAs) within the larger combined statistical area (or combined NECTA).
CBSA06*	5	AN	A value in this field indicates that the agency's address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus, and designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan statistical area the field is zero filled. For all states but those in New England, the assignment was made using a file of FIPS county codes matched to Core Based Statistical Area codes. For the New England states, the assignment was made using the New England City and Town Area codes of the schools within the corresponding agency. The metropolitan area definitions used were those issued by the Office of Management and Budget (OMB) as of June 2003.

Variable Name	Field length	Data type	Description
METMIC06*	1	AN	Indicates whether the CBSA is a metropolitan or micropolitan area. CBSA equal to 70300 or higher do not have an associated type code and the field will be zero filled. CBSA equal to 70300 or higher is the New England City and Town Area code (NECTA) and is not denoted as metropolitan or micropolitan.
MSC06*	1	AN	NCES classification of the agency's service area relative to a CBSA. 1 = Primarily serves a principal city of an CBSA; 2 = Serves an CBSA but not primarily its principal city; 3 = Does not serve an CBSA.
LOCALE06*	1	AN	NCES code for location of the agency relative to populous areas: 1 = <u>Large City</u> : A central city of a Core Based Statistical Area (CBSA) or Consolidated Statistical Area (CSA), with the city having a population greater than or equal to 250,000. 2 = <u>Mid-size City</u> : A central city of a CBSA or CSA, with the city having a population less than 250,000. 3 = <u>Urban Fringe of a Large City</u> : Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large City and defined as urban by the Census Bureau. 4 = <u>Urban Fringe of a Mid-size City</u> : Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Mid-size City and defined as urban by the Census Bureau. 5 = <u>Large Town</u> : An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CBSA or CSA. 6 = <u>Small Town</u> : An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CBSA or CSA. 7 = <u>Rural, outside CBSA</u> : Any incorporated place, Census designated place, or non-place territory not within a CBSA or CSA of a Large or Mid-size City and defined as rural by the Census Bureau.

8 = Rural, inside CBSA: Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large or Mid-size City and defined as rural by the Census Bureau.

Variable Name	Field length	Data type	Description
BOUND06	1	AN	<p>The boundary change indicator is a classification of changes in an education agency's boundaries since the last report to NCES. The options are:</p> <p>1 = No change since last report.</p> <p>2 = Education agency has closed with no effect on another agency's boundaries.</p> <p>3 = This is a new education agency formed with no effect on another agency's boundaries.</p> <p>4 = Agency was in existence, but not reported on previous year's CCD agency universe, and is now being added.</p> <p>5 = Agency has undergone a significant change in geographical boundaries or instructional responsibility.</p> <p>6 = Agency is temporarily closed and may reopen within 3 years.</p> <p>7 = Agency is scheduled to be operational within 2 years.</p>
GSLO06	2	AN	Agency low grade offered. If grade span data were not reported, this field was calculated from the low grade spans of the associated schools on the CCD School Universe file.
GSHI06	2	AN	Agency high grade offered. If grade span data were not reported, this field was calculated from the high grade spans of the associated schools on the CCD School Universe file. When combined, GSLO06 and GSHI06 are the Grade Span of the school.
AGCHRT06*	1	AN	<p>Agency charter. Code indicating charter schools served:</p> <p>1 = All associated schools are charter schools.</p> <p>2 = All associated schools are charter and non-charter schools.</p> <p>3 = All associated schools are non-charter schools.</p>
SCH06*	5	N	Aggregate number of schools associated with this agency on the CCD Public School file.
TEACH06*	7	N	Aggregate FTE classroom teachers reported for schools associated with this agency on the CCD Public School file, reported to the nearest tenth; field includes one explicit decimal point. This is NOT necessarily the total number of teachers employed by this agency.
UG06	7	N	Total students in classes or programs without standard grade designations.

Variable Name	Field length	Data type	Description
PK1206	7	N	Total students in classes from prekindergarten through 12th grade that are part of the public school program.
MEMBER06	7	N	Calculated total student membership of the Local Education Agency: The sum of the fields UG06 and PK1206.
MIGRNT06	7	N	The number of migrant students, as defined under 34 CFR 200.40, enrolled in summer programs during the summer immediately prior to the reported school year.
SPECED06	7	N	Count of all students having a written Individual Education Program (IEP) under IDEA—Part B.
ELL06	7	N	The number of English Language Learner students served in appropriate programs.
PKTCH06	7	N	Prekindergarten Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
KGTCH06	7	N	Kindergarten Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
ELMTCH06	7	N	Elementary Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SECTCH06	7	N	Secondary Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
UGTCH06	7	N	Teachers of classes or programs to which students are assigned without standard grade designation. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTTCH06	7	N	Total Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
AIDES06	7	N	Instructional Aides. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
CORSUP06	7	N	Instructional Coordinators & Supervisors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
ELMGUI06	7	N	Elementary Guidance Counselors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
SECGUI06	7	N	Secondary Guidance Counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTGUI06	7	N	Total Guidance Counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.

Variable Name	Field length	Data type	Description
LIBSPE06	7	N	Librarians/Media Specialists. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSUP06	7	N	Library/Media Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEAADM06	7	N	LEA Administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEASUP06	7	N	LEA Administrative Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHADM06	7	N	School Administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHSUP06	7	N	School Administrative Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
STUSUP05	7	N	Student Support Services Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
OTHSUP06	7	N	All Other Support Services Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTDPL06	6	N	Total Diploma Recipients. Includes both regular and other diploma recipients, comparable to adding REGDIP and OTHDIP from previous year's agency file.
AMDPLM06	6	N	Diploma Recipients (by male or female and by 5 race and ethnicity categories)
AMOHCM06	6	N	Other High School Completers (by male or female and by 5 race and ethnicity categories)