
Common Core of Data:
Public Education Agency Universe,
1991–1992

United States Department of Education
National Center for Education Statistics

COMMON CORE OF DATA: PUBLIC EDUCATION AGENCY UNIVERSE,
1991-1992

(ICPSR 6918)

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United States Department of Education
National Center for Education Statistics

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The original collector of the data, ICPSR, and the relevant funding agency bear no responsibility for uses of this collection or for interpretations or inferences based upon such uses.

DATA COLLECTION DESCRIPTION

United States Department of Education. National Center for Education Statistics

COMMON CORE OF DATA: PUBLIC EDUCATION AGENCY UNIVERSE, 1991-1992 (ICPSR 6918)

SUMMARY: This dataset contains records for each public elementary and secondary education agency in the 50 states, the District of Columbia, United States territories (American Samoa, Guam, Puerto Rico, the Virgin Islands, and the Marshall Islands), and Department of Defense schools outside of the United States for 1991-1992. Data were reported to the Bureau of the Census for the National Center for Education Statistics by the state coordinators. Each record provides state and federal identification numbers; agency address, name, and telephone number; county name and FIPS code; agency type code; student counts; graduates and other completers counts; and other codes for selected characteristics of the agency. Information on grade span and the number of schools, classroom teachers, and staff is also included in most cases.

UNIVERSE: All public elementary and secondary education agencies in the 50 states, the District of Columbia, United States territories (American Samoa, Guam, Puerto Rico, the Virgin Islands, and the Marshall Islands), and Department of Defense schools outside of the United States.

NOTE: The codebook is provided as a Portable Document Format (PDF) file. The PDF file format was developed by Adobe Systems Incorporated and can be accessed using PDF reader software, such as the Adobe Acrobat Reader. Information on how to obtain a copy of the Acrobat Reader is provided through the ICPSR Website on the Internet.

EXTENT OF COLLECTION: 1 data file + machine-readable documentation (PDF) + SAS data definition statements

EXTENT OF PROCESSING: SCAN/ CONCHK.PR/ DDEF.ICPSR/ UNDOCCHK.ICPSR/ REFORM.DOC

DATA FORMAT: Logical Record Length with SAS data definition statements

File Structure: rectangular
Cases: 16,666
Variables: 34
Record Length: 227
Records Per Case: 1

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of CCD: Public Education Agency Universe, 1991-92

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NATIONAL CENTER FOR EDUCATION STATISTICS

Data Series:

DR-CCD-91-92

Data Released with 1991-92 Universe of Public Education Agencies

The National Center for Education Statistics (NCES) announces the availability of the data containing information as of fall 1991 on approximately 17,000 public agencies responsible for providing elementary and secondary education services to school-age residents of the United States. The information was compiled by state education agencies and updates the 1990-91 agency universe.

The name of the agency, mailing address and telephone number (if provided by the state), county (name and Federal Information Processing Standards (FIPS) code), and type of agency are given for all agencies in the file. Information on grade span and the number of schools, classroom teachers, students, and graduates is also given in most cases.

RECORD LAYOUT OF THE FILE

Name	Type	Position	Length	Description
LEAID	AN	001-007	7	7-DIGIT ID CODE (2-FIPST,5-AGENCY)
STID91	AN	008-021	14	STATE AGENCY ID
NAME91	AN	022-051	30	NAME OF LOCAL EDUCATION AGENCY
STREET91	AN	052-081	30	MAILING ADDRESS
CITY91	AN	082-099	18	CITY NAME OF MAILING ADDRESS
ST91	AN	100-101	2	USPS STATE ABBREVIATION
ZIP91	AN	102-106	5	5-DIGIT ZIP CODE
ZIP491	AN	107-110	4	ZIP+4 IF ASSIGNED
PHONE91	AN	111-120	10	TELEPHONE NUMBER OF AGENCY
TYPE91	AN	121-121	1	TYPE OF AGENCY CODE
UNION91	AN	122-124	3	SUPERVISORY UNION NUMBER
CONUM91	AN	125-129	5	FIPS COUNTY NUMBER (FIPST+COUNTRY)
CONAME91	AN	130-154	25	COUNTY NAME
CMSA91	AN	155-160	6	CMSA/PMSA/MSA CODE
MSC91	AN	161-161	1	METRO STATUS CODE
GSLO91	AN	162-163	2	LOW GRADE SPAN (SCHOOL UNIV)
GSHI91	AN	164-165	2	HIGH GRADE SPAN (SCHOOL UNIV)
SCH91	N	166-170	5	NUMBER OF SCHOOLS (SCHOOL UNIV)
TEACH91	N	171-176	6	TOTAL CLASSROOM TEACHERS (SCHOOL UNIV)
UG91	N	177-182	6	COUNT OF UNGRADED STUDENTS
PK1291	N	183-188	6	COUNT OF PK THRU 12 STUDENTS
MEMBER91	N	189-195	7	TOTAL STUDENTS (C01+C02)
SPECED91	N	196-201	6	COUNT OF SPECIAL ED IEP STUDENTS
REGDIP91	N	202-207	6	COUNT OF REGULAR DIPLOMA GRADUATES
OTHDIP91	N	208-213	6	COUNT OF OTHER DIPLOMA GRADUATES
OTHCOM91	N	214-219	6	COUNT OF OTHER HS COMPLETERS
NEWREC	AN	220-220	1	NEW AGENCY ID INDICATOR FLAG
IUG91	AN	221-221	1	UNGRADED STUDENTS ADJUSTED FLAG
IPK1291	AN	222-222	1	PK THRU 12 STUDENTS ADJUSTED FLAG
IMEMB91	AN	223-223	1	STUDENTS ADJUSTED FLAG
ISPEC91	AN	224-224	1	SPECIAL ED IEP STUDENTS ADJUSTED FLAG
IREGD91	AN	225-225	1	REGULAR GRADUATES ADJUSTED FLAG
IOTHD91	AN	226-226	1	OTHER DIPLOMA GRADUATES ADJUSTED FLAG
IOTH91	AN	227-227	1	OTHER HS COMPLETERS ADJUSTED FLAG

Common Core of Data Public Education Agency Universe, 1991-92

Missing Value Options. All data elements are either completed by the state or have been filled with a 0, "M" or "N" unless otherwise specified.

0 - There are no occurrences of this data element.

M - Data are missing; that is, a value was expected but none was measured.

N - Data are not applicable; that is, a value was neither expected nor measured.

NCES AGENCY ID	AN	001-007	7	A02	Unique NCES-assigned ID for each agency in the file.
CODE	AN	001-002	2		FIPS state number (see attached list).
- AGENCY NUMBER	AN	003-007	5		Unique number of each agency within a state.
STATE AGENCY ID	AN	008-021	14	A01	State's own ID for the education agency.
NAME OF EDUCATION AGENCY	AN	022-051	30	A03	Name of the education agency.
MAILING ADDRESS	AN	052-081	30	A04	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."
CITY	AN	082-099	18	A05	Name of the mailing address city.
STATE	AN	100-101	2	A06	Two-letter U.S.P.S. abbreviation for the state where mailing address is located.
ZIP CODE - BASE	AN	102-106	5	A07	Five-digit U.S.P.S. ZIP Code for mailing address.
ZIP CODE - ZIP+4	AN	107-110	4	A07	Four-digit ZIP+4, if assigned; if none, field is blank.
TELEPHONE	AN	111-120	10	A08	Telephone number of education agency.
- AREA CODE	AN	111-113	3	A08	
- EXCHANGE AND NUMBER	AN	114-120	7	A08	
AGENCY TYPE CODE	AN	121-121	1	B01	NCES code for type of agency : 1 = The agency is an independent local school district. 2 = The agency is a local school district component of a supervisory union and shares a superintendent and administrative services with other local school districts.

3 = The agency is a supervisory union administrative center or a county superintendent who serves the same purpose.

4 = The agency is a regional education service agency or a county superintendent who serves the same purpose.

5 = The agency is a state-operated institution charged at least in part with providing elementary and/or secondary instruction or services to special needs populations.

6 = The agency is a federally-operated institution charged at least in part with providing elementary and/or secondary instruction or services to special needs populations.

7 = No single code above is appropriate.

AGENCY TYPE CODE

SUPERVISORY UNION NUMBER	AN	122-124	3	B02	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.
COUNTY	AN	125-154	30	B03	
-FIPS STATE NUMBER	AN	125-126	2	B03	FIPS state number (see attached list).
-FIPS COUNTY NUMBER	AN	127-129	3	B03	FIPS number for county within state.
-COUNTY NAME	AN	130-154	25		Name of county.
CMSA/PMSA/MSA CODE	AN	155-160	6	B04	Unique numeric code assigned by U.S. Office of Management and Budget which identifies a geographic area consisting of a large population nucleus and social integration with that nucleus. If the agency is not located within one of these areas, the field will contain "000000." CMSA = Consolidated Metropolitan

Statistical Area
PMSA = Primary Metropolitan
Statistical Area
MSA = Metropolitan
Statistical Area

METRO STATUS CODE	AN	161-161	1	B05	NCES classification of the agency's service area relative to a Metropolitan Statistical Area. 1 = Primarily serves a central city of an MSA 2 = Serves an MSA but not primarily its central city 3 = Does not serve an MSA
METRO STATUS CODE GRADE RANGE	AN	162-165	4	Derived from Public School Universe	NCES codes for the span of grades with student counts reported, for all schools associated with this agency on the CCD Public School Universe for this school year. The following codes may be used : PK = Prekindergarten KG = Kindergarten 01 -- 12 = First through Twelfth Grade UG = Ungraded 00 = Used for agencies which either have no associated schools or all associated schools lack student counts.
- LOW GRADE	AN	162-163	2		UG and 00 each occurs only in isolation from other codes. When one of these does occur, it is considered to be both the lowest and the highest grade. NCES code for lowest grade.
- HIGH GRADE	AN	164-165	2		NCES code for highest grade.
NUMBER OF SCHOOLS	N	166-170	5	Derived from Public School Universe	Aggregate number of schools associated with this agency on the CCD Public School file. (See comments for users)
TEACHERS	N	171-176	6	Derived from Public School Universe	Aggregate FTE classroom teachers reported for schools associated with this agency on the CCD Public School file. This is NOT necessarily the total number of teachers employed by this agency. (See comments for users)
- UNGRADED	N	177-182	6	C01	Total students in classes or programs without standard grade designations.
- PK THRU 12	N	183-188	6	C02	Total students in classes from prekindergarten through 12th grade that are part of the public

					school program .
- TOTAL	N	189-195	7		Computed sum of UNGRADED and PK THRU 12. (See comments for users)
SPEC. ED. IEP	N	196-201	6	C03	Count of all students having a written Individual Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA-Part B). (See comments for users)
- REG. DIPLOMA	N	202-207	6	C04	Count of individuals who received a regular diploma during the previous school year and subsequent summer school.
- OTHER DIPLOMA	N	208-213	6	C05	Count of individuals who received a diploma from other than the regular school program during the previous school year and subsequent summer school.
OTHER H.S. COMPLETERS	N	214-219	6	C07	Count of individuals who received a certificate of attendance or other certificate of completion in lieu of a diploma during the previous school year and subsequent summer school.
NEW ID FLAG	AN	220-220	1		If an "1" appears in this field, the NCES AGENCY ID was newly assigned in the current survey cycle. This would occur when an agency either was newly reported or underwent sufficient change to be considered a new entity.
UNGRADED FLAG	AN	221-221	1		If a field contains anything other than "R", the ungraded student counts originally submitted were adjusted. (See comments for users)
STUDENTS FLAG	AN	222-222	1		If a field contains anything other than "R", the PK-12 student counts originally submitted were adjusted. (See comments for users)
TOT STUDENTS FLAG	AN	223-223	1		If a field contains anything other than "R", the student counts (UNGRADED+PK-12) originally submitted were adjusted. (See comments for users)

SPECIAL ED FLAG	AN	224-224	1	If a field contains anything other than "R", the Special ED IEP student counts originally submitted were adjusted. (See comments for users)
REG DIPLOMA FLAG	AN	225-225	1	If a field contains anything other than "R", the Regular Diploma Graduate counts originally submitted were adjusted. (See comments for users)
OTH DIPLOMA FLAG	AN	226-226	1	If a field contains anything other than "R", the Other Diploma Graduate counts originally submitted were adjusted. (See comments for users)
OTH HS COMP FLAG	AN	227-227	1	If a field contains anything other than "R", the Other High School Completer counts originally submitted were adjusted. (See comments for users)

COMMON CORE OF DATA PUBLIC EDUCATION AGENCY UNIVERSE, 1991-92
COMMENTS FOR USERS OF THE DATA

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

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

- R - As Reported by the State
- A - Adjustment
- P - Imputation Based on Prior Year's Data
- I - Imputation Based on a Method Other than Prior Year's Data
- T - Total Based on Sum of Internal or External Detail
- C - Combined with Data Provided Elsewhere by the State

On the data layout, the companion variable is identified by the name of the original variable preceded by an "I." The documentation explains any action taken by NCES in regard to each variable. A frequency distribution of the values of each imputation flag is attached.

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

0 - There are no occurrences of this data element. A value was expected and measured, but there were 0 cases found in the category.

M - Data are missing; that is, a value was expected but none was measured.

N - Data are not applicable; that is, a value was neither expected nor measured.

FIPST Codes. The Common Core of Data Public Education Agency Universe and the Common Core of Data Public School Universe used the "old" FIPST codes for the outlying areas prior to the 1991-92 survey year. A list of the "old" and "new" codes is attached.

(A01) State Agency ID. All records contain a state agency identification number.

(A02) NCES Agency ID. Each record contains a unique NCES agency identification number.

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

(A04) Mailing Address. Mailing address is reported as "N" for 310 agencies (1.9%). This includes 10 percent or more of the agencies in Iowa and Minnesota. Some Idaho School District Addresses have been updated since the file release.

(A05) City. There are valid cases in which an agency may be located in one city and have a mailing address in another city.

(A06) State. There are valid cases in which an agency may be located in one state and have a mailing address in another state. There are 19 agencies in the 1991-92 Agency Universe that have a different FIPST code from the state abbreviation. A list of these agencies is attached.

(A07) Zip Code. All records contain a valid zip code.

(A08) Telephone Number. Telephone numbers were reported as "M" or "N" for a total of 53 agencies (0.3%).

(B01) Education Agency Type. Although agencies classified as supervisory union administrative centers (Type 3) generally do not report student membership, Vermont and Massachusetts are exceptions, and report students in membership for such agencies. NCES adjusted one record each in Georgia, Hawaii, and South Carolina, deleting a supervisory union code (which implied the agency was Type 2 or 3) for agencies reported as local school districts (Type 1). Agencies reported as Type 1 and assigned a supervisory union code were adjusted by NCES and reclassified as Type 2 agencies in Indiana, Massachusetts, Montana, Ohio, and Vermont. Agencies reported as Type 1 and assigned a supervisory code were not adjusted for New Jersey, which had confirmed that this categorization was deliberate. See the Glossary for a detailed definition of each of the Education Agency Type codes.

(B02) Supervisory Union ID. Supervisory union identification codes were deleted by NCES for one district each in Georgia, Hawaii, and South Carolina.

(B03) FIPS County. All records contain a valid FIPS county code and corresponding county name. A small number of supervisory unions in New England states have a FIPS county code that differs from the county in which the agency is physically located. The following county codes were used for the Outlying Areas:

American Samoa	030
Puerto Rico	127
Guam	010
Virgin Islands	030
Northern Marianas	110

(B04) CMSA/PMSA/MSA. A total of 6,936 records indicate the agency's address is associated with a large population nucleus designated by the U.S. Government as a metropolitan statistical area (MSA). An additional 9,730 records indicate agencies that are not in any type of metropolitan statistical area and have a CMSA/MSA/PMSA code of "000000."

(B05) Metro Status. All records contain a valid metro status code. The Outlying Territories have been assigned a metro status code 2.

(C01) Ungraded Membership. The category of "ungraded" is not used to report students in Alabama, Alaska, Florida, Georgia, Minnesota, Missouri, Nebraska, North Dakota, South Carolina, Texas and Washington. Louisiana undercounted ungraded students by failing to include special education students in self-contained settings. This undercount of ungraded students has been corrected by replacing the reported figure with the sum of ungraded students reported on the School Universe for each agency. The companion imputation flag variable (IUG91, Position 221) is coded "T" to identify the records. Michigan double-counted an undetermined number of ungraded pupils. New Hampshire figures declined through the correction of an inflated count in prior years. Vermont figures declined because of a change in policy affecting the use of ungraded settings. Sizable changes (20 percent or greater) were confirmed with the reporting states.

Differences from 1990 data. The following states reported 1991 ungraded pupil counts that differed by 20 percent or more from the total for the state in 1990. Colorado (-32%); Delaware (2150%; from 14 to 315 pupils); Louisiana (-93%); Michigan (267%); New Hampshire (-64%); Vermont (-60%); and Wyoming (-57%; from 204 to 88 pupils). Louisiana attributed the decrease to reporting problems that excluded many special education students (who tend to be in ungraded settings) from the agency report. After imputation (see above) the counts only differed by 2%. Changes were consistent across survey (school, agency, and state) from 1990 to 1991 for Colorado, Delaware, and Vermont. Michigan confirmed that the agency report double-counted ungraded pupils, but was unable to provide information on how to back out these duplicate counts. New Hampshire's 1990 agency total was verified as inflated. The number of ungraded pupils in Vermont decreased in response to state legislation encouraging that pupils be placed in graded settings.

(C02) PK-12 Membership. Agency and School Universe totals for student membership may differ for a given state. For example, a school may be operated directly by the state Board of Education, and not be considered part of a local agency. There are also valid agency records that do not include students. Some regular school districts contract with other agencies to provide services for some students rather than operate schools for these students directly. These student counts are not reported for the receiving district to avoid duplication. Conversely, in cases where all services are provided by a contracting district, no student counts are reported for the sending district. Student counts are also not generally attributed to supervisory union administrative centers or regional education service agencies.

Membership counts were reported as "not applicable" or "0" for 1208 agencies (7.2%). NCES was unable to confirm the distinction between agencies that do not provide direct services to students (properly coded as "N") and those that do provide direct services but have no students during the reporting year (properly coded as "0").

Oklahoma and Virginia did not report membership counts in 1991-1992. Therefore, the numbers shown from these states were aggregated by NCES using the school universe for Oklahoma and using State Projections to 1993 for Public Elementary and Secondary Enrollment, Graduates, and Teachers for Virginia (a total of 754 agencies). Records which were adjusted through this process may be identified by the value "T" for Oklahoma and the value "P" for Virginia in the Ungraded, PK-12, and Membership Flag fields (UG91

Positions 177-182, PK1291 Positions 183-188, MEMBER91 Positions 189-195). Louisiana excluded special education students in self-contained settings from the PK-12 membership totals.

Differences from 1990 data. New Hampshire reported 49 percent fewer students in 1991 than in 1990. The 1991 data were accurate. In previous years New Hampshire attributed pupil membership to supervisory unions as well as to regular school districts; this practice was discontinued in 1991.

(C03) Special Education IEPs. No IEP counts were reported for Guam, Kentucky, Ohio, Oklahoma, Pennsylvania, Puerto Rico or Virginia. Louisiana counts included only students in self-contained classrooms. New Hampshire figures declined from the previous year because a reporting error was corrected. Sizable changes from 1990-91 are generally associated with an increase in the number of agencies for which IEP counts were reported.

Differences from 1990 data. The following states reported 1991 special education IEP counts that differed by 20 percent or more from the total for the state in 1990. Arizona (-28%); Louisiana (-64%); Michigan (1516%); New Hampshire (-47%); North Carolina (-35%). Louisiana reported that the 1991 counts were incomplete, reflecting only special education pupils in self-contained classrooms. The apparent drop in New Hampshire totals may be attributed to not reporting membership for supervisory unions, and North Carolina verified that the numbers reported were those supplied by LEAs to the state. The number of agencies reporting IEP counts in Michigan increased from 57 to 622 between 1990 and 1991; this is a logical explanation for the increase in IEPs reported, and the state confirmed the 1991 figures.

(C04) Graduates, Regular Diploma. Regular diploma recipients were reported by all states except Oklahoma and Virginia; NCES imputed the numbers of regular diploma recipients for these states using State Projections to 1993 for Public Elementary and Secondary Enrollment, Graduates and Teachers. Records which were adjusted through this process may be identified by the value "P" in the Regular Diploma Graduates Flag field (IREGD91, Position 225). This item was reported "missing" for 111 agencies, 98 of which were in Michigan (15.8% of the state's agencies). The value was edited from "M" to "N" since these agencies did not have schools that offered twelfth grade.

Differences from 1990 data. The following states reported 1991 regular diploma recipients that differed by 10 percent or more from the total for the state in 1990. Hawaii (-13%); Iowa (-10%); Maine (45%); Massachusetts (-13%); Michigan (12%); New Hampshire (-54%); and Wyoming (46%). Hawaii's figures showed a similar decrease in the state aggregate report, as did Iowa's. For Maine, Michigan and Wyoming, the 1990 agency totals of regular diploma recipients appeared to vary more from the state aggregate counts than did the 1991 agency totals (Michigan verified the 1991 diploma counts). Massachusetts attributed the decrease to 1991 underreporting on the part of school districts. The decrease in New Hampshire may be attributed to correcting an earlier practice of double-counting students.

(C05) Graduates, Other Diploma. A credential corresponding to the Other Diploma category is not granted by the following states, and any records reporting "0" or "M" were edited to "N" by NCES: American Samoa, Arizona, Colorado, District of Columbia, Georgia,

Illinois, Kansas, Maryland, Minnesota, Missouri, Montana, New Jersey, North Dakota, Oklahoma, Pennsylvania, South Dakota, Tennessee, Vermont, Washington, West Virginia, Wisconsin, and Wyoming. New Hampshire reports that it does not collect other diploma recipient data, therefore, NCES adjusted the records from "N" to "M" for this state. Virginia did not report other diploma graduates in 1990-91, therefore the data were not imputed. Discrepancies in the number of Other Diploma Graduates for New York were not discovered until after closeout. Revised data have been received and are available upon request. The total number of Other Diploma Graduates for New York should be 3,197.

(C06) Graduates, High School Equivalency. This credential is frequently awarded by the state education agency, but is no longer collected at the local agency level.

(C07) Graduates, Other High School Completers. A credential corresponding to the Other High School Completers category was reported "not issued" by the following states, and any records reporting "0" or "M" were edited to "N" by NCES: Connecticut, Illinois, Kansas, Missouri, Montana, New Jersey, North Dakota, Northern Marianas, Ohio, Oklahoma, Pennsylvania, South Dakota, Vermont, Virgin Islands, Washington, West Virginia, Wisconsin, and Wyoming. New Hampshire reports that it does not collect other high school completers data, therefore, NCES edited the records from "N" to "M" for this state. Conflicting reports have been received from Idaho as to the number of Other High School Completers. Discrepancies in the number of Other High School Completers for New York were not discovered until after closeout. Revised data have been received and are available upon request. The total number of Other High School Completers for New York should be 164.

Derived Variables. Grade span of the agency and number of schools and classroom teachers in each agency are not collected as part of the Public Education Agency Universe. However, since these are often useful data for analysis, those data were derived from the individual school records on the Public School Universe file.

a. The grade span was derived by first summing the enrollment by grade for all schools associated with each agency. Then, the lowest grade and the highest grade with any student count were determined.

b. For number of schools and total classroom teachers, the data represent the total number of school records associated with each agency record and the sum of the classroom teachers reported for each of those school records. This is not necessarily the total number of teachers employed by the agency, since some teachers may not be assigned to a particular school. Massachusetts and Michigan did not report classroom teachers on the Public School Universe. An "M" was placed in the teacher field for these states since the data are missing and a value was expected, but none was measured.

(000) Grade Span of Agency. This variable is constructed from the school universe records. It represents the lowest and highest grade for which membership was reported by any school affiliated with the agency.

(000) Number of Schools. This variable is constructed from the Public School Universe and sums the number of schools on that file affiliated with the agency.

(000) FTE Teachers. This variable is constructed from the Public School Universe. It sums the FTE teachers reported on that file for schools affiliated with the district. FTE teachers are reported to the nearest tenth on the Public School Universe, but the total is rounded to the nearest whole number before it is added to the Agency Universe. This is not necessarily the total number of teachers employed by the agency, since some teachers may not be assigned to a particular school. Teacher FTE counts were missing for schools in Massachusetts and Michigan. NCES was able to impute counts for Virginia using State Projections to 1993 for Public Elementary and Secondary Enrollment, Graduates, and Teachers. It is recommended that users refer to the Public School Universe for the actual reported FTE counts. Users should refer to the Common Core of Data State Aggregate file for the official count of teachers within state.

Differences from data for 1990. The following states reported teacher FTE counts that differed by 10 percent or more from the totals for the state in 1990. Nevada (10%); Oregon (-11%); and Wyoming (-10%). Nevada and Wyoming exhibited consistent patterns of change across all three surveys: state, agency, and school. Oregon excluded some teachers of nondepartmentalized classes from the school and agency universe reports (but not from the state aggregate report); these teachers will be included in future survey reports.

(000) New Record. This variable is a flag that identifies any agency record which was not on the previous year's file. If the agency is new for the 1991-92 school year, it is coded 1. A new agency could be the result of re-defining district boundaries as well as being a new entity. There are 70 records coded "new" on the file.

STATE NAME	NEW FIPST CODE	OLD FIPST CODE
ALABAMA	01	01
ALASKA	02	02
ARIZONA	04	04
ARKANSAS	05	05
CALIFORNIA	06	06
COLORADO	08	08
CONNECTICUT	09	09
DELAWARE	10	10
DISTRICT OF COLUMBIA	11	11
FLORIDA	12	12
GEORGIA	13	13
HAWAII	15	15
IDAHO	16	16
ILLINOIS	17	17
INDIANA	18	18
IOWA	19	19
KANSAS	20	20
KENTUCKY	21	21
LOUISIANA	22	22
MAINE	23	23
MARYLAND	24	24
MASSACHUSETTS	25	25
MICHIGAN	26	26
MINNESOTA	27	27
MISSISSIPPI	28	28
MISSOURI	29	29
MONTANA	30	30
NEBRASKA	31	31
NEVADA	32	32
NEW HAMPSHIRE	33	33
NEW JERSEY	34	34
NEW MEXICO	35	35
NEW YORK	36	36
NORTH CAROLINA	37	37
NORTH DAKOTA	38	38
OHIO	39	39
OKLAHOMA	40	40
OREGON	41	41
PENNSYLVANIA	42	42
RHODE ISLAND	44	44
SOUTH CAROLINA	45	45
SOUTH DAKOTA	46	46
TENNESSEE	47	47
TEXAS	48	48
UTAH	49	49
VERMONT	50	50
VIRGINIA	51	51
WASHINGTON	53	53
WEST VIRGINIA	54	54
WISCONSIN	55	55
WYOMING	56	56

OUTLYING AREAS		
STATE NAME	NEW FIPST CODE	OLD FIPST CODE
AMERICAN SAMOA	60	03
GUAM	66	14
NORTHERN MARIANAS	69	60
PUERTO RICO	72	43
VIRGIN ISLANDS	78	52

Users of the data should be aware that the Common Core of Data Public Education Agency Universe and the Common Core of Data Public School Universe used the "old" FIPST codes prior to 1991-92 survey year.

Consolidated Metropolitan Statistical Area (CMSA) Codes and Names
Showing Primary MSAs (PMSA) Comprising CMSA

- 07 Boston-Lawrence-Salem, Mass.-N.H.
Includes 1120, 1200, 4160, 4560, 5350, and 7090.
- 10 Buffalo-Niagara Falls, N.Y.
Includes 1280 and 5700.
- 14 Chicago-Gary-Lake County, Ill.-Ind.-Wis.
Includes 0620,1600, 2960, 3690, 3800, and 3965.
- 21 Cincinnati-Hamilton, Ohio-Ky.-Ind.
Includes 1640 and 3200.
- 28 Cleveland-Akron-Lorain, Ohio.
Includes 0080, 1680, and 4440.
- 31 Dallas-Fort Worth, Texas.
Includes 1920 and 2800.
- 34 Denver-Boulder, Colorado.
Includes 1125 and 2080.
- 35 Detroit-Ann Arbor, Michigan.
Includes 0440 and 2160.
- 41 Hartford-New Britain-Middletown, Connecticut.
Includes 1170, 3280, 5020, and 5440.
- 42 Houston-Galveston-Brazoria, Texas.
Includes 1145, 2920, and 3360.
- 47 Kansas City, Mo.-Kansas City, Kans.
Includes 3755 and 3760.
- 49 Los Angeles-Anaheim-Riverside, California.
Includes 0360,4480, 6000, and 6780.
- 56 Miami-Fort Lauderdale, Florida.
Includes 2680 and 5000.
- 63 Milwaukee-Racine, Wisconsin.
Includes 5080 and 6600.
- 70 New York-Northern New Jersey-Long Island, N.Y.-N.J.-Conn.
Includes 0875, 1160, 1930, 3640, 5015, 5190, 5380, 5600,
5640, 5760, 5950, and 8040.
- 77 Philadelphia-Wilmington-Trenton, Pa.-N.J.-Del.-Md.
Includes 6160, 8480, 8760, and 9160.
- 78 Pittsburgh-Beaver Valley, Pennsylvania.
Includes 0845 and 6280.
- 79 Portland-Vancouver, Oreg.-Wash.
Includes 6440 and 8725.
- 80 Providence-Pawtucket-Fall River, R.I.-Mass.
Includes 2480, 6060, and 6480.
- 82 St. Louis-East St. Louis-Alton, Mo.-Ill.
Includes 0275, 2285, and 7040.
- 84 San Francisco-Oakland-San Jose, California.
Includes 5775, 7360, 7400, 7485, 7500, and 8720.
- 91 Seattle-Tacoma, Washington.
Includes 7600 and 8200.

AREA COMPONENTS OF METROPOLITAN STATISTICAL AREAS

AS OF JUNE 1988			
CMSA	MSA/PMSA	STATE	AREA
07	1120	MA	BOSTON
07	1200	MA	BOSTON
07	4160	MA-NH	BOSTON
07	4560	MA-NH	BOSTON
07	5350	NH	BOSTON
07	7090	MA	BOSTON
10	1280	NY	BUFFALO
10	5700	NY	BUFFALO
14	0620	IL	CHICAGO
14	1600	IL	CHICAGO
14	2960	IN	CHICAGO
14	3690	IL	CHICAGO
14	3800	WI	CHICAGO
14	3965	IL	CHICAGO
21	1640	OH-KY-IN	CINCINNATI
21	3200	OH	CINCINNATI
28	0080	OH	CLEVELAND
28	1680	OH	CLEVELAND
28	4440	OH	CLEVELAND
31	1920	TX	DALLAS-FT WORTH
31	2800	TX	DALLAS-FT WORTH
34	1125	CO	DENVER-BOULDER
34	2080	CO	DENVER-BOULDER
35	0440	MI	DETROIT-ANN ARBOR
35	2160	MI	DETROIT-ANN ARBOR
41	1170	CT	HARTFORD
41	3280	CT	HARTFORD
41	5020	CT	HARTFORD
41	5440	CT	HARTFORD
42	1145	TX	HOUSTON-GAL
42	2920	TX	HOUSTON-GAL
42	3360	TX	HOUSTON-GAL
47	3755	MO-KS	KANSAS CITY
47	3760	MO-KS	KANSAS CITY
49	0360	CA	LOS ANGELES
49	4480	CA	LOS ANGELES
49	6000	CA	LOS ANGELES
49	6780	CA	LOS ANGELES
56	5000	FL	MIAMI-FT LAUD
56	2680	FL	MIAMI-FT LAUD
63	5080	WI	MILWAUKEE
63	6600	WI	MILWAUKEE
70	0875	NJ	METRO NEW YORK
70	1160	CT	METRO NEW YORK
70	1930	CT	METRO NEW YORK
70	3640	NJ	METRO NEW YORK
70	5015	NJ	METRO NEW YORK
70	5190	NJ	METRO NEW YORK
70	5380	NY	METRO NEW YORK
70	5600	NY	METRO NEW YORK
70	5640	NJ	METRO NEW YORK
70	5760	CT	METRO NEW YORK
70	5950	NY	METRO NEW YORK
70	8040	CT	METRO NEW YORK
77	6160	PA-NJ	PHILADELPHIA
77	8480	NJ	PHILADELPHIA
77	8760	NJ	PHILADELPHIA

77	9160	DE-NJ-MD	PHILADELPHIA
78	0845	PA	PITTSBURGH
78	6280	PA	PITTSBURGH
79	6440	OR	PORTLAND-VANC
79	8725	WA	PORTLAND-VANC
80	2480	MA-RI	PROV-FALL RIV
80	6060	RI-MA	PROV-FALL RIV
80	6480	RI	PROV-FALL RIV
82	0275	IL	ST LOUIS
82	2285	IL	ST LOUIS
82	7040	MO-IL	ST LOUIS
84	5775	CA	SAN FRANCISCO
84	7360	CA	SAN FRANCISCO
84	7400	CA	SAN FRANCISCO
84	7485	CA	SAN FRANCISCO
84	7500	CA	SAN FRANCISCO
84	8720	CA	SAN FRANCISCO
91	7600	WA	SEATTLE-TACOMA
91	8200	WA	SEATTLE-TACOMA

AREA COMPONENTS OF METROPOLITAN STATISTICAL AREAS

MSA/PMSA	AS OF JUNE 1988		
	CMSA	STATE	AREA
0080	28	OH	CLEVELAND
0275	82	IL	ST LOUIS
0360	49	CA	LOS ANGELES
0440	35	MI	DETROIT-ANN ARBOR
0620	14	IL	CHICAGO
0845	78	PA	PITTSBURGH
0875	70	NJ	METRO NEW YORK
1120	07	MA	BOSTON
1125	34	CO	DENVER-BOULDER
1145	42	TX	HOUSTON-GAL
1160	70	CT	METRO NEW YORK
1170	41	CT	HARTFORD
1200	07	MA	BOSTON
1280	10	NY	BUFFALO
1600	14	IL	CHICAGO
1640	21	OH-KY-IN	CINCINNATI
1680	28	OH	CLEVELAND
1920	31	TX	DALLAS-FT WORTH
1930	70	CT	METRO NEW YORK
2080	34	CO	DENVER-BOULDER
2160	35	MI	DETROIT-ANN ARBOR
2285	82	IL	ST LOUIS
2480	80	MA-RI	PROV-FALL RIV
2680	56	FL	MIAMI-FT LAUD
2800	31	TX	DALLAS-FT WORTH
2920	42	TX	HOUSTON-GAL
2960	14	IN	CHICAGO
3200	21	OH	CINCINNATI
3280	41	CT	HARTFORD
3360	42	TX	HOUSTON-GAL
3640	70	NJ	METRO NEW YORK
3690	14	IL	CHICAGO
3755	47	MO-KS	KANSAS CITY
3760	47	MO-KS	KANSAS CITY
3800	14	WI	CHICAGO
3965	14	IL	CHICAGO
4160	07	MA-NH	BOSTON
4440	28	OH	CLEVELAND
4480	49	CA	LOS ANGELES
4560	07	MA-NH	BOSTON
5000	56	FL	MIAMI-FT LAUD
5015	70	NJ	METRO NEW YORK
5020	41	CT	HARTFORD
5080	63	WI	MILWAUKEE
5190	70	NJ	METRO NEW YORK
5350	07	NH	BOSTON
5380	70	NY	METRO NEW YORK
5440	41	CT	HARTFORD
5600	70	NY	METRO NEW YORK
5640	70	NJ	METRO NEW YORK
5700	10	NY	BUFFALO
5760	70	CT	METRO NEW YORK
5775	84	CA	SAN FRANCISCO
5950	70	NY	METRO NEW YORK
6000	49	CA	LOS ANGELES
6060	80	RI-MA	PROV-FALL RIV
6160	77	PA-NJ	PHILADELPHIA

6280	78	PA	PITTSBURGH
6440	79	OR	PORTLAND-VANC
6480	80	RI	PROV-FALL RIV
6600	63	WI	MILWAUKEE
6780	49	CA	LOS ANGELES
7040	82	MO-IL	ST LOUIS
7090	07	MA	BOSTON
7360	84	CA	SAN FRANCISCO
7400	84	CA	SAN FRANCISCO
7485	84	CA	SAN FRANCISCO
7500	84	CA	SAN FRANCISCO
7600	91	WA	SEATTLE-TACOMA
8040	70	CT	METRO NEW YORK
8200	91	WA	SEATTLE-TACOMA
8480	77	NJ	PHILADELPHIA
8720	84	CA	SAN FRANCISCO
8725	79	WA	PORTLAND-VANC
8760	77	NJ	PHILADELPHIA
9160	77	DE-NJ-MD	PHILADELPHIA

NCES Common Core of Data, 1991-92
 Agencies With Mailing Address in Alternative State

LEA ID	School ID	Agency Name	City	PO
Alaska Agencies (02)				
0200002		ADAK REGION SCHOOLS	FPO SEATTLE	WA
Arizona Agency (04)				
0400007		SHIPROCK AGENCY, B I A	SHIPROCK	NM
Arkansas Agencies (05)				
0504110		GENOA CENTRAL SCHOOL DISTRICT	TEXARKANA	TX
0513110		TEXARKANA SCHOOL DISTRICT	TEXARKANA	TX
Idaho Agency (16)				
1602610		PLEASANT VALLEY SCH DIST 364	JORDAN VALLEY	OR
Minnesota Agency (27)				
2733150		SIOUX VALLEY SCHOOL DISTRICT	LAKE PARK	IA
North Dakota Agencies (38)				
3803150		BOWLINE BUTTE 19	SIDNEY	MT
3805670		EARL 18	SIDNEY	MT
3818690		UNION 12	POLLOCK	SD
3820340		YELLOWSTONE 14	FAIRVIEW	MT
South Dakota Agencies (46)				
4608800		BROWNS VALLEY 54-1	BROWNS VALLEY	MN
4632350		HERMANSON 50-4	JASPER	MN
4635010		GREATER HOYT 61-4	HAWARDEN	IA
4639740		LAKE HENDRICKS 05-4	HENDRICKS	MN
4665250		GREATER SCOTT 61-5	HAWARDEN	IA
Texas Agencies (48)				
4808430		ANTHONY ISD	ANTHONY	NM
4842540		TEXHOMA ISD	TEXHOMA	OK
Vermont Agencies (16)				
5006180		NORWICH SCHOOL DISTRICT	HANOVER	NH
0099955		DRESDEN SUPERVISORY UNION	HANOVER	NH

COMMON CORE OF DATA PUBLIC EDUCATION AGENCY UNIVERSE, 1991-92
 IMPUTATION FLAG FREQUENCIES

UNGRADED STUDENTS ADJUSTED FLAG

IUG91	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3102	18.6	3102	18.6
P	161	1.0	3263	19.6
R	12727	76.4	15990	95.9
T	676	4.1	16666	100.0

PK THRU 12 STUDENTS ADJUSTED FLAG

IPK1291	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	161	1.0	161	1.0
R	15912	95.5	16073	96.4
T	593	3.6	16666	100.0

STUDENTS ADJUSTED FLAG

IMEMB91	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	161	1.0	161	1.0
R	15829	95.0	15990	95.9
T	676	4.1	16666	100.0

SPECIAL ED IEP STUDENTS ADJUSTED FLAG

ISPEC91	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1620	9.7	1620	9.7
R	15046	90.3	16666	100.0

COMMON CORE OF DATA PUBLIC EDUCATION AGENCY UNIVERSE, 1991-92
 IMPUTATION FLAG FREQUENCIES

8:51 Tuesday, May 11, 1993

REGULAR GRADUATES ADJUSTED FLAG

IREGD91	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	754	4.5	754	4.5
R	15912	95.5	16666	100.0

OTHER DIPLOMA GRADUATES ADJUSTED FLAG

IOTHD91	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2395	14.4	2395	14.4
R	14271	85.6	16666	100.0

OTHER HS COMPLETERS ADJUSTED FLAG

IOTH91	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1711	10.3	1711	10.3
R	14955	89.7	16666	100.0

Common Core of Data Public Education Agency Universe, 1991-92
 Number of records lacking telephone number and street address

State	Total records	Records lacking telephone number		Records lacking street address
		N	M	
Total on file	16,666	28	25	310
Alabama	133	0	3	0
Alaska	56	0	0	0
Arizona	247	0	13	9
Arkansas	347	0	0	0
California	1,070	0	0	0
Colorado	196	0	0	0
Connecticut	179	0	0	0
Delaware	22	0	0	0
District of Columbia	1	0	0	0
Florida	74	0	0	0
Georgia	183	0	0	0
Hawaii	1	0	0	0
Idaho	114	0	0	4
Illinois	1,020	0	0	0
Indiana	319	0	0	2
Iowa	469	0	0	80
Kansas	304	0	0	0
Kentucky	255	0	0	1
Louisiana	83	0	0	0
Maine	326	0	0	19
Maryland	24	0	0	0
Massachusetts	439	0	0	0
Michigan	622	0	0	50
Minnesota	517	0	6	64
Mississippi	171	0	0	0
Missouri	544	0	1	0
Montana	621	0	0	46
Nebraska	895	0	0	0
Nevada	18	0	0	0
New Hampshire	239	0	0	0
New Jersey	620	24	0	2
New Mexico	96	0	0	0
New York	758	0	0	8
North Carolina	135	0	0	0
North Dakota	325	2	0	0
Ohio	791	0	1	4
Oklahoma	593	0	1	0
Oregon	308	0	0	10
Pennsylvania	611	0	0	3
Rhode Island	38	0	0	0

South Carolina	95	0	0	0
South Dakota	227	0	0	0
Tennessee	140	1	0	3
Texas	1,051	0	0	0
Utah	47	0	0	0
Vermont	339	0	0	0
Virginia	161	0	0	1
Washington	296	1	0	3
West Virginia	55	0	0	0
Wisconsin	428	0	0	0
Wyoming	58	0	0	1
American Samoa	1	0	0	0
Guam	1	0	0	0
Northern Marianas	1	0	0	0
Puerto Rico	1	0	0	0
Virgin Islands	1	0	0	0

NOTE: N - No telephone number
M - Telephone number missing

Common Core of Data Public Education Agency Universe, 1991-92
 Total number of agencies, students, special education IEP's,
 number of schools, and classroom teachers with count of records
 lacking these data items

State	Number of agencies	Number of schools	Total students		Special Ed. IEP		Classroom teachers	
			Total	Records lacking data	Total	Records lacking data	Total	Records lacking data
Total on file	16,666	86,287	42,800,693	127	3,734,509	1,826	2,297,463	1,093
Alabama	133	1,291	726,150	0	98,236	0	38,840	0
Alaska	56	495	118,680	0	15,891	0	6,613	0
Arizona	247	1,091	656,286	0	58,722	0	32,974	11
Arkansas	347	1,098	438,772	0	42,692	0	25,719	0
California	1,070	7,927	5,108,228	0	486,465	0	216,560	8
Colorado	196	1,397	593,030	0	56,775	0	33,093	0
Connecticut	179	988	481,049	0	61,373	16	34,269	0
Delaware	22	175	102,511	0	11,246	0	6,046	0
District of Columbia	1	180	80,618	0	6,945	0	4,672	0
Florida	74	2,517	1,931,951	0	230,161	7	107,148	0
Georgia	183	1,728	1,177,689	0	106,122	0	70,882	0
Hawaii	1	238	174,747	0	13,050	0	9,508	0
Idaho	114	597	225,826	0	23,687	1	11,632	1
Illinois	1,020	4,238	1,860,949	0	76,163	0	107,015	1
Indiana	319	1,908	956,988	10	136,124	22	50,208	9
Iowa	469	1,577	492,695	10	61,692	10	32,039	0
Kansas	304	1,472	437,034	0	44,632	0	28,404	0
Kentucky	255	1,400	634,098	0	0	255	37,593	0
Louisiana	83	1,518	794,128	0	33,468	0	46,887	9
Maine	326	743	211,644	42	25,308	34	14,046	0
Maryland	24	1,228	736,238	0	88,571	0	41,438	0
Massachusetts	439	1,764	846,155	0	136,099	0	---	358
Michigan	622	3,360	1,632,043	0	175,277	0	---	615
Minnesota	517	1,635	767,732	0	82,358	0	38,807	55
Mississippi	171	973	504,127	0	60,382	4	27,884	0

Missouri	544	2,205	827,385	0	101,661	1	51,438	0
Montana	621	898	155,666	0	15,343	0	8,587	0
Nebraska	895	1,495	279,552	0	34,314	0	19,094	0
Nevada	18	375	212,032	0	19,957	0	11,180	0
New Hampshire	239	449	174,575	65	20,117	65	11,280	0
New Jersey	620	2,284	1,109,796	0	63,115	0	76,112	0
New Mexico	96	686	309,849	0	38,210	1	17,374	0
New York	758	4,009	2,643,993	0	291,201	41	174,946	0
North Carolina	135	1,950	1,097,696	0	125,320	0	69,369	0
North Dakota	325	651	120,098	0	12,475	0	6,825	11
Ohio	791	3,805	1,809,145	0	0	0	96,332	13
Oklahoma	593	1,817	587,003	0	0	593	36,963	0
Oregon	308	1,196	498,348	0	46,741	0	22,820	1
Pennsylvania	611	3,252	1,692,797	0	0	611	106,954	0
Rhode Island	38	314	142,200	0	21,107	0	9,702	0
South Carolina	95	1,102	627,475	0	68,721	0	37,122	0
South Dakota	227	673	135,240	0	12,788	0	8,367	1
Tennessee	140	1,519	833,651	0	100,076	2	45,099	0
Texas	1,051	6,052	3,464,371	0	343,842	0	212,061	0
Utah	47	712	456,545	0	49,378	0	19,160	0
Vermont	339	395	97,137	0	10,589	0	7,056	0
Virginia	161	1,810	1,018,267	0	0	161	64,593	0
Washington	296	1,956	869,327	0	83,453	0	42,874	0
West Virginia	55	987	320,249	0	42,826	0	20,451	0
Wisconsin	428	2,029	814,671	0	89,740	0	52,180	0
Wyoming	58	419	101,715	0	10,523	0	5,866	0
American Samoa	1	27	13,365	0	363	0	670	0
Guam	1	35	27,934	0	0	1	1,580	0
Northern Marianas	1	24	7,096	0	240	0	330	0
Puerto Rico	1	1,590	642,392	0	0	1	37,222	0
Virgin Islands	1	33	21,755	0	970	0	1,579	0

NOTE:---Totals represent data after imputation and are the summaries of data on the file and may undercount categories to the extent that data are not reported.

---Data not reported by state education agency.

*Data aggregated from Common Core of Data Public School Universe survey, 1991-92.

Common Core of Data Public Education Agency Universe, 1991-92
 Total number of agencies, graduates, and other high school completers with
 count of records lacking these data items

State	Number of agencies	Graduates				Other high school completers	
		Regular diploma		Other diploma		Total	Records lacking data
		Total	Records lacking data	Total	Records lacking data		
Total on file	16,666	2,255,354	5,303	35,745	15,433	14,119	15,564
Alabama	133	29,373	5	9,848	9	1,547	9
Alaska	56	5,443	2	0	56	5	55
Arizona	247	29,397	148	0	247	0	247
Arkansas	347	26,167	24	0	347	0	347
California	1,070	234,230	639	6	1,069	18	1,068
Colorado	196	31,293	21	0	196	139	172
Connecticut	179	27,290	56	54	167	0	179
Delaware	22	5,223	5	0	22	63	7
District of Columbia	1	3,369	0	0	1	49	0
Florida	74	87,419	7	1,418	16	447	30
Georgia	183	60,088	7	0	183	0	183
Hawaii	1	8,974	0	275	0	210	0
Idaho	114	11,961	7	73	98	0	114
Illinois	1,020	103,229	456	0	1,020	0	1,020
Indiana	319	58,595	21	1,288	252	0	319
Iowa	469	28,485	93	174	406	142	411
Kansas	304	25,367	1	0	304	0	304
Kentucky	255	35,328	84	323	225	192	222
Louisiana	83	33,387	17	0	83	0	83
Maine	326	12,278	210	410	285	101	311
Maryland	24	39,016	0	0	24	864	2
Massachusetts	439	47,714	196	0	439	0	439
Michigan	622	88,234	98	3,184	409	350	588
Minnesota	517	45,665	156	0	517	0	517
Mississippi	171	23,616	14	156	149	2,091	29

Missouri	544	46,883	92	0	544	0	544
Montana	621	9,013	454	0	621	0	621
Nebraska	895	16,498	592	71	877	551	850
Nevada	18	9,370	2	791	9	42	13
New Hampshire	239	9,794	166	0	239	0	239
New Jersey	620	67,003	345	0	620	0	620
New Mexico	96	15,259	5	144	59	77	75
New York	758	133,562	99	0	758	0	758
North Carolina	135	62,792	1	58	134	1,557	11
North Dakota	325	7,638	115	0	325	0	325
Ohio	791	107,491	180	0	791	0	791
Oklahoma	593	33,071	168	0	593	0	593
Oregon	308	24,679	129	105	284	1,842	189
Pennsylvania	611	104,770	103	0	611	0	611
Rhode Island	38	7,744	5	4	37	4	35
South Carolina	95	32,999	3	1,027	15	1,274	5
South Dakota	227	7,455	50	0	227	0	227
Tennessee	140	46,324	20	0	140	1,348	29
Texas	1,051	173,882	83	3,519	693	0	1,051
Utah	47	22,219	7	1,269	29	227	27
Vermont	339	5,142	281	528	303	979	291
Virginia	161	59,009	28	0	161	0	161
Washington	296	43,404	50	0	296	0	296
West Virginia	55	21,064	0	0	55	0	55
Wisconsin	428	49,340	48	0	428	0	428
Wyoming	58	5,740	10	0	58	0	58
American Samoa	1	597	0	0	1	0	1
Guam	1	883	0	0	1	0	1
Northern Marianas	1	273	0	3	0	0	1
Puerto Rico	1	29,329	0	10,946	0	0	1
Virgin Islands	1	986	0	71	0	0	1

NOTE:---Totals represent data after imputation and are the summaries of data
on the file and may undercount
categories to the extent that data are not reported.
---Data not reported by state education agency.

COMMON CORE OF DATA GLOSSARY OF TERMS

All Other Support Staff

Support staff not reported in other categories, such as, data processing, health, maintenance, bus drivers, security, and cafeteria workers.

Alternative Education School

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

Central City

within a Metropolitan Statistical Area (MSA)
with a minimum population of 50,000
has a Census Urbanized Area Code

Classroom Teachers

Total number of classroom teachers for all graded and/or ungraded classes in a school:
stated as a proportion of a full-time position,
computed by dividing the amount of time employed by the time normally required for a full-time position.

Consolidated Metropolitan Statistical Area (CMSA)

Area of greater than 1,000,000 population that is the totality of the PMSAs in a single geographical area.

Diploma, High School

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

Dropout

A dropout is an individual who:

Was enrolled in school at some time during the previous school year;
Was not enrolled at the beginning of the current school year;
Has not graduated from high school or completed a state- or district-approved educational program, and
Does not meet any of the following exclusionary conditions:
transfer to another public school district, private school, or state- or district-approved educational program;
temporary absence due to suspension or school-approved illness, or death.

Education Agency

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

Elementary

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

Elementary Guidance Counselors

Professional staff assigned specific duties and school time for the following activities with elementary grades:

- counseling with students and parents;
- consulting with other staff members on learning problems;
- evaluating student abilities;
- assisting students in making educational and career choices;
- assisting students in personal and social development;
- providing referral assistance;
- working with other staff members in planning and conducting guidance programs for students.

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

Elementary Teachers

Elementary teachers are those teachers of general level instruction classified by state and local practice as elementary. Composed of any span of grades not above grade 8.

EXCLUDES pre-kindergarten and kindergarten teachers.

Federally Operated Education Agency

Federally operated agency charged at least in part with providing elementary and/or secondary instruction or support services.

Free Lunch Program

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

FTE (Full-time Equivalency)

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

General Education Development Test

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

Graduate, High School

Individual who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed course of studies in a secondary level school.
does not include other completers, or high school equivalency recipients, or other diploma recipients.

Headstart Program

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

High School Completers

Counts of graduates and other completers including regular diploma recipients, other diploma recipients, high school equivalency recipients, and other high school completers.

High School Equivalency Certificate

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

High School Equivalency Recipients

Count of individuals age 19 years or younger who have received a high school equivalency certificate during the previous school year, and subsequent summer.

Individualized Educational Program (IEP)

As used here, refers to written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA-Part B) which includes:

statement of present levels of educational performance of a child,
statement of annual goals, including short-term instructional objectives,
statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs,
projected date for initiation and anticipated duration of services,
appropriate objectives, criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Instructional Aides

Instructional aides are staff members assigned to assist a teacher in activities requiring minor decisions regarding students, and in such activities as monitoring, conducting rote exercises, operating equipment and clerking. Includes only paid staff, and excludes volunteer aides.

Instructional Coordinators and Supervisors Staff supervising instructional programs, at the school district or sub-district level. Includes curriculum coordinators or supervisors and in-service training staff; Chapter 1 supervisors, home economics supervisors, educational television staff; coordinators and supervisors of audiovisual services; and staff engaged in development of computer-assigned instruction. Excludes school-based department chairperson.

Kindergarten

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

Kindergarten Teachers

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

LEA Administrative Support Staff

Staff members who provide direct support to LEA administrators.
INCLUDE clerical staff and secretaries.

LEA Administrators

Includes local education agency superintendents, deputies, and assistant superintendents; other persons with district-wide responsibilities such as business managers, administrative assistants. Exclude supervisors of instructional or student support programs.

Librarians and Media Specialists

Professional staff members and supervisors who are assigned specific duties and school time to professional library service activities, including: selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library and media services by students, teachers and other members of the instructional staff; guiding individuals in their use of media services, library books and materials, whether maintained separately or as part of an instructional materials center.

Library and Media Support Staff

Staff members who render other library or media services, such as preparing, caring for, and making available to members of the instructional staff the equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials whether maintained separately or as part of an instructional materials center.

Media Specialists

Directors, coordinators, and supervisors of media centers (see Librarians).

Membership Count

Count of students on current roll

sums original entries and reentries, subtracts total withdrawals. or

sums total present and total absent

shows count taken on the closest school day to October 1.

Metro Status

Classification of an education agency's service area relative to a Metropolitan Statistical Area.

Metropolitan Statistical Area (MSA)

Area may be an MSA if it is the only MSA in the immediate area and it has a city of at least 50,000 population, or it is an urbanized area of at least 50,000 with a total metropolitan population of at least 100,000.

Non-MSA City

City or place not in an MSA with a minimum population of 25,000 inhabitants and a population density of at least 1,000 per square mile

does not have a Census Urbanized Area Code.

Other Diploma Recipients

Count of individuals who received a diploma from other than the regular school program during the previous school year and subsequent summer school.

Other High School Completers

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

Other Support Staff

All support services staff not reported in other categories, e.g., data processing, health, maintenance, bus drivers, security and cafeteria workers.

Outside Urbanized Area

Area not contiguous to any city or urban fringe area

with a minimum population of 2,500 inhabitants,

with a population density of at least 1,000 per square mile,

without a Census Urbanized Area Code.

Prekindergarten

Group or class that is part of a public school program, and is taught during the year or years preceding kindergarten.

Prekindergarten Teachers

Prekindergarten teachers are those teachers of a group or class that is part of a public school program, and is taught during the year or years preceding kindergarten; includes teachers of Head Start Students that are part of an authorized program.

Primary Metropolitan Statistical Area (PMSA)

A PMSA is a metropolitan statistical area that is a component of a consolidated metropolitan statistical area (see MSA). Several adjacent PMSAs comprise a single CMSA.

Public School

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

Regional Education Service Agency

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

Regular Diploma Recipients

Count of graduates who received a regular diploma during the previous school year, and subsequent summer school.

Regular School

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

Rural

An area with 2,500 inhabitants or fewer, and/or a population density of less than 1,000 per square mile
does not have a Census Urbanized Area Code.

School Administrative Support Staff

Those whose activities are concerned with the support of the teaching and administrative duties of the office of the principal or department chairpersons.

INCLUDE clerical staff and secretaries.

School Administrators

Staff members whose activities are concerned with directing and managing the operation of a particular school. Includes:

principals, assistant principals, and other assistants,
those who supervise school operations, assign duties to staff members,
supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency; and
department chairpersons.

School District

Education agency or administrative unit which operates under a public board of education.

Secondary

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

Secondary Guidance Counselors

Professional staff assigned specific duties described for elementary guidance counselors, but conducting activities with secondary grades. (See Elementary Guidance Counselors.)

Secondary Teachers

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

Special Education School

Public elementary/secondary school that:

focuses primarily on special education, including instruction for any of the following: hard of hearing, deaf, speech-impaired, health-impaired, orthopedically impaired, mentally retarded, seriously emotionally disturbed, multi-handicapped, visually handicapped, deaf and blind.
adapts curriculum, materials or instruction for students served.

State Education Agency

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

State-Operated Agency

State-operated agency charged at least in part with providing elementary and/or secondary instruction or support services.

Student

Individual for whom instruction is provided in an elementary or secondary educational program under the jurisdiction of a school, school system, or other educational institution.

Student Support Services Staff

Professional and supervisory staff providing noninstructional services to students. Includes attendance officers; staff providing health, psychology, speech pathology, audiology, social work services; supervisors of the preceding staff and of health, transportation and food services.

Supervisory Union

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

Teacher

A professional school staff member who instructs students and maintains daily student attendance figures.

Teachers of Ungraded Classes

Teachers of classes or programs to which students are assigned without standard grade designation.

Total FTE Teachers

Sum of all reported teacher FTE.

Total Guidance

Sum of FTE for elementary and secondary guidance counselors.

Ungraded

Classes or programs to which students are assigned without standard grade designation.

Urban Fringe

Closely settled area, contiguous to a central city:

outside a central city,
with a minimum population of 2,500 inhabitants,
with a population density of at least 1,000 per square mile, and
has a Census Urbanized Area Code.

Urbanized Area

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

Vocational Education School

Public elementary/secondary school that:

focuses primarily on vocational education, and
provides education and training in one or more semi-skilled or technical
operations.