Schools and Staffing Survey, 1987–1988
[United States]: Revised Version

Codebook

United States Department of Education
National Center for Education Statistics

ICPSR 2733
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DATA COLLECTION DESCRIPTION

United States Department of Education. National Center for Education Statistics

SCHOOLS AND STAFFING SURVEY, 1987-1988 [UNITED STATES]: REVISED VERSION (ICPSR 2733)

SUMMARY: This data collection, a revised version of SCHOOLS AND STAFFING SURVEY, 1987-1988 [UNITED STATES] (ICPSR 9846), consists of four integrated surveys of schools, administrators, and teachers in the United States. Information is presented separately for public and private schools in this revised version of the collection. Parts 1 and 2, the Teacher Demand and Shortage Surveys, provide information on student enrollment, number of teachers, position vacancies, new hires, teacher salaries and incentives, and hiring and retirement policies. Parts 3 and 4, the School Administrator Surveys, include information about training, experience, professional background, and job activities of school principals and headmasters. Parts 5 and 6, the School Surveys, present data on student characteristics, staffing patterns, student-teacher ratios, types of programs and services offered, length of school day and school year, graduation and college application rates, and teacher turnover rates. Questions in Parts 7 and 8, the Teacher Surveys, cover teacher education and training, teaching assignment, teaching experience, certification, teaching workload, perceptions and attitudes about teaching, job mobility, and workplace conditions.

UNIVERSE: Public and private schools in the United States.

SAMPLING: Stratified sample.

NOTE: (1) This revised version of the collection is derived from the NCES's "Schools and Staffing Survey (SASS) and Teacher Followup Survey (TFS) CD-ROM: Public-Use Data for 3 Cycles of SASS and TFS." This version contains created variables and supersedes ICPSR 9846. (2) The codebook and technical manual are provided as Portable Document Format (PDF) files. 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.

RESTRICTIONS: These data are released in accordance with the provisions of the General Education Provisions Act (GEPA). GEPA protects privacy by ensuring that respondents will never be individually identified. Under Public Law 100-297, the National
Center for Education Statistics is responsible for protecting the confidentiality of individual respondents and is releasing these data to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited. To ensure that the confidentiality provisions contained in PL 100-297 have been fully implemented, procedures for disclosure avoidance were used in preparing the data in this release. Every effort has been made to provide the maximum research information consistent with reasonable confidentiality protections. Therefore, certain variables have been deleted and others have been recoded into broader categories.

EXTENT OF COLLECTION: 8 data files + machine-readable documentation (PDF) + SAS data definition statements + SPSS data definition statements

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

DATA FORMAT: Logical Record Length with SAS and SPSS data definition statements

Part 1: Teacher Demand and Shortage Survey Public School Data
File Structure: rectangular
Cases: 4,826
Variables: 352
Record Length: 1,023
Records Per Case: 2

Part 2: Teacher Demand and Shortage Survey Private School Data
File Structure: rectangular
Cases: 2,095
Variables: 352
Record Length: 1,023
Records Per Case: 2

Part 3: School Administrator Survey Public School Data
File Structure: rectangular
Cases: 8,519
Variables: 277
Record Length: 1,024
Records Per Case: 2

Part 4: School Administrator Survey Private School Data
File Structure: rectangular
Cases: 2,436
Variables: 277
Record Length: 1,024
Records Per Case: 2

Part 5: School Survey Public School Data
File Structure: rectangular
Cases: 8,326
Variables: 372
Record Length: 1,024
Records Per Case: 2

Part 6: School Survey Private School Data
File Structure: rectangular
Cases: 2,459
Variables: 372
Record Length: 1,024
Records Per Case: 2
Part 7: Teacher Survey Public
School Data
File Structure: rectangular
Cases: 40,593
Variables: 656
Record Length: 1,024
Records Per Case: 2

Part 8: Teacher Survey Private
School Data
File Structure: rectangular
Cases: 6,764
Variables: 656
Record Length: 1,024
Records Per Case: 2
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1987-88 Schools and Staffing Survey

1. Purpose of the Survey

The National Center for Education Statistics (NCES) sponsored the 1987-88 Schools and Staffing Survey (SASS), conducted by the U.S. Bureau of the Census, to update data on teachers, school administrators, schools, and local education agencies. Data from previous surveys have been used by Congress, state education departments, federal agencies, private school associations, and educational research organizations.

The SASS is an integrated set of surveys that were conducted by NCES independently in the past. These include the Private School Surveys of 1983-84 and 1985-86, the Public School Survey of 1984-85 and the Teacher Demand and Shortage Survey of 1983-84. The Schools and Staffing Surveys include several types of respondents: school district (LEA) personnel officers, public school principals, private school heads, public school teachers, and private school teachers.

a. The Teacher Demand and Shortage Survey

The Teacher Demand and Shortage Survey includes public local education agencies (LEAs) and private schools. This survey obtains information about student enrollment, number of teachers, position vacancies, new hires, teacher salaries and incentives, and hiring and retirement policies. These data permit an assessment of teacher demand and shortage, identify areas and fields of study where a teacher shortage may exist, and provide an estimate of the number of teachers who hold certification in their field of assignment.

b. The School Administrator Survey

The School Administrator Survey obtains information about the training, experience, professional background, and job activities of school principals/headmasters. These data provide an insight into which teachers leave the classroom for the administrative field, which school problems administrators view as serious, and how administrators perceive their influence on school policies.

c. The School Survey

The School Survey obtains information about schools such as student characteristics, staffing patterns, student-teacher ratios, types of programs and services offered, length of school day and school year, graduation and college application rates, and teacher turnover rates. These data provide information about the teaching experience of the staff, the sources of newly-hired teachers, and the destinations of teachers who left the school the previous year.

d. The Teacher Survey

The Teacher Survey collects data about teachers regarding education and training, teaching assignment, teaching experience, certification, teaching workload, perceptions and attitudes about teaching, job mobility, and workplace conditions. This information permits analyses of the relationships of these factors in the teaching profession, and their effect in regard to movement into and out of the teaching profession.

The Schools and Staffing Survey was designed to support estimates at both the state and national level for the public sector, and at the national and affiliation level for the private sector. The affiliation groups were Catholic, Friends, Episcopal, Jewish, Lutheran, Seventh Day Adventist,
Christian Schools International, American Association of Christian Schools, National Association of Private Schools for Exceptional Children, Association of Military Colleges and Schools of the U.S., American Montessori Society, National Association of Independent Schools, and Other. Public and private sector comparisons are supported at the national level. However, due to measures taken to protect the confidentiality of individual schools, state identifiers have been removed from the data tapes, and affiliation identifiers have been recoded to Catholic, Other Religious, and Non-sectarian. Therefore, estimates from the released tapes will be possible only at the Catholic, Other Religious, and Non-sectarian level for the private sector and only at the regional level for the public sector. The exception to this rule is the Public School Teacher Demand and Shortage (TDS) data tape, where each LEAs FIPS state code and Census region designation have been left on the tape for analysis. However, linkage of this file with the other public sector data sets is no longer possible, because the variable required for linkage of the TDS file with the other public sector data sets has been changed on the School, Administrator and Teacher files to protect the confidentiality of individual schools, administrators, and teachers.

The teacher survey was designed to support comparisons between new and experienced teachers. Comparisons between bilingual and nonbilingual teachers are possible at the national level.

2. Time Frame of the Survey


3. Data Collection Procedures

The first mailout of the questionnaires to the school districts, schools, administrators, and teachers took place during late January to late February 1988. Approximately 10 days after the first mailout of the teacher questionnaires, a letter was sent to each school coordinator. This letter identified the school's sample teachers and requested the coordinator to remind the sample teachers to complete and return their questionnaires.

Approximately 6 weeks after the initial mailout of the questionnaire, a second questionnaire was mailed to those sample cases that did not return the first questionnaire. During the time of this second mailout, each school coordinator was telephoned and asked to remind those teachers who had failed to return the first questionnaire, to complete the second one and mail it back. For the second mailout to the nonrespondent teachers, the questionnaires were sent in a package to the school coordinator who distributed them to the appropriate teachers and encouraged them to complete and return the form.

One month after the second mailout of the questionnaires, the telephone followup began. Interviewers contacted the sample cases that filed to return a mailout questionnaire and attempted to complete an interview by telephone. All nonresponse cases from the mailout phase were included in the telephone followup except in the case of the Teacher Survey. Due to the larger number of teacher nonrespondents and the necessity for completing the telephone followup prior to closing of schools for the summer, only a subsample of the teacher nonrespondents was included in the telephone followup for the Teacher Survey.
4. Survey Response Rates

The following are the weighted survey response rates obtained for SASS.

a. Teacher Demand and Shortage Survey

Public LEAs : 90.8%
Private schools : 66.0%

b. School Administrator Survey

Public : 94.4%
Private : 79.3%

c. School Survey

Public : 91.9%
Private : 78.6%

d. Teacher Survey

Public : 86.4%
Private : 79.1%

Teacher response rates refer to the percentage of teachers responding in schools that sent in teacher lists for sampling. Twelve percent of private schools and four percent of public schools did not send in lists. Weighted survey response rates by state and by affiliation/association are included on pages 22 and 24. These are useful as an indication of possible nonresponse bias.

5. Item Response Rates

The following table is a brief summary of the unweighted item response rates for the SASS surveys.

<table>
<thead>
<tr>
<th>Range of item response rates</th>
<th>Percent of items with a response rate of 90% or more</th>
<th>Percent of items with a response rate less than 75%</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher Demand and Shortage Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>40-100%</td>
<td>74%</td>
<td>12%</td>
</tr>
<tr>
<td>Private</td>
<td>16-100%</td>
<td>70%</td>
<td>18%</td>
</tr>
<tr>
<td>b. Administrator Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>70-100%</td>
<td>86%</td>
<td>2%</td>
</tr>
</tbody>
</table>
c. School Survey

Public                  43-100%         64%             11%         16b(13)
                        -(14), 24a
                        -24d, 31a-
                        31e, 32b-
                        32d

Private                 11-100%         56%             8%          19b(13)
                        -(14),
                        29e(1)-(2), 34a-e,
                        35b, (1-27),
                        35c(28),
                        35d(1-27)

On the public use tape, items 9 and 10 from both the Public and Private Teacher Demand and Shortage Questionnaire, item 32 on the Public School Survey, item 35 on the Private School Questionnaire, and item 28 on the Public and Private Teacher Questionnaire have been deleted because of data reporting problems.

6. Periodicity of Survey

The SASS will be conducted again in 1991, and then every 2 years thereafter.

7. Target Populations

The target populations for SASS are local education agencies, elementary and secondary schools, principals in those schools, and classroom teachers in those schools.

8. Definitions

The following survey terms are defined as they apply to SASS.

a. Teacher Demand and Shortage Survey

In addition to the definitions in 1.) and 2.) below, the glossary on page 3 of the SASS-1A and SASS-1B questionnaires provides definitions for certain terms that appear on those forms.

1.) Private School

A private school is defined as a school not in the public system that provides instruction for any of grades 1-12 where the instruction is not given exclusively in a private home.
2.) Local Education Agency (LEA)

An LEA, or public school district, is defined as a government agency administratively responsible for providing public elementary and/or secondary instruction and educational support services. The agency or administrative unit operates under a public board of education. Districts which operate only one school, as well as districts which do not operate schools but do hire teachers are included.

3.) Out-of-Scope

An LEA or private school was considered out-of-scope for the Teacher Demand and Shortage Survey if it did not employ elementary or secondary teachers. In addition, if it was undetermined whether a private school operated in a private home and its enrollment was less than 10 students and it had only one teacher, the school was considered out-of-scope. If a private school was classified as out-of-scope for the Private School Survey, it was automatically classified as out-of-scope for the Teacher Demand and Shortage Survey.

b. School Administrator Survey

1.) Out-of-Scope

A school administrator sample case was considered out-of-scope if the school did not have an administrator. Also, if a sample administrator's school was considered out-of-scope, the administrator was automatically classified as out-of-scope.

c. School Survey

1.) Public School

A public school is defined as an institution which provides educational services, has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, and is operated by an education agency. Prison schools, schools operated by the Department of Defense and the Bureau of Indian Affairs were included.

2.) Private School

See section a.1. above for definition.

3.) Out-of-scope (public schools)

A public school was considered out-of-scope if it did not have any students in any of grades 1-12. Schools offering only kindergarten and pre-kindergarten were deleted from the sampling frame before the sample was selected. If a school was determined to be out-of-scope after editing its questionnaire, it was deleted from the data tape.

4.) Out-of-Scope (private schools)

A private school was considered out-of-scope if it did not have any students in any of grades 1-12, if it operated in a private home that was used as a family residence, or if it was undetermined whether it operated in a private home and its enrollment was less than 10 students or it had only one teacher. Out-of-scope schools were deleted from the sampling frame before the sample was selected. If a school was determined to be out-of-scope after editing its questionnaire, it was deleted from the data tape.
If an LEA was classified as out-of-scope, its teachers, administrators, and schools were also classified as out-of-scope. Likewise, if a school was classified as out-of-scope, its teachers and administrators were also considered out-of-scope. In addition, if a private school was out-of-scope for the Private School Survey, it was also considered as out-of-scope for the Teacher Demand and Shortage Survey.

d. Teacher Survey

1.) Teacher

A teacher is defined as any full-time or part-time teacher whose primary assignment was teaching in any of grades K-12. Itinerant teachers were included, as well as long-term substitutes who were filling the role of a regular teacher on an indefinite basis. An itinerant teacher is defined as a teacher who teaches at more than one school.

2.) Out-of-Scope

A sample teacher was considered out-of-scope if he/she was a short-term substitute, a student teacher, a nonteaching specialist (e.g., guidance counselor, librarian, etc.), an administrator (e.g., principal, assistant principal, etc.), a teacher's aide, or in some other professional or support staff position. If a sample school was considered out-of-scope, all teachers from that school were also considered out-of-scope.

e. Elementary School

A school was defined as elementary for stratification if it had no grade higher than eight and at least one grade of six or below.

f. Secondary School

A school was defined as secondary for stratification if it had no grade less than seven.

g. Combined School

A school was defined as combined for stratification if it had at least one grade of six or below and at least one grade of nine or above.

h. Special Education, Vocational Education, Alternative Schools

Schools identified as special education, vocational education, or alternative schools were placed in the combined stratum for sampling.

9. Edit and Imputation Procedures

During the edit process, clerks performed a general clerical edit of the questionnaires for all the SASS surveys. During the edit for the Teacher Survey, the clerks identified questionnaires that had one or more "must" items unanswered, and immediately telephoned those teachers and attempted to complete the missing items.

After completing the missing items for teacher questionnaires, the clerks assigned codes for items with a written response such as industry/occupation, state of employment, and name of college or university.

After completion of the clerical edit and data keying, a computer pre-edit was conducted for each SASS file. The pre-edit consisted of a range check of priority items and consistency checks between selected items.
A list of reject cases was generated for each file, and clerks reviewed the questionnaires to verify the data keying accuracy and attempted to resolve the reject items. After this review, if any unresolved rejected items remained that were categorized as "priority" items, the clerks attempted to telephone the respondent and resolve the items. (In the case of the Teacher Survey, no telephone followup was done during this resolution stage of the pre-edit, since teachers had been telephoned at the time of the clerical edit if a priority item was unanswered.)

After the pre-edit reject corrections were made, each SASS file passed through a computer edit. This included a range check of all items in which out-of-range items were blanked, a consistency edit that checked for completeness and consistency, and a blanking edit that blanked items that were inappropriately answered.

Items that were blanked in the computer edit as well as nonresponses for most items were imputed on the School and Teacher Demand and Shortage files. The imputation method used was a sequential hot deck procedure. This "nearest neighbor" approach matches the nonrespondent school or district with the most similar respondent in the same stratum. The variables used to match within a stratum are a metro status, percent minority, and enrollment. A response for a particular item was then imputed in one of two ways: the matched school or district's response was directly assigned to the respondent school, or it was used as an adjustment factor with other data the nonrespondent school reported.

On the Public and Private School file, items 7 and 32(35) were not imputed. On the Public and Private Teacher Demand and Shortage file, items 3, 9-13, and 28 were not imputed. An imputed value can be detected by an imputation flag, which takes on the value 1 if the value is imputed, and 0 otherwise. Items not imputed have 9's in their fields to indicate nonresponse. These 9's have been recoded to missing values ('.') on the SAS version of the files and to blanks on the EBCDIC files for items where a blank is not a possible response (see "Notes for Data Tape Users" p. 28). This was done as a convenience for users who will be using the data in analysis.

No imputation was done for the Administrator and Teacher files. As a result, estimates of totals from these files will be underestimates for items with nonresponse.

10. File Sort Order

Public sector records precede private sector records on each data tape, when both are contained in the same file. Public and private sector surveys may be purchased together or separately.

11. File Linkage

The Private School Teacher Demand and Shortage (TDS), School, Administrator and Teacher files are linked through the variable CNTLNUM, which is the respondent ID number in each case. Linkage of the Public TDS file with the Public School, Administrator, and Teacher files is not possible due to confidentiality restrictions. The Public School, Administrator, and Teacher files can be linked through the variable CNTLNUM.

For all files except the Public TDS file, the first digit of the CNTLNUM is a survey identifier. Digits two through nine are the school number and digits ten through twelve are the teacher number. For the Public TDS file, digits one and two are the FIPS state code, digit three is a file type code, and digits four through six are the LEA number. Schools, administrators and teachers may
be linked by matching on digits two through nine of the CNTLNUM field. Since the data tapes contain only the survey respondents in each sample, complete linkage of all schools, administrators and teachers will not always be possible. For example, the administrator in some schools may have responded to the School Questionnaire, but not the Administrator Questionnaire; likewise the teachers in some schools may have responded to the Teacher Questionnaire, but their school did not respond to the School Questionnaire. In addition, 12 percent of private schools and 4 percent of public schools did not send in teacher lists; consequently there are no teacher record for these schools.

12. Sampling Frames

The school samples were selected from the Quality Education Data File (QED). Duplicate schools, as well as schools that didn't meet the criteria for being in-scope for the survey were eliminated from the file before sampling. The resulting number of public schools on the QED was 80,384; the resulting number of private schools was 22,600. Additional duplicate private schools were discovered on the QED after sampling had taken place; these schools received a weighting adjustment to account for their increased probability of selection. Additional out-of-scope schools were detected after processing the sampled schools' School Questionnaires. These schools were eliminated from further processing of the school samples, and do not figure into any Schools and Staffing Survey estimates of number of schools. Since the QED file has known coverage deficiencies for private schools, two measures were taken to improve the coverage of private schools. The first measure was to update the QED by current lists of schools from 17 non-Catholic organizations. This resulted in an additional private 1,586 schools being added to the list frame. The second measure was to include an area frame sample.

The area frame used for the area sample consisted of 2,497 Primary Sampling Units (PSUs). Each PSU consists of a county or a group of contiguous counties. The area frame sample is contained in 75 Primary Sampling Units (PSUs). These 75 PSUs were the sample PSUs for the NCES's 1983-84 and 1985-86 Private School Surveys. Originally 100 PSUs were selected for the 1983-84 survey, but due to budget constraints these were subsampled down to 75. Prior to sample selection, the 2,497 PSUs were stratified by Census region (Northeast, North Central, South, West), SMSA status (SMSA, non-SMSA), and private school enrollment (above the PSU median, below the PSU median) into sixteen strata. Within each stratum PSUs were selected with probability proportional to the square root of PSU population. The overall sampling fraction was 75/2,497.

An independent search for private schools in these PSUs was conducted. The schools found during the search were matched to the QED list frame universe to eliminate duplications. This resulted in an area frame of 746 eligible schools and 250 unable-to-contact schools. The 996 area frame schools were subsampled in 21 of the PSUs. In the remaining 54 PSUs, all schools in the area frame were taken into the sample. Subsampling was done at such a rate as to prevent the area frame from constituting more than one-third of the total private school sample in a state.

Following adjustments for duplicate and out-of-scope schools, the estimated total number of private schools in the universe obtained from the 1987-88 private school sample is 26,807, with a coefficient of variation of 3 percent. Of the 26,807, some 20,902 are estimated to be represented by the list portion of the frame, and 5,905 are estimated to be represented by the area frame.
13. Sample Allocation

a. Public Schools

The SASS sample is a stratified sample. Schools were first classified by sector: public/private. Public schools were stratified by the 50 states and District of Columbia and then by 3 grade levels (elementary/secondary/combined), resulting in 153 strata.

An LEA which has at least one school selected for the school sample is included in the LEA sample for the Teacher Demand and Shortage Survey. In addition, a sample of LEAs that did not contain eligible schools was selected directly, since these LEAs would otherwise have no chance of selection. Those known to hire teachers were selected with probability proportional to the square root of teachers. Approximately one-tenth of these were sampled. Those in an unknown status with regard to hiring teachers were selected with equal probability at a 1 in 20 sampling rate. A total sample of 70 such LEAs were selected. Of these, eight were retained in the sample, the other 62 being out-of-scope.

There are 5,594 LEAs in the sample for the Teacher Demand and Shortage Survey. These are the school districts associated with the 9,317 public schools in the school sample, as well as the eight LEAs that do not operate schools.

Within each sample public school an average teacher sample size of four, eight, and six teachers was randomly selected from elementary, secondary and combined schools, respectively.

b. Private Schools

The private schools were stratified by the 50 states and District of Columbia. Within each state, schools were further stratified by grade level and religious affiliation (Catholic/Friends/Episcopal/Jewish/Lutheran/Seventh-Day Adventist/Christian Schools International/American Association of Christian Schools/Exceptional Children/Military Schools/Montessori/Independent Schools/Other). Some collapsing across level of school and affiliation occurred within state for private schools when the allocation procedure allocated zero schools to a stratum. This happened when the stratum population size was small.

Within each sample private school, an average teacher sample size of four, five, and three teachers was randomly selected from elementary, secondary and combined schools, respectively.

c. Allocation Model

The school sample sizes were allocated to the strata using a complex allocation model to minimize the relative loss of efficiency with respect to the variances of the estimates of four classes of school characteristics and four classes of teacher characteristics. These four classes of characteristics are the U.S. level estimates, state comparisons, public vs. private comparisons, and elementary vs. secondary vs. combined comparisons. Private school affiliation comparisons were desired at the national level. Teacher comparisons by primary teaching assignment were also required. For purposes of sample allocation, these comparisons were considered to be of equal importance. Therefore, the final sample allocation is a compromise with the optimum allocation that would be obtained for each type of comparison individually. The allocation model assumes a linear cost function with fixed total costs. The area frame sample was not allocated as part of the model. In 54 of the 75 PSUs, all schools in the area frame were taken into the sample. Schools were subsampled from the area frame in the remaining 21 PSUs.
Subsampling was done to prevent the area frame from constituting more than one-third of the total private school sample in a state. This was done because a large portion of the total variance was expected to come from the area sample, but at the same time it was desired to have most of the sample coming from the list frame. The final sample sizes and sampling rates are summarized below.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
<th>Combined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Schools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Sample Size</td>
<td>4,993</td>
<td>2,899</td>
<td>1,425</td>
<td>9,317</td>
</tr>
<tr>
<td>Percent of Population</td>
<td>10</td>
<td>13</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td><strong>Private Schools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Sample Size</td>
<td>1,668</td>
<td>359</td>
<td>935</td>
<td>2,962</td>
</tr>
<tr>
<td>Percent of Population</td>
<td>12</td>
<td>14</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>plus 551 area sample schools</td>
<td></td>
<td></td>
<td></td>
<td>+551</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3,513</td>
</tr>
</tbody>
</table>

14. Sample Selection Procedures

Within each public school stratum, schools were first sorted by the following variables:

- Urbanicity - Urban, Suburban, Rural
- Percent Minority - 0 to 5, 6 to 20, 21 to 50, 51 or more
- Zip Code - first three digits
- LEA ID Number
- highest grade in school
- Enrollment

The private schools were sorted by urbanicity, ZIP code (first two digits), highest grade in school, and enrollment. A systematic sampling scheme was then applied within each school stratum to select the appropriate number of sample schools, with probability proportional to the square root of the number of teachers for a school.

Schools in the area frame were sorted by state, PSU, grade level, affiliation (Catholic, Other Religious, Non-sectarian), enrollment, and alphabetically by name. Sample selection was with probability proportional to the square root of the number of teachers. In those schools where the number of teachers was unavailable, sampling was with equal probability.

In order to reduce respondent burden, a procedure which minimized the probability of duplication was used to unduplicate the SASS sample with the sample schools of the National Assessment of Educational Progress (NAEP) and the National Education Longitudinal Study (NELS). As a result, there were only four public schools in sample for both SASS and NAEP. No public school was in sample for SASS and NELS. Each school's measure of size was adjusted so that the probability of selecting the school for SASS, given that it was selected for NAEP and/or NELS, was minimized.
Two sets of teacher samples were selected. One is the basic sample, the other is the bilingual supplement. The supplement was funded by the Office of Bilingual Education in Minority Language Affairs (OBEMLA). Within each sample school there were two teacher strata for the basic sample - new teachers and all other teachers. New teachers are those who, counting the 1987-88 school year, are in the first, second or third year of their teaching career in either a public or private school system. Within each stratum in a school, teachers were sorted by subject: General Elementary Education/Special Education or Other for elementary school teachers, and Mathematics/Science/English/Social Science/Vocational Education/Other for secondary school teachers.

The basic sample of teachers required for each school stratum was allocated to the sample schools in each stratum so that the teacher weights were equal. The specified average teacher sample size for each school was then allocated to the two teacher strata in such a way that an oversampling of new teachers at a fixed rate was obtained for private schools, and proportional allocation was obtained for public schools. A systematic sampling scheme was then applied to select the basic sample within each sample school and teacher stratum. Systematic sampling was also used to select the bilingual teacher supplement. There were six strata for the bilingual supplement (see below). The bilingual supplement was subsampled systematically with equal probabilities within each stratum to control the total teachers in each of the six bilingual strata. The maximum number of bilingual teachers selected in each stratum was designated to be 500. This was exceeded in Texas, California, and the All Other States stratum. The number of bilingual teachers sampled in each school is proportional to the weighted number of bilingual teachers in the school. In addition, the total number of teachers selected in both samples was not permitted to exceed 20 in a given school. The six bilingual strata and their respective sample sizes are:

<table>
<thead>
<tr>
<th>Stratum</th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>494</td>
<td>15</td>
<td>509</td>
</tr>
<tr>
<td>Texas</td>
<td>548</td>
<td>13</td>
<td>561</td>
</tr>
<tr>
<td>Florida</td>
<td>147</td>
<td>43</td>
<td>190</td>
</tr>
<tr>
<td>Illinois</td>
<td>180</td>
<td>16</td>
<td>196</td>
</tr>
<tr>
<td>New York</td>
<td>421</td>
<td>47</td>
<td>468</td>
</tr>
<tr>
<td>All Other States</td>
<td>468</td>
<td>49</td>
<td>517</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,258</td>
<td>183</td>
<td>2,441</td>
</tr>
</tbody>
</table>

These sample sizes include bilingual teachers from both the bilingual supplement and the portion of the basic sample which overlaps with the bilingual supplement. The actual number of bilingual teachers that resulted is larger: 2848 public and 281 private, because some bilingual teachers were selected by chance in the nonoverlapping portion of the basic sample. The bilingual supplement sample was unduplicated with the basic sample, so that teachers selected in both samples appear only once on the tape. All bilingual teachers received a basic weight which reflected their joint probability of selection in both bilingual and basic samples. Bilingual teachers can be identified on the tape with the indicator variable TBIL.
## Final Teacher Sample Sizes

### Public Schools

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
<th>Combined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experienced</strong></td>
<td>24,196</td>
<td>24,074</td>
<td>7,972</td>
<td>56,242</td>
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<tr>
<td><strong>New</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>49,609</td>
<td>6,633</td>
<td></td>
<td>56,242</td>
</tr>
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</table>

<table>
<thead>
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<th></th>
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<th>Nonbilingual</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>53,394</td>
<td>56,242</td>
</tr>
<tr>
<td><strong>New</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>281</td>
<td>11,248</td>
<td>11,529</td>
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</table>

### Private Schools

<table>
<thead>
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<th>Combined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1,763</td>
<td>2,504</td>
<td>10,304</td>
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<tr>
<td><strong>New</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8,666</td>
<td>2,863</td>
<td></td>
<td>11,529</td>
</tr>
</tbody>
</table>

### 15. Weighting

Weighting of the sample units was carried out so as to produce national and state estimates for public schools, teachers, administrators and LEA's. The private sector was weighted so as to produce national and affiliation group estimates.

#### a. Schools and Administrators

Schools were assigned a basic weight at the time of sampling equal to the stratum's sampling interval divided by the school's measure of size. Schools selected from the area frame were assigned a basic weight equal to the inverse of the PSU probability of selection multiplied by the school's basic weight. Administrators were assigned the same basic weight as their schools.

A sampling adjustment factor was applied to certain schools and administrators to account for duplicate records, merged schools or any other circumstance that would affect the school's true probability of selection. Noninterview adjustment factors were calculated to make up for schools or administrators that were eligible for the survey but were not interviewed, usually because
they refused to respond. Ratio adjustment factors were applied to benchmark the sample weights to the original QED universe.

b. LEAs

LEAs were assigned basic weights equal to the inverse of one minus the product of the probabilities of not being selected from each of the three school strata, or

\[
\text{BasicWeight}(\text{subscript i}) = \frac{1}{3} \left( \frac{m(\text{subscript hi})}{1 - (p(\text{subscript i}))} \right) \left( \frac{1}{SI(\text{subscript h})} \right)
\]

where \(m(\text{subscript hi})\) = total measure of size of the schools in grade level \(h\) and LEA \(i\),

\(SI(\text{subscript h})\) = school sampling interval for grade level \(h\),

unless \(m(\text{subscript hi}) > SI(\text{subscript h})\), in which case the LEAs basic weight was assigned to be one. An LEA that had a measure of size \(m(\text{subscript hi})\) greater than the school sampling interval \(SI(\text{subscript h})\) for at least one grade level was considered to be in sample with certainty.

The LEA basic weight was adjusted by a sampling adjustment factor, a noninterview factor, and a ratio adjustment factor which benchmarks the estimated number of LEA's to the number of LEA's on the QED universe file. The sampling adjustment factor adjusts for unusual circumstances affecting the LEA's probability of selection, such as a merger with another LEA, or the splitting up of an LEA.

Note: The following discussion of LEA weights only applies when public and private sector Teacher Demand and Shortage Questionnaire data are contained on the same dataset and linkage of the public TDS file with the Public School file is permitted. For releases that do not permit linkage of these files, or for those that contain only private sector data, there will only be one LEA weight (LEAWGHT) and one set of replicate weights (RW1-RW48).

There are two LEA weights (LEAWGHT1 and LEAWFHT2) for each LEA record on the tape: one for use in making LEA estimates, and one for use in analyses linking schools with LEA's. Analysts who will be linking schools with their respective LEA's in order to obtain school characteristics for LEA's should use LEAWGHT2 in their analysis. The set of replicate weights named RWS1-RWS48 should be used for variance estimation in conjunction with LEAWGHT2. Analysts who will be obtaining only LEA estimates and who will therefore not be linking the school and LEA files should use LEAWGHT1. The set of replicate weights named RW1-RW48 should be used in conjunction with LEAWGHT1. This is the set used for calculation of standard errors in NCES's E.D. Tabs for the Teacher Demand and Shortage Survey.

In the private sector portion of the TDS data tape, LEAWGHT1=LEAWGHT2, and both sets of replicate weights are identical.

c. Teachers

The teacher basic weight is equal to the within school sampling interval multiplied by the school's basic weight. Teacher records could receive either a basic weight from the basic sample or a basic weight from the bilingual supplement or both. These two basic weights were combined by applying a bilingual oversampling adjustment factor to the bilingual teacher weight to account for their two chances of selection. Teacher basic weights were also
adjusted to account for schools that refused to participate in the teacher selection process, and for teachers that were not selected for telephone follow-up and for whom questionnaires were not returned by mail. In addition, teacher and school noninterview adjustment factors and the QED school ratio adjustment factor were also applied to produce the final weight.

16. Variance Estimation

Each of the Schools and Staffing Survey data files includes a set of replicate weights to facilitate variance estimation using the balanced repeated replication method. Each responding school, administrator, district and teacher record has 48 replicate weights which are formed as described below.

a. Schools

Responding public schools were placed into replicates by first creating 48 variance strata within each state. Noncertainty schools were sorted by order of selection within each sampling stratum and consecutive pairs of schools were assigned to variance strata, numbered from 1 to 48. It was required that there be at least two schools in a variance stratum. Therefore, in sampling strata with more than 96 noncertainty schools contiguous variance strata were collapsed, so that there are variance strata with more than 2 schools. In sampling strata with less than 96 schools there are less than 48 variance strata. Within each variance stratum, schools were split into two half-samples. Certainty schools were assigned to their own variance stratum, and to both half-samples in the variance stratum.

Private schools from the list sample were sorted by region, sampling stratum (state x affiliation x level), and order of selection within each sampling stratum. Consecutive pairs of schools were assigned to variance strata numbered from 1 to 48, beginning again with 1 after the 48th pair until all schools in the entire national sample were assigned to a variance stratum. Thus there are 48 variance strata in the nation. Within each variance stratum schools were split into half-samples. Certainty schools were assigned to their own variance stratum, and to both half-samples in the variance stratum. For private schools from the area sample, the noncertainty PSUs (the geographic areas) were sorted by order of selection and paired consecutively to form 33 variance strata. Within each of the eight certainty PSUs, schools were assigned to variance strata in the same manner as the list sample schools.

b. Administrators

Responding administrators were assigned to variance strata and half-samples in the same way as for schools.

c. Teachers

For responding teachers without responding schools, school records were created and variance strata/half-samples were assigned for all schools using the same procedure as described for schools. Responding teachers within a school were assigned to their school's variance stratum/half-sample. Teachers from certainty schools were placed into the same variance stratum as the school, but were split into different half-samples. Certainty teachers from certainty schools received replicate weights of 1.0000.

d. LEA's

Sample schools from responding, noncertainty sample LEA's were assigned to a variance stratum/half-sample using the procedure described for schools above. If there was only one sample school in the LEA, the LEA received the school's set of 48 replicate weights. If there was more than one sample school
in the LEA, the LEA fell into a given replicate if any one of its schools fell into the replicate. Replicate weights for the LEA were recalculated using the same formula described in the weighting section, with the exception that the probability of the LEA being selected in a given school stratum is now divided by 2. Certainty LEA's received replicate weights of 1.0000.

Schools, administrators, and teachers were assigned to replicates using a Hadamard orthogonal matrix of order 48. Partial balancing was achieved because of the combining of variance strata. The replicate weight for the ith sample unit in the kth replicate is equal to twice the full-sample weight when the sample unit is included in the kth replicate, and zero otherwise. The exception is for certainty units, which appear in every replicate and therefore have all nonzero replicate weights, and sample units in variance strata with an odd number in them. All replicate weight fields in certainty units were assigned to their full-sample weight so that they would not contribute to the variance.

A variance estimate is calculated by first calculating the estimate for each replicate, then summing the squared deviations of the replicate estimates from the full-sample estimate, and finally dividing by the number of replicates:

\[ \sigma \left( \hat{y}_{k} - \hat{y} \right)^2 / 48 \]

where \( k = 1, 2, \ldots, 48 \),
\( \hat{y}_{k} = \) kth replicate estimate
\( \hat{y} = \) full sample estimate.

When calculating variance estimates for some small subdomains of interest (e.g., vocational education teachers) sparseness of the data may result in there being no data for some replicates. This can result in either an extremely large variance estimate or failure of the software used to calculate variance at all, and possibly a warning message.

Nonresponse adjustments and ratio estimation factors were not recalculated for each replicate. The effects of imputation are also not reflected in the replicate weights. Finite population correction factors were omitted.

Software which produces variance estimate from replicate weights using balanced repeated replication is available from

Westat Inc
1650 Research Blvd
Rockville, MD 20850

ATTN: Marilyn Rowen (301) 251-4232

The software is called WESVAR and runs under IBM/OS and VAX/VMS systems.


17. Confidentiality Protection Measures

The 1987-88 Schools and Staffing Survey data is released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-USC 1221e-1] and the Carl D. Perkins Vocational Education Act.
Under Public Law 100-297, the National Center for Education Statistics (NCES) is responsible for protecting the confidentiality of individual respondents and is releasing this data tape to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 have been fully implemented, procedures for disclosure avoidance were used in preparing the data tape in this release. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections.

To prevent disclosure of identities of individual schools, administrators, and teachers on the private sector public use data tapes, all geographic identifiers, detailed affiliation and association codes, and stratum codes have been removed. On the Public School, Administrator, and Teacher data tapes, state identifiers and stratum codes have been removed. On the Public School Teacher Demand and Shortage Questionnaire each district's FIPS state code and Census region designation have been left on the file. However, linkage of this file with the Public School, Administrator, and Teacher files is no longer possible in order to protect the identities of individual teachers and administrators.

On the private School, Administrator, and Teacher files, continuous variables that would permit disclosure of school, teacher, or administrator identity have been coded into categories. Some categorical variables that were a disclosure problem have been recoded into new categories. The detailed affiliation codes have been collapsed into three categories: Catholic, Other Religious, and Non-sectarian. The new categories are defined for the appropriate source codes on the attached tape record layouts. A few items have been deleted from the files altogether because of disclosure problems. These will be missing on the record layouts. Since the data on the Public School Teacher Demand and Shortage file cannot be linked to data on the public School, Administrator, or Teacher files, continuous variables on this file have not been categorized. However, district names and addresses have been deleted from the file to protect the identity of individual districts.
### 18. Public Sector Survey Response Rates

1987-88 Weighted Response Rates
Public Sector

<table>
<thead>
<tr>
<th>State</th>
<th>LEA</th>
<th>Administrator</th>
<th>School</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>All States</td>
<td>90.8</td>
<td>94.4</td>
<td>91.9</td>
<td>86.4</td>
</tr>
<tr>
<td>ALABAMA</td>
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<td>98.3</td>
<td>96.6</td>
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</tr>
<tr>
<td>ALASKA</td>
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<td>99.0</td>
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<td>90.1</td>
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<tr>
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<tr>
<td>ARKANSAS</td>
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<tr>
<td>CALIFORNIA</td>
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<td>92.0</td>
<td>88.0</td>
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<td>COLORADO</td>
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<td>99.1</td>
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<tr>
<td>CONNECTICUT</td>
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<td>93.5</td>
<td>91.2</td>
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</table>
19. Private Sector Survey Response Rates

SASS 1987-88 Weighted Response Rates
Private Sector

<table>
<thead>
<tr>
<th></th>
<th>Demand and Shortage</th>
<th>Administrator</th>
<th>School</th>
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## Public Sector Sample Sizes

**1987-88 Schools and Staffing Survey**

### Public Sector Sample Sizes

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## Private Sector Sample Sizes

**1987-88 Schools and Staffing Survey**  
**Private School Sample Sizes**

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<th>Combined</th>
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plus 551 schools sampled from the area frame.
Both SAS and EBCDIC files contain only survey respondents.

All fields on both SAS and EBCDIC files contain only numeric data and blanks.

There are no implied decimals in any fields on the SAS files; i.e. if a field is supposed to contain a decimal point, it does. There are no decimal points in any field on the EBCDIC files.

On the SAS file, nonresponse codes (9, 99, 999, etc.) for most source codes have been recoded to '.', the SAS missing value symbol for numeric variables, for source codes where a blank is not a possible value. On the EBCDIC files, these nonresponse codes have been recoded to blanks. On the Public and Private School Questionnaire, the only fields still containing 9's are SSC023-SSC047, SSC293-SSC299. On the Public and Private Teacher Demand and Shortage files, fields containing 9's are DSC060-DSC063, and DSC065-DSC072. On the Public and Private Administrator file, fields containing 9's are ASC012-ASC036, ASC041, ASC043-ASC050, ASC056-ASC059, AC063-ASC071, and ASC112-ASC118. On the Public and Private Teacher file, fields containing 9's are TSC013-TSC016, TSC018-TSC022, TSC028-TSC030, TSC032-TSC072, TSC074, TSC078, TSC081, TSC083-TSC084, TSC090-TSC093, TSC100-TSC127, TSC129-TSC130, TSC132-TSC156, TSC158-TSC228, TSC289, TSC311-TSC317, TSC325, and TSC327. By not recoding nonresponse codes to missing values for these items, it is possible to distinguish between nonresponses and 'legitimate' blanks, which arise from skip patterns in the questionnaire, or from items which contain the instructions "mark all that apply." This will be important for calculating item response rates. However, it may be necessary to set the nonresponse codes to '.' for other programming applications. The following SAS code is an example of how this can be done.

To set all nonresponse codes in item 36 on the Private School Survey file to missing:

```sas
ARRAY ITEM361 SSC293-SSC298;
ARRAY ITEM362 SSC299;
DO OVER ITEM361;
   IF ITEM361=9 THEN ITEM361=.;
END;
DO OVER ITEM362;
   IF ITEM362=99 THEN ITEM362=.;
END;
```
## 23. Census Region Definitions

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a. District

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ASC076  Num  8  965  HOURS SPENT-ADMINISTRATION
ASC077  Num  8  973  HOURS SPENT-CURRICULUM MATTERS
ASC078  Num  8  981  HRS SPENT-TEACHER SUPERVISION/EVAL
ASC079  Num  8  989  HOURS SPENT-WORKING WITH TEACHERS
ASC080  Num  8  997  HOURS SPENT-STUDENT DISCIPLINE
ASC081  Num  8  1005  HRS SPENT-WORKING W/ STUDENTS/TEACHRS
ASC082  Num  8  1013  HOURS SPENT-PARENT/COMMUNITY RELATONS
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ASC084  Num  8  1029  HOURS SPENT-PREPARATION FOR CLASSES
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ASC105  Num  8  1197  HIRE FT TEACHERS-SCH DIST/GOV BOARD
ASC106  Num  8  1205  HIRE FT TEACHERS-PRINCIPAL/HEAD
ASC107  Num  8  1213  HIRE FT TEACHERS-TEACHERS
ASC108  Num  8  1221  SET DISIPLINE POLICY-SCH DIST/GOV BOARD
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ASC115  Num  8  1277  FILL VACANCIES-TEACHER OF ANOTHER GR/SUBJ
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NO SPECIAL ADMISSION REQUIREMENTS
PREKINDERGARTEN OFFERED?
PREKINDERGARTEN TOTAL ENROLLMENT
KINDERGARTEN OFFERED?
KINDERGARTEN TOTAL ENROLLMENT
1ST GRADE OFFERED?
1ST GRADE TOTAL ENROLLMENT
2ND GRADE OFFERED?
2ND GRADE TOTAL ENROLLMENT
3RD GRADE OFFERED?
3RD GRADE TOTAL ENROLLMENT
4TH GRADE OFFERED?
4TH GRADE TOTAL ENROLLMENT
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6TH GRADE TOTAL ENROLLMENT
7TH GRADE OFFERED?
7TH GRADE TOTAL ENROLLMENT
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11TH GRADE TOTAL ENROLLMENT
12TH GRADE OFFERED?
12TH GRADE TOTAL ENROLLMENT
UNGRADED OFFERED?
UNGRADED TOTAL ENROLLMENT
TOTAL STUDENTS
% STUDENTS ENROLLED AT BEGN/YR & END/YR
SCHOOL NOT IN OPERATION 86-87
SCHOOL HAVE AN 12TH GRADE STUDENTS
% 12TH GR ENROLLED ACADMIC/COLLGE PREP
12TH GRADE GRADUATES
% GRADUATES APPLYING TO 2,4 YR COLLGES
SELF-CONTAINED CLASSES
TEAM TEACHING
DEPARTMENTALIZED SITUATION
SELF-CONTAINED
TEAM TEACHING
DEPARTMENTALIZED SITUATION
ASSIGNED FULL-TIME TEACHERS
PERSONNEL DO SOME PART-TIME TEACHING
TOTAL TEACHERS REGULARLY EMPLOYED
% TEACHERS W/LESS THAN 3 YEARS EXP
% TEACHERS W/3-9 YEARS EXP
% TEACHERS W/10-20 YEARS EXP
% TEACHERS W/MORE THAN 20 YEARS EXP
TCHRS HAVING BEYOND BACHELORS DEGREE
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382 LEA SIZE (NUMBER OF STUDENTS)
381 LEVEL
388 LOCALE—CC, URBAN, RURAL
384 NUMBER OF MINORITY STUDENTS
386 NUMBER OF MINORITY TEACHERS
390 PROGRAM TYPE OF THE SCHOOL
385 PERCENT OF MINORITY STUDENTS
387 PERCENT OF MINORITY TEACHERS
379 RACE ETHNICITY
7 CENSUS REGION
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TSC073  Num  7  912  NO BACHELORS DEGREE EARNED
TSC074  Num  7  919  CITY AND STATE WHERE COLLEGE IS LOCATED
TSC075  Num  7  926  PRIMARY TEACHING ASSIGNMENT FIELD
TSC076  Num  7  933  TCHING SCHEDUL DIVIDED BETWEEN 2 FIELDS
TSC077  Num  7  940  SOME CLASSES IN OTHER FIELDS
TSC078  Num  7  947  FIELD WHERE 2ND MOST CLASSES ARE TAUGHT
TSC079  Num  7  954  FIELD WHERE BEST QUALIFIED TO TEACH
TSC080  Num  7  961  FEEL QUALIFIED TO TEACH ANY OTHER FIELD
TSC081  Num  7  968  FIELD SECOND BEST QUALIFIED FOR
TSC082  Num  7  975  PRIMARY TEACHING ASGMT FIELD CHANGED
TSC083  Num  7  982  PREVIOUS PRIMARY ASSIGNMENT FIELD
TSC084  Num  7  989  YRS PRIM ASGMT FIELD REMAINED UNCHANGED
TSC085  Num  7  996  PRIM ASGMT FIELD UNDERGRAD SEM COURSES
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GRADE LEVEL OF STUDENTS-UNGRADED
DESCRIPTION OF CLASS ORGANIZATION
ENROLLMENT OF CLASS TAUGHT IN RECENT WK
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HRS SPENT TEACHING-ARITHMETIC/MATH
HRS SPENT TEACHING-SOCIAL SCIENCE/HIST
HRS SPENT TEACHING-SCIENCE
HOMEWORK ASSIGNED MOST RECENT WEEK
ACHIEVE LEVEL OF STUDENTS REL TO OTHERS
SCHOOL DAY IS NOT ORGANIZED BY CLASS PER
SUBJ MATTER CODE-CLASS PERIOD 1
PERIODS PER WEEK-CLASS PERIOD 1
GRADE LEVEL-CLASS PERIOD 1
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58 REPWGT48 Num 8 463 REPlicate weight 48
59 TSC010 Num 7 471 PRIMARY ASSIGNMENT AT THIS SCHOOL
60 TSC011 Num 7 478 CLASSIFICATION OF POSITION AS EMPLOYEE
61 TSC012 Num 7 485 TEACHING ASSIGNMENT AT THIS SCHOOL
62 TSC013 Num 7 492 CHECKED ITEM A
63 TSC014 Num 7 499 OTHER ASSIGNMENT AT THIS SCHOOL
64 TSC015 Num 7 506 OTHR PRIMARY ACTIV OUTSIDE OF TEACHING
65 TSC016 Num 7 513 YR OF FIRST FULL-TIME TEACHNG POSITION
66 TSC017 Num 7 520 NEVER TAUGHT FULL-TIME
67 TSC018 Num 7 527 SCHOOL LEVEL TAUGHT-PREKINDERGARTEN
68 TSC019 Num 7 534 SCHOOL LEVEL TAUGHT-ELEMENTARY
69 TSC020 Num 7 541 SCHOOL LEVEL TAUGHT-MIDDLE/JUNIOR HIGH
70 TSC021 Num 7 548 SCHOOL LEVEL TAUGHT-SENIOR HIGH
71 TSC022 Num 7 555 SCHOOL LEVEL TAUGHT-POSTSECONDARY
72 TSC023 Num 7 562 YRS FULL-TIME TEACHING-PUBLIC SCHOOLS
73 TSC024 Num 7 569 YRS PART-TIME TEACHING-PUBLIC SCHOOLS
74 TSC025 Num 7 576 YRS FULL-TIME TEACHING-PRIVATE SCHOOLS
75 TSC026 Num 7 583 YRS PART-TIME TEACHING-PRIVATE SCHOOLS
76 TSC027 Num 7 590 BREAKS IN SERVICE OF ONE YR OR MORE
77 TSC028 Num 7 597 BREAKS DUE TO REDUCTION-IN-FORCE/LAY-OFF
78 TSC029 Num 7 604 #OF BREAKS DUE TO REDUCT-N-FORCE/LAY-OFF
79 TSC030 Num 7 611 NUMBER OF CONSECUTIVE YEARS TEACHING
80 TSC031 Num 7 618 WHAT YEAR BEGIN TEACHING IN THIS SCH
81 TSC032 Num 7 625 MAIN ACTIV BEFORE TEACHING IN THIS SCH
82 TSC033 Num 7 632 STATE WHERE TAUGHT LAST YEAR
83 TSC034 Num 7 639 MAIN ACTIV BEFORE TEACHING IN THIS SCH
84 TSC035 Num 7 646 PREVIOUS OCCUPATION IN FIELD OF EDUC
85 TSC036 Num 7 653 KIND OF BUSINESS
86 TSC037 Num 7 660 KIND OF WORK
87 TSC038 Num 7 667 CLASSIFICATION AT THAT JOB
88 TSC039 Num 7 674 DEGREES EARNED-ASSOCIATE DEGREE
89 TSC040 Num 7 681 MAJOR FIELD CODE-ASSOCIATE DEGREE
90 TSC041 Num 7 688 2ND MAJOR FIELD CODE-ASSOCIATE DEGREE
91 TSC042 Num 7 695 YEAR DEGREE RECEIVED-ASSOCIATE DEGREE
92 TSC043 Num 7 702 DEGREES EARNED-BACHELORS DEGREE
93 TSC044 Num 7 709 MAJOR FIELD CODE-BACHELORS DEGREE
94 TSC045 Num 7 716 2ND MAJOR FIELD CODE-BACHELORS DEGREE
95 TSC046 Num 7 723 YEAR DEGREE RECEIVED-BACHELORS DEGREE
96 TSC047 Num 7 730 DEGREES EARNED-2ND BACHELORS
97 TSC048 Num 7 737 MAJOR FIELD CODE-2ND BACHELORS
98 TSC049 Num 7 744 2ND MAJOR FIELD CODE-2ND BACHELORS
99 TSC050 Num 7 751 YEAR DEGREE RECEIVED-2ND BACHELORS
100 TSC051 Num 7 758 DEGREES EARNED-MASTERS DEGREE
101 TSC052 Num 7 765 MAJOR FIELD CODE-MASTERS DEGREE
102 TSC053 Num 7 772 SECOND MAJOR FIELD CODE-MASTERS DEGREE
103 TSC054 Num 7 779 YEAR DEGREE RECEIVED-MASTERS DEGREE
104 TSC055 Num 7 786 DEGREES EARNED-2ND MASTERS
105 TSC056 Num 7 793 MAJOR FIELD CODE-2ND MASTERS
106 TSC057 Num 7 800 SECOND MAJOR FIELD CODE-2ND MASTERS
107 TSC058 Num 7 807 YEAR DEGREE RECEIVED-2ND MASTERS
108 TSC059 Num 7 814 DEGREES EARNED-EDUCATION SPEC/PROF DIPL
109 TSC060 Num 7 821 MAJOR FIELD CODE-EDUCAT SPEC/PROF DIPL
110 TSC061 Num 7 828 2ND MAJR FIELD CODE-EDUC SPEC/PROF DIPL
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25. Tape Record Layout for EBCDIC District, Administrator, School, and Teacher Files

a. District

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/* 0002 */ @02 CNTLNUM $CHAR7. /* 0002 - 0008 */
/* 0003 */ @09 LEACNTL $CHAR7. /* 0009 - 0015 */
/* 0004 */ @16 SECTOR 1.0 /* 0016 - 0016 */
/* 0005 */ @17 REGION 1.0 /* 0017 - 0017 */
/* 0006 */ @18 STATE 2.0 /* 0018 - 0019 */
/* 0007 */ @20 LEAWGTL 16.9 /* 0020 - 0035 */
/* 0008 */ @36 LEAWGTS 16.9 /* 0036 - 0051 */
/* 0009 */ @52 REPWTL1 16.9 /* 0052 - 0067 */
/* 0010 */ @68 REPWTL2 16.9 /* 0068 - 0083 */
/* 0011 */ @84 REPWTL3 16.9 /* 0084 - 0099 */
/* 0012 */ @100 REPWTL4 16.9 /* 0100 - 1015 */
/* 0013 */ @116 REPWTL5 16.9 /* 0116 - 1031 */
/* 0014 */ @132 REPWTL6 16.9 /* 0132 - 1047 */
/* 0015 */ @148 REPWTL7 16.9 /* 0148 - 1063 */
/* 0016 */ @164 REPWTL8 16.9 /* 0164 - 1079 */
/* 0017 */ @180 REPWTL9 16.9 /* 0180 - 1095 */
/* 0018 */ @196 REPWTL10 16.9 /* 0196 - 1111 */
/* 0019 */ @212 REPWTL11 16.9 /* 0212 - 1127 */
/* 0020 */ @228 REPWTL12 16.9 /* 0228 - 1143 */
/* 0021 */ @244 REPWTL13 16.9 /* 0244 - 1159 */
/* 0022 */ @260 REPWTL14 16.9 /* 0260 - 1175 */
/* 0023 */ @276 REPWTL15 16.9 /* 0276 - 1191 */
/* 0024 */ @292 REPWTL16 16.9 /* 0292 - 1207 */
/* 0025 */ @308 REPWTL17 16.9 /* 0308 - 1223 */
/* 0026 */ @324 REPWTL18 16.9 /* 0324 - 1239 */
/* 0027 */ @340 REPWTL19 16.9 /* 0340 - 1255 */
/* 0028 */ @356 REPWTL20 16.9 /* 0356 - 1271 */
/* 0029 */ @372 REPWTL21 16.9 /* 0372 - 1287 */
/* 0030 */ @388 REPWTL22 16.9 /* 0388 - 1303 */
/* 0031 */ @404 REPWTL23 16.9 /* 0404 - 1319 */
/* 0032 */ @420 REPWTL24 16.9 /* 0420 - 1335 */
/* 0033 */ @436 REPWTL25 16.9 /* 0436 - 1351 */
/* 0034 */ @452 REPWTL26 16.9 /* 0452 - 1367 */
/* 0035 */ @468 REPWTL27 16.9 /* 0468 - 1383 */
/* 0036 */ @484 REPWTL28 16.9 /* 0484 - 1399 */
/* 0037 */ @500 REPWTL29 16.9 /* 0500 - 1415 */
/* 0038 */ @516 REPWTL30 16.9 /* 0516 - 1431 */
/* 0039 */ @532 REPWTL31 16.9 /* 0532 - 1447 */
/* 0040 */ @548 REPWTL32 16.9 /* 0548 - 1463 */
/* 0041 */ @564 REPWTL33 16.9 /* 0564 - 1479 */
/* 0042 */ @580 REPWTL34 16.9 /* 0580 - 1495 */
/* 0043 */ @596 REPWTL35 16.9 /* 0596 - 1511 */
/* 0044 */ @612 REPWTL36 16.9 /* 0612 - 1527 */
/* 0045 */ @628 REPWTL37 16.9 /* 0628 - 1543 */
/* 0046 */ @644 REPWTL38 16.9 /* 0644 - 1559 */
/* 0047 */ @660 REPWTL39 16.9 /* 0660 - 1575 */
/* 0048 */ @676 REPWTL40 16.9 /* 0676 - 1591 */
/* 0049 */ @692 REPWTL41 16.9 /* 0692 - 1607 */
/* 0050 */ @708 REPWTL42 16.9 /* 0708 - 1623 */
/* 0051 */ @724 REPWTL43 16.9 /* 0724 - 1639 */
/* 0052 */ @740 REPWTL44 16.9 /* 0740 - 1655 */
/* 0053 */ @756 REPWTL45 16.9 /* 0756 - 1671 */
/* 0054 */ @772 REPWTL46 16.9 /* 0772 - 1687 */
/* 0055 */ @788 REPWTL47 16.9 /* 0788 - 1703 */
/* 0177 */ @819 DSC083  5.0 /* 0819 - 0823 */
/* 0178 */ @824 DSC084  5.0 /* 0824 - 0828 */
/* 0179 */ @829 DSC085  5.0 /* 0829 - 0833 */
/* 0180 */ @834 DSC086  1.0 /* 0834 - 0834 */
/* 0181 */ @835 DSC087  1.0 /* 0835 - 0835 */
/* 0182 */ @836 DSC088  1.0 /* 0836 - 0836 */
/* 0183 */ @837 DSC089  1.0 /* 0837 - 0837 */
/* 0184 */ @838 DSC090  1.0 /* 0838 - 0838 */
/* 0185 */ @839 DSC091  1.0 /* 0839 - 0839 */
/* 0186 */ @840 DSC092  1.0 /* 0840 - 0840 */
/* 0187 */ @841 DSC093  1.0 /* 0841 - 0841 */
/* 0188 */ @842 DSC094  1.0 /* 0842 - 0842 */
/* 0189 */ @843 DSC095  1.0 /* 0843 - 0843 */
/* 0190 */ @844 DSC096  1.0 /* 0844 - 0844 */
/* 0191 */ @845 DSC097  1.0 /* 0845 - 0845 */
/* 0192 */ @846 DSC098  1.0 /* 0846 - 0846 */
/* 0193 */ @847 DSC099  1.0 /* 0847 - 0847 */
/* 0194 */ @848 DSC100  1.0 /* 0848 - 0848 */
/* 0195 */ @849 DSC101  1.0 /* 0849 - 0849 */
/* 0196 */ @850 DSC102  1.0 /* 0850 - 0850 */
/* 0197 */ @851 DSC103  1.0 /* 0851 - 0851 */
/* 0198 */ @852 DSC104  1.0 /* 0852 - 0852 */
/* 0199 */ @853 DSC105  1.0 /* 0853 - 0853 */
/* 0200 */ @854 DSC106  1.0 /* 0854 - 0854 */
/* 0201 */ @855 DSC107  1.0 /* 0855 - 0855 */
/* 0202 */ @856 DSC108  1.0 /* 0856 - 0856 */
/* 0203 */ @857 DSC109  1.0 /* 0857 - 0857 */
/* 0204 */ @858 DSC110  1.0 /* 0858 - 0858 */
/* 0205 */ @859 DSC111  1.0 /* 0859 - 0859 */
/* 0206 */ @860 DSC112  1.0 /* 0860 - 0860 */
/* 0207 */ @861 DSC113  1.0 /* 0861 - 0861 */
/* 0208 */ @862 DSC114  1.0 /* 0862 - 0862 */
/* 0209 */ @863 DSC115  1.0 /* 0863 - 0863 */
/* 0210 */ @864 DSC116  1.0 /* 0864 - 0864 */
/* 0211 */ @865 DSC117  1.0 /* 0865 - 0865 */
/* 0212 */ @866 DSC118  1.0 /* 0866 - 0866 */
/* 0213 */ @867 DSC119  1.0 /* 0867 - 0867 */
/* 0214 */ @868 DSC120  1.0 /* 0868 - 0868 */
/* 0215 */ @869 DSC121  1.0 /* 0869 - 0869 */
/* 0216 */ @870 DSC122  1.0 /* 0870 - 0870 */
/* 0217 */ @871 DSC123  1.0 /* 0871 - 0871 */
/* 0218 */ @872 DSC124  1.0 /* 0872 - 0872 */
/* 0219 */ @873 DSC125  2.0 /* 0873 - 0874 */
/* 0220 */ @875 DSC126  1.0 /* 0875 - 0875 */
/* 0221 */ @876 DSC127  2.0 /* 0876 - 0877 */
/* 0222 */ @878 DSC128  1.0 /* 0878 - 0878 */
/* 0223 */ @879 DSC129  2.0 /* 0879 - 0880 */
/* 0224 */ @881 DSC130  1.0 /* 0881 - 0881 */
/* 0225 */ @882 DSC131  3.1 /* 0882 - 0884 */
/* 0226 */ @885 DSC132  3.1 /* 0885 - 0887 */
/* 0227 */ @888 DSC133  3.1 /* 0888 - 0890 */
/* 0228 */ @891 DSC134  3.1 /* 0891 - 0893 */
/* 0229 */ @894 DSC135  3.1 /* 0894 - 0896 */
/* 0230 */ @897 DSC136  3.1 /* 0897 - 0899 */
/* 0231 */ @900 DSC137  3.1 /* 0900 - 0902 */
/* 0232 */ @903 DSC138  3.1 /* 0903 - 0905 */
/* 0233 */ @906 DSC139  3.1 /* 0906 - 0908 */
/* 0234 */ @909 DSC140  3.1 /* 0909 - 0911 */
/* 0235 */ @912 DSC141  3.1 /* 0912 - 0914 */
/* 0236 */ @915 DSC142  3.1 /* 0915 - 0917 */
/* 0237 */ @918 DSC143  1.0 /* 0918 - 0918 */
/* 0298 */ @22    F_DSC050  1.0          /* 0022 - 0022 */
/* 0299 */ @23    F_DSC051  1.0          /* 0023 - 0023 */
/* 0300 */ @24    F_DSC052  1.0          /* 0024 - 0024 */
/* 0301 */ @25    F_DSC053  1.0          /* 0025 - 0025 */
/* 0302 */ @26    F_DSC054  1.0          /* 0026 - 0026 */
/* 0303 */ @27    F_DSC055  1.0          /* 0027 - 0027 */
/* 0304 */ @28    F_DSC056  1.0          /* 0028 - 0028 */
/* 0305 */ @29    F_DSC057  1.0          /* 0029 - 0029 */
/* 0306 */ @30    F_DSC058  1.0          /* 0030 - 0030 */
/* 0307 */ @31    F_DSC059  1.0          /* 0031 - 0031 */
/* 0308 */ @32    F_DSC060  1.0          /* 0032 - 0032 */
/* 0309 */ @33    F_DSC061  1.0          /* 0033 - 0033 */
/* 0310 */ @34    F_DSC062  1.0          /* 0034 - 0034 */
/* 0311 */ @35    F_DSC063  1.0          /* 0035 - 0035 */
/* 0312 */ @36    F_DSC064  1.0          /* 0036 - 0036 */
/* 0313 */ @37    F_DSC065  1.0          /* 0037 - 0037 */
/* 0314 */ @38    F_DSC066  1.0          /* 0038 - 0038 */
/* 0315 */ @39    F_DSC067  1.0          /* 0039 - 0039 */
/* 0316 */ @40    F_DSC068  1.0          /* 0040 - 0040 */
/* 0317 */ @41    F_DSC069  1.0          /* 0041 - 0041 */
/* 0318 */ @42    F_DSC070  1.0          /* 0042 - 0042 */
/* 0319 */ @43    F_DSC071  1.0          /* 0043 - 0043 */
/* 0320 */ @44    F_DSC072  1.0          /* 0044 - 0044 */
/* 0321 */ @45    F_DSC073  1.0          /* 0045 - 0045 */
/* 0322 */ @46    F_DSC074  1.0          /* 0046 - 0046 */
/* 0323 */ @47    F_DSC075  1.0          /* 0047 - 0047 */
/* 0324 */ @48    F_DSC076  1.0          /* 0048 - 0048 */
/* 0325 */ @49    F_DSC077  1.0          /* 0049 - 0049 */
/* 0326 */ @50    F_DSC078  1.0          /* 0050 - 0050 */
/* 0327 */ @51    F_DSC079  1.0          /* 0051 - 0051 */
/* 0328 */ @52    F_DSC080  1.0          /* 0052 - 0052 */
/* 0329 */ @53    F_DSC081  1.0          /* 0053 - 0053 */
/* 0330 */ @54    F_DSC082  1.0          /* 0054 - 0054 */
/* 0331 */ @55    F_DSC083  1.0          /* 0055 - 0055 */
/* 0332 */ @56    F_DSC084  1.0          /* 0056 - 0056 */
/* 0333 */ @57    F_DSC085  1.0          /* 0057 - 0057 */
/* 0334 */ @58    F_DSC086  1.0          /* 0058 - 0058 */
/* 0335 */ @59    F_DSC087  1.0          /* 0059 - 0059 */
/* 0336 */ @60    F_DSC088  1.0          /* 0060 - 0060 */
/* 0337 */ @61    F_DSC089  1.0          /* 0061 - 0061 */
/* 0338 */ @62    F_DSC090  1.0          /* 0062 - 0062 */
/* 0339 */ @63    F_DSC091  1.0          /* 0063 - 0063 */
/* 0340 */ @64    F_DSC092  1.0          /* 0064 - 0064 */
/* 0341 */ @65    F_DSC093  1.0          /* 0065 - 0065 */
/* 0342 */ @66    F_DSC094  1.0          /* 0066 - 0066 */
/* 0343 */ @67    F_DSC095  1.0          /* 0067 - 0067 */
/* 0344 */ @68    F_DSC096  1.0          /* 0068 - 0068 */
/* 0345 */ @69    F_DSC097  1.0          /* 0069 - 0069 */
/* 0346 */ @70    F_DSC098  1.0          /* 0070 - 0070 */
/* 0347 */ @71    F_DSC099  1.0          /* 0071 - 0071 */
/* 0348 */ @72    F_DSC100  1.0          /* 0072 - 0072 */
/* 0349 */ @73    F_DSC101  1.0          /* 0073 - 0073 */
/* 0350 */ @74    F_DSC102  1.0          /* 0074 - 0074 */
/* 0351 */ @75    F_DSC103  1.0          /* 0075 - 0075 */
/* 0352 */ @76    F_DSC104  1.0          /* 0076 - 0076 */
/* 0353 */ @77    F_DSC105  1.0          /* 0077 - 0077 */
/* 0354 */ @78    F_DSC106  1.0          /* 0078 - 0078 */
/* 0355 */ @79    F_DSC107  1.0          /* 0079 - 0079 */
/* 0356 */ @80    F_DSC108  1.0          /* 0080 - 0080 */
/* 0357 */ @81    F_DSC109  1.0          /* 0081 - 0081 */
/* 0358 */ @82    F_DSC110  1.0          /* 0082 - 0082 */
/* 0359 */  @83  F_DSC111  1.0          /* 0083 - 0083 */
/* 0360 */  @84  F_DSC112  1.0          /* 0084 - 0084 */
/* 0361 */  @85  F_DSC113  1.0          /* 0085 - 0085 */
/* 0362 */  @86  F_DSC114  1.0          /* 0086 - 0086 */
/* 0363 */  @87  F_DSC115  1.0          /* 0087 - 0087 */
/* 0364 */  @88  F_DSC116  1.0          /* 0088 - 0088 */
/* 0365 */  @89  F_DSC117  1.0          /* 0089 - 0089 */
/* 0366 */  @90  F_DSC118  1.0          /* 0090 - 0090 */
/* 0367 */  @91  F_DSC119  1.0          /* 0091 - 0091 */
/* 0368 */  @92  F_DSC120  1.0          /* 0092 - 0092 */
/* 0369 */  @93  F_DSC121  1.0          /* 0093 - 0093 */
/* 0370 */  @94  F_DSC122  1.0          /* 0094 - 0094 */
/* 0371 */  @95  F_DSC123  1.0          /* 0095 - 0095 */
/* 0372 */  @96  F_DSC124  1.0          /* 0096 - 0096 */
/* 0373 */  @97  F_DSC125  1.0          /* 0097 - 0097 */
/* 0374 */  @98  F_DSC126  1.0          /* 0098 - 0098 */
/* 0375 */  @99  F_DSC127  1.0          /* 0099 - 0099 */
/* 0376 */  @100 F_DSC128  1.0          /* 0100 - 0100 */
/* 0377 */  @101 F_DSC129  1.0          /* 0101 - 0101 */
/* 0378 */  @102 F_DSC130  1.0          /* 0102 - 0102 */
/* 0379 */  @103 F_DSC131  1.0          /* 0103 - 0103 */
/* 0380 */  @104 F_DSC132  1.0          /* 0104 - 0104 */
/* 0381 */  @105 F_DSC133  1.0          /* 0105 - 0105 */
/* 0382 */  @106 F_DSC134  1.0          /* 0106 - 0106 */
/* 0383 */  @107 F_DSC135  1.0          /* 0107 - 0107 */
/* 0384 */  @108 F_DSC136  1.0          /* 0108 - 0108 */
/* 0385 */  @109 F_DSC137  1.0          /* 0109 - 0109 */
/* 0386 */  @110 F_DSC138  1.0          /* 0110 - 0110 */
/* 0387 */  @111 F_DSC139  1.0          /* 0111 - 0111 */
/* 0388 */  @112 F_DSC140  1.0          /* 0112 - 0112 */
/* 0389 */  @113 F_DSC141  1.0          /* 0113 - 0113 */
/* 0390 */  @114 F_DSC142  1.0          /* 0114 - 0114 */
/* 0391 */  @115 F_DSC143  1.0          /* 0115 - 0115 */
/* 0392 */  @116 F_DSC144  1.0          /* 0116 - 0116 */
/* 0393 */  @117 F_DSC145  1.0          /* 0117 - 0117 */
/* 0394 */  @118 F_DSC146  1.0          /* 0118 - 0118 */
/* 0395 */  @119 F_DSC147  1.0          /* 0119 - 0119 */
/* 0396 */  @120 F_DSC148  1.0          /* 0120 - 0120 */
/* 0397 */  @121 F_DSC149  1.0          /* 0121 - 0121 */
/* 0398 */  @122 F_DSC150  1.0          /* 0122 - 0122 */
/* 0399 */  @123 F_DSC151  1.0          /* 0123 - 0123 */
/* 0400 */  @124 F_DSC152  1.0          /* 0124 - 0124 */
/* 0401 */  @125 F_DSC153  1.0          /* 0125 - 0125 */
/* 0402 */  @126 F_DSC154  1.0          /* 0126 - 0126 */
/* 0403 */  @127 F_DSC155  1.0          /* 0127 - 0127 */
/* 0404 */  @128 F_DSC156  1.0          /* 0128 - 0128 */
/* 0405 */  @129 F_DSC157  1.0          /* 0129 - 0129 */
/* 0406 */  @130 F_DSC158  1.0          /* 0130 - 0130 */

;  
RUN;
b. Administrator

PUT
/* 0001 */ @1 SURVEY 1.0 /* 0001 - 0001 */
/* 0002 */ @2_CNTLNUM $CHAR11. /* 0002 - 0012 */
/* 0003 */ @2_LEACNTL $CHAR7. /* 0003 - 0019 */
/* 0004 */ @20_SCHCNTL $CHAR11. /* 0020 - 0030 */
/* 0005 */ @31_SECTOR 1.0 /* 0031 - 0031 */
/* 0006 */ @32_REGION 1.0 /* 0032 - 0032 */
/* 0007 */ @33_STATE 2.0 /* 0033 - 0034 */
/* 0008 */ @35_LOCALE 1.0 /* 0035 - 0035 */
/* 0009 */ @36_URBANIC 1.0 /* 0036 - 0036 */
/* 0010 */ @37_AFFIL 1.0 /* 0037 - 0037 */
/* 0011 */ @38TYPOLOGY 1.0 /* 0038 - 0038 */
/* 0012 */ @39_ADMWGT 16.9 /* 0039 - 0054 */
/* 0013 */ @55_REPWGT1 16.9 /* 0055 - 0070 */
/* 0014 */ @71_REPWGT2 16.9 /* 0071 - 0086 */
/* 0015 */ @87_REPWGT3 16.9 /* 0087 - 0102 */
/* 0016 */ @103_REPWGT4 16.9 /* 0103 - 0118 */
/* 0017 */ @55_REPWGT5 16.9 /* 0119 - 0134 */
/* 0018 */ @135_REPWGT6 16.9 /* 0135 - 0150 */
/* 0019 */ @151_REPWGT7 16.9 /* 0151 - 0166 */
/* 0020 */ @167_REPWGT8 16.9 /* 0167 - 0182 */
/* 0021 */ @183_REPWGT9 16.9 /* 0183 - 0198 */
/* 0022 */ @199_REPWGT10 16.9 /* 0199 - 0214 */
/* 0023 */ @215_REPWGT11 16.9 /* 0215 - 0230 */
/* 0024 */ @231_REPWGT12 16.9 /* 0231 - 0246 */
/* 0025 */ @247_REPWGT13 16.9 /* 0247 - 0262 */
/* 0026 */ @263_REPWGT14 16.9 /* 0263 - 0278 */
/* 0027 */ @279_REPWGT15 16.9 /* 0279 - 0294 */
/* 0028 */ @295_REPWGT16 16.9 /* 0295 - 0310 */
/* 0029 */ @311_REPWGT17 16.9 /* 0311 - 0326 */
/* 0030 */ @327_REPWGT18 16.9 /* 0327 - 0342 */
/* 0031 */ @343_REPWGT19 16.9 /* 0343 - 0358 */
/* 0032 */ @359_REPWGT20 16.9 /* 0359 - 0374 */
/* 0033 */ @375_REPWGT21 16.9 /* 0375 - 0390 */
/* 0034 */ @391_REPWGT22 16.9 /* 0391 - 0406 */
/* 0035 */ @407_REPWGT23 16.9 /* 0407 - 0422 */
/* 0036 */ @423_REPWGT24 16.9 /* 0423 - 0438 */
/* 0037 */ @439_REPWGT25 16.9 /* 0439 - 0454 */
/* 0038 */ @455_REPWGT26 16.9 /* 0455 - 0470 */
/* 0039 */ @471_REPWGT27 16.9 /* 0471 - 0486 */
/* 0040 */ @487_REPWGT28 16.9 /* 0487 - 0502 */
/* 0041 */ @503_REPWGT29 16.9 /* 0503 - 0518 */
/* 0042 */ @519_REPWGT30 16.9 /* 0519 - 0534 */
/* 0043 */ @535_REPWGT31 16.9 /* 0535 - 0550 */
/* 0044 */ @551_REPWGT32 16.9 /* 0551 - 0566 */
/* 0045 */ @567_REPWGT33 16.9 /* 0567 - 0582 */
/* 0046 */ @583_REPWGT34 16.9 /* 0583 - 0598 */
/* 0047 */ @599_REPWGT35 16.9 /* 0599 - 0614 */
/* 0048 */ @615_REPWGT36 16.9 /* 0615 - 0630 */
/* 0049 */ @631_REPWGT37 16.9 /* 0631 - 0646 */
/* 0050 */ @647_REPWGT38 16.9 /* 0647 - 0662 */
/* 0051 */ @663_REPWGT39 16.9 /* 0663 - 0678 */
/* 0052 */ @679_REPWGT40 16.9 /* 0679 - 0694 */
/* 0053 */ @695_REPWGT41 16.9 /* 0695 - 0710 */
/* 0054 */ @711_REPWGT42 16.9 /* 0711 - 0726 */
/* 0055 */ @727_REPWGT43 16.9 /* 0727 - 0742 */
/* 0056 */ @743_REPWGT44 16.9 /* 0743 - 0758 */
/* 0057 */ @759_REPWGT45 16.9 /* 0759 - 0774 */
/* 0058 */ @775_REPWGT46 16.9 /* 0775 - 0790 */
/* 0059 */  @791   REPWGT47  16.9         /* 0791 - 0806 */
/* 0060 */  @807   REPWGT48  16.9         /* 0807 - 0822 */
/* 0061 */  @823   ASC011    1.0          /* 0823 - 0823 */
/* 0062 */  @824   ASC012    1.0          /* 0824 - 0824 */
/* 0063 */  @825   ASC013    2.0          /* 0825 - 0826 */
/* 0064 */  @827   ASC014    2.0          /* 0827 - 0828 */
/* 0065 */  @829   ASC015    1.0          /* 0829 - 0829 */
/* 0066 */  @830   ASC016    2.0          /* 0830 - 0831 */
/* 0067 */  @832   ASC017    2.0          /* 0832 - 0833 */
/* 0068 */  @834   ASC018    1.0          /* 0834 - 0834 */
/* 0069 */  @835   ASC019    2.0          /* 0835 - 0836 */
/* 0070 */  @837   ASC020    2.0          /* 0837 - 0838 */
/* 0071 */  @839   ASC021    1.0          /* 0839 - 0839 */
/* 0072 */  @840   ASC022    2.0          /* 0840 - 0841 */
/* 0073 */  @842   ASC023    2.0          /* 0842 - 0843 */
/* 0074 */  @844   ASC024    1.0          /* 0844 - 0844 */
/* 0075 */  @845   ASC025    2.0          /* 0845 - 0846 */
/* 0076 */  @847   ASC026    2.0          /* 0847 - 0848 */
/* 0077 */  @849   ASC027    1.0          /* 0849 - 0849 */
/* 0078 */  @850   ASC028    2.0          /* 0850 - 0851 */
/* 0079 */  @852   ASC029    2.0          /* 0852 - 0853 */
/* 0080 */  @854   ASC030    1.0          /* 0854 - 0854 */
/* 0081 */  @855   ASC031    2.0          /* 0855 - 0856 */
/* 0082 */  @857   ASC032    2.0          /* 0857 - 0858 */
/* 0083 */  @859   ASC033    1.0          /* 0859 - 0859 */
/* 0084 */  @860   ASC034    2.0          /* 0860 - 0861 */
/* 0085 */  @862   ASC035    2.0          /* 0862 - 0863 */
/* 0086 */  @864   ASC036    1.0          /* 0864 - 0864 */
/* 0087 */  @865   ASC039    2.0          /* 0865 - 0866 */
/* 0088 */  @867   ASC040    2.0          /* 0867 - 0868 */
/* 0089 */  @869   ASC041    2.0          /* 0869 - 0870 */
/* 0090 */  @871   ASC042    1.0          /* 0871 - 0871 */
/* 0091 */  @872   ASC043    1.0          /* 0872 - 0872 */
/* 0092 */  @873   ASC044    2.0          /* 0873 - 0874 */
/* 0093 */  @875   ASC045    1.0          /* 0875 - 0875 */
/* 0094 */  @876   ASC046    1.0          /* 0876 - 0876 */
/* 0095 */  @877   ASC047    1.0          /* 0877 - 0877 */
/* 0096 */  @878   ASC048    1.0          /* 0878 - 0878 */
/* 0097 */  @879   ASC049    1.0          /* 0879 - 0879 */
/* 0098 */  @880   ASC050    1.0          /* 0880 - 0880 */
/* 0099 */  @881   ASC051    2.0          /* 0881 - 0882 */
/* 0100 */  @883   ASC052    2.0          /* 0883 - 0884 */
/* 0101 */  @885   ASC053    2.0          /* 0885 - 0886 */
/* 0102 */  @887   ASC054    2.0          /* 0887 - 0888 */
/* 0103 */  @889   ASC055    2.0          /* 0889 - 0890 */
/* 0104 */  @891   ASC056    1.0          /* 0891 - 0891 */
/* 0105 */  @892   ASC057    1.0          /* 0892 - 0892 */
/* 0106 */  @893   ASC058    1.0          /* 0893 - 0893 */
/* 0107 */  @894   ASC059    1.0          /* 0894 - 0894 */
/* 0108 */  @895   ASC060    6.0          /* 0895 - 0900 */
/* 0109 */  @901   ASC061    2.0          /* 0901 - 0902 */
/* 0110 */  @903   ASC062    1.0          /* 0903 - 0903 */
/* 0111 */  @904   ASC063    1.0          /* 0904 - 0904 */
/* 0112 */  @905   ASC064    1.0          /* 0905 - 0905 */
/* 0113 */  @906   ASC065    1.0          /* 0906 - 0906 */
/* 0114 */  @907   ASC066    1.0          /* 0907 - 0907 */
/* 0115 */  @908   ASC067    1.0          /* 0908 - 0908 */
/* 0116 */  @909   ASC068    1.0          /* 0909 - 0909 */
/* 0117 */  @910   ASC069    1.0          /* 0910 - 0910 */
/* 0118 */  @911   ASC070    1.0          /* 0911 - 0911 */
/* 0119 */  @912   ASC071    1.0          /* 0912 - 0912 */
/* 0120 */ @913   ASC072    1.0          /* 0913 - 0913 */
/* 0121 */ @914   ASC073    1.0          /* 0914 - 0914 */
/* 0122 */ @915   ASC074    1.0          /* 0915 - 0915 */
/* 0123 */ @916   ASC075    2.0          /* 0916 - 0917 */
/* 0124 */ @918   ASC076    2.0          /* 0918 - 0919 */
/* 0125 */ @920   ASC077    2.0          /* 0920 - 0921 */
/* 0126 */ @922   ASC078    2.0          /* 0922 - 0923 */
/* 0127 */ @924   ASC079    2.0          /* 0924 - 0925 */
/* 0128 */ @926   ASC080    2.0          /* 0926 - 0927 */
/* 0129 */ @928   ASC081    2.0          /* 0928 - 0929 */
/* 0130 */ @930   ASC082    2.0          /* 0930 - 0931 */
/* 0131 */ @932   ASC083    2.0          /* 0932 - 0933 */
/* 0132 */ @934   ASC084    2.0          /* 0934 - 0935 */
/* 0133 */ @936   ASC085    2.0          /* 0936 - 0937 */
/* 0134 */ @938   ASC086    2.0          /* 0938 - 0939 */
/* 0135 */ @940   ASC087    1.0          /* 0940 - 0940 */
/* 0136 */ @941   ASC088    1.0          /* 0941 - 0941 */
/* 0137 */ @942   ASC089    1.0          /* 0942 - 0942 */
/* 0138 */ @943   ASC090    1.0          /* 0943 - 0943 */
/* 0139 */ @944   ASC091    1.0          /* 0944 - 0944 */
/* 0140 */ @945   ASC092    1.0          /* 0945 - 0945 */
/* 0141 */ @946   ASC093    1.0          /* 0946 - 0946 */
/* 0142 */ @947   ASC094    1.0          /* 0947 - 0947 */
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/* 0144 */ @949   ASC096    1.0          /* 0949 - 0949 */
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/* 0426 */ 0479 F_SSC155 1.0 /* 0479 - 0479 */
/* 0427 */ 0480 F_SSC156 1.0 /* 0480 - 0480 */
/* 0428 */ 0481 F_SSC157 1.0 /* 0481 - 0481 */
/* 0429 */ 0482 F_SSC158 1.0 /* 0482 - 0482 */
/* 0430 */ 0483 F_SSC159 1.0 /* 0483 - 0483 */
/* 0431 */ 0484 F_SSC160 1.0 /* 0484 - 0484 */
/* 0432 */ 0485 F_SSC161 1.0 /* 0485 - 0485 */
/* 0433 */ 0486 F_SSC162 1.0 /* 0486 - 0486 */
/* 0434 */ 0487 F_SSC163 1.0 /* 0487 - 0487 */
/* 0435 */ 0488 F_SSC164 1.0 /* 0488 - 0488 */
/* 0436 */ 0489 F_SSC165 1.0 /* 0489 - 0489 */
/* 0437 */ 0490 F_SSC166 1.0 /* 0490 - 0490 */
/* 0438 */ 0491 F_SSC167 1.0 /* 0491 - 0491 */
/* 0439 */ 0492 F_SSC168 1.0 /* 0492 - 0492 */
/* 0440 */ 0493 F_SSC169 1.0 /* 0493 - 0493 */
/* 0441 */ 0494 F_SSC170 1.0 /* 0494 - 0494 */
/* 0442 */ 0495 F_SSC171 1.0 /* 0495 - 0495 */
/* 0443 */ 0496 F_SSC172 1.0 /* 0496 - 0496 */
/* 0444 */ 0497 F_SSC173 1.0 /* 0497 - 0497 */
/* 0445 */ 0498 F_SSC174 1.0 /* 0498 - 0498 */
/* 0446 */ 0499 F_SSC175 1.0 /* 0499 - 0499 */
/* 0447 */ 0500 F_SSC176 1.0 /* 0500 - 0500 */
/* 0448 */ 0501 F_SSC177 1.0 /* 0501 - 0501 */
/* 0449 */ 0502 F_SSC178 1.0 /* 0502 - 0502 */
/* 0450 */ 0503 F_SSC179 1.0 /* 0503 - 0503 */
/* 0451 */ 0504 F_SSC180 1.0 /* 0504 - 0504 */
/* 0452 */ 0505 F_SSC181 1.0 /* 0505 - 0505 */
/* 0453 */ 0506 F_SSC182 1.0 /* 0506 - 0506 */
/* 0454 */ 0507 F_SSC183 1.0 /* 0507 - 0507 */
/* 0455 */ 0508 F_SSC184 1.0 /* 0508 - 0508 */
/* 0456 */ 0509 F_SSC185 1.0 /* 0509 - 0509 */
/* 0457 */ 0510 F_SSC186 1.0 /* 0510 - 0510 */
/* 0458 */ 0511 F_SSC187 1.0 /* 0511 - 0511 */
/* 0459 */ 0512 F_SSC188 1.0 /* 0512 - 0512 */
/* 0460 */ 0513 F_SSC189 1.0 /* 0513 - 0513 */
/* 0461 */ 0514 F_SSC190 1.0 /* 0514 - 0514 */
/* 0462 */ 0515 F_SSC191 1.0 /* 0515 - 0515 */
/* 0463 */ 0516 F_SSC192 1.0 /* 0516 - 0516 */
/* 0464 */ 0517 F_SSC193 1.0 /* 0517 - 0517 */
/* 0465 */ 0518 F_SSC194 1.0 /* 0518 - 0518 */
/* 0466 */ 0519 F_SSC195 1.0 /* 0519 - 0519 */
/* 0467 */ 0520 F_SSC196 1.0 /* 0520 - 0520 */
/* 0468 */ 0521 F_SSC197 1.0 /* 0521 - 0521 */
/* 0469 */ 0522 F_SSC198 1.0 /* 0522 - 0522 */
/* 0470 */ 0523 F_SSC199 1.0 /* 0523 - 0523 */
/* 0471 */ 0524 F_SSC200 1.0 /* 0524 - 0524 */
/* 0472 */ 0525 F_SSC201 1.0 /* 0525 - 0525 */
/* 0473 */ 0526 F_SSC202 1.0 /* 0526 - 0526 */
/* 0474 */ 0527 F_SSC203 1.0 /* 0527 - 0527 */
/* 0475 */ 0528 F_SSC204 1.0 /* 0528 - 0528 */
/* 0476 */ 0529 F_SSC205 1.0 /* 0529 - 0529 */
/* 0477 */ 0530 F_SSC206 1.0 /* 0530 - 0530 */
/* 0478 */ 0531 F_SSC207 1.0 /* 0531 - 0531 */
/* 0479 */ 0532 F_SSC208 1.0 /* 0532 - 0532 */
/* 0480 */ 0533 F_SSC209 1.0 /* 0533 - 0533 */
/* 0481 */ 0534 F_SSC209 1.0 /* 0534 - 0534 */
/* 0482 */ @535 F_SSC295 1.0 /* 0535 - 0535 */
/* 0483 */ @536 F_SSC296 1.0 /* 0536 - 0536 */
/* 0484 */ @537 F_SSC297 1.0 /* 0537 - 0537 */
/* 0485 */ @538 F_SSC298 1.0 /* 0538 - 0538 */
/* 0486 */ @539 F_SSC299 1.0 /* 0539 - 0539 */
;
RUN;
d. Teacher

PUT
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/*@ 0002 */  @2  CNTLNUM $CHAR13. /* 0002 - 0014 */
/*@ 0003 */  @15 LEACNTL $CHAR11. /* 0015 - 0032 */
/*@ 0004 */  @22 SCHCNTL $CHAR11. /* 0022 - 0032 */
/*@ 0005 */  @33 SECTOR  1.0 /* 0033 - 0033 */
/*@ 0006 */  @34 STATE  2.0 /* 0034 - 0035 */
/*@ 0007 */  @36 REGION  1.0 /* 0036 - 0036 */
/*@ 0008 */  @37 TYPOLOGY 1.0 /* 0037 - 0037 */
/*@ 0009 */  @38 AFFIL  1.0 /* 0038 - 0038 */
/*@ 0010 */  @39 TCHWGT 16.9 /* 0039 - 0054 */
/*@ 0011 */  @55 REPWGT1 16.9 /* 0055 - 0070 */
/*@ 0012 */  @71 REPWGT2 16.9 /* 0071 - 0086 */
/*@ 0013 */  @87 REPWGT3 16.9 /* 0087 - 0102 */
/*@ 0014 */  @103 REPWGT4 16.9 /* 0103 - 0118 */
/*@ 0015 */  @119 REPWGT5 16.9 /* 0119 - 0134 */
/*@ 0016 */  @135 REPWGT6 16.9 /* 0135 - 0150 */
/*@ 0017 */  @151 REPWGT7 16.9 /* 0151 - 0166 */
/*@ 0018 */  @167 REPWGT8 16.9 /* 0167 - 0182 */
/*@ 0019 */  @183 REPWGT9 16.9 /* 0183 - 0198 */
/*@ 0020 */  @199 REPWGT10 16.9 /* 0199 - 0214 */
/*@ 0021 */  @215 REPWGT11 16.9 /* 0215 - 0230 */
/*@ 0022 */  @231 REPWGT12 16.9 /* 0231 - 0246 */
/*@ 0023 */  @247 REPWGT13 16.9 /* 0247 - 0262 */
/*@ 0024 */  @263 REPWGT14 16.9 /* 0263 - 0278 */
/*@ 0025 */  @279 REPWGT15 16.9 /* 0279 - 0294 */
/*@ 0026 */  @295 REPWGT16 16.9 /* 0295 - 0310 */
/*@ 0027 */  @311 REPWGT17 16.9 /* 0311 - 0326 */
/*@ 0028 */  @327 REPWGT18 16.9 /* 0327 - 0342 */
/*@ 0029 */  @343 REPWGT19 16.9 /* 0343 - 0358 */
/*@ 0030 */  @359 REPWGT20 16.9 /* 0359 - 0374 */
/*@ 0031 */  @375 REPWGT21 16.9 /* 0375 - 0390 */
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/*@ 0034 */  @423 REPWGT24 16.9 /* 0423 - 0438 */
/*@ 0035 */  @439 REPWGT25 16.9 /* 0439 - 0454 */
/*@ 0036 */  @455 REPWGT26 16.9 /* 0455 - 0470 */
/*@ 0037 */  @471 REPWGT27 16.9 /* 0471 - 0486 */
/*@ 0038 */  @487 REPWGT28 16.9 /* 0487 - 0502 */
/*@ 0039 */  @503 REPWGT29 16.9 /* 0503 - 0518 */
/*@ 0040 */  @519 REPWGT30 16.9 /* 0519 - 0534 */
/*@ 0041 */  @535 REPWGT31 16.9 /* 0535 - 0550 */
/*@ 0042 */  @551 REPWGT32 16.9 /* 0551 - 0566 */
/*@ 0043 */  @567 REPWGT33 16.9 /* 0567 - 0582 */
/*@ 0044 */  @583 REPWGT34 16.9 /* 0583 - 0598 */
/*@ 0045 */  @599 REPWGT35 16.9 /* 0599 - 0614 */
/*@ 0046 */  @615 REPWGT36 16.9 /* 0615 - 0630 */
/*@ 0047 */  @631 REPWGT37 16.9 /* 0631 - 0646 */
/*@ 0048 */  @647 REPWGT38 16.9 /* 0647 - 0662 */
/*@ 0049 */  @663 REPWGT39 16.9 /* 0663 - 0678 */
/*@ 0050 */  @679 REPWGT40 16.9 /* 0679 - 0694 */
/*@ 0051 */  @695 REPWGT41 16.9 /* 0695 - 0710 */
/*@ 0052 */  @711 REPWGT42 16.9 /* 0711 - 0726 */
/*@ 0053 */  @727 REPWGT43 16.9 /* 0727 - 0742 */
/*@ 0054 */  @743 REPWGT44 16.9 /* 0743 - 0758 */
/*@ 0055 */  @759 REPWGT45 16.9 /* 0759 - 0774 */
/*@ 0056 */  @775 REPWGT46 16.9 /* 0775 - 0790 */
/*@ 0057 */  @791 REPWGT47 16.9 /* 0791 - 0806 */
/*@ 0058 */  @807 REPWGT48 16.9 /* 0807 - 0822 */
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/* 0060 */ @824 TSC011 1.0 /* 0824 - 0824 */
/* 0061 */ @825 TSC012 1.0 /* 0825 - 0825 */
/* 0062 */ @826 TSC013 1.0 /* 0826 - 0826 */
/* 0063 */ @827 TSC014 1.0 /* 0827 - 0827 */
/* 0064 */ @828 TSC015 1.0 /* 0828 - 0828 */
/* 0065 */ @829 TSC016 2.0 /* 0829 - 0830 */
/* 0066 */ @831 TSC017 1.0 /* 0831 - 0831 */
/* 0067 */ @832 TSC018 1.0 /* 0832 - 0832 */
/* 0068 */ @833 TSC019 1.0 /* 0833 - 0833 */
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/* 0071 */ @836 TSC022 1.0 /* 0836 - 0836 */
/* 0072 */ @837 TSC023 2.0 /* 0837 - 0838 */
/* 0073 */ @839 TSC024 2.0 /* 0839 - 0840 */
/* 0074 */ @841 TSC025 2.0 /* 0841 - 0842 */
/* 0075 */ @843 TSC026 2.0 /* 0843 - 0844 */
/* 0076 */ @845 TSC027 2.0 /* 0845 - 0846 */
/* 0077 */ @847 TSC028 1.0 /* 0847 - 0847 */
/* 0078 */ @848 TSC029 2.0 /* 0848 - 0849 */
/* 0079 */ @850 TSC030 2.0 /* 0850 - 0851 */
/* 0080 */ @852 TSC031 2.0 /* 0852 - 0853 */
/* 0081 */ @854 TSC032 1.0 /* 0854 - 0854 */
/* 0082 */ @855 TSC033 2.0 /* 0855 - 0856 */
/* 0083 */ @857 TSC034 2.0 /* 0857 - 0858 */
/* 0084 */ @859 TSC035 1.0 /* 0859 - 0859 */
/* 0085 */ @860 TSC036 3.0 /* 0860 - 0862 */
/* 0086 */ @863 TSC037 3.0 /* 0863 - 0865 */
/* 0087 */ @866 TSC038 1.0 /* 0866 - 0866 */
/* 0088 */ @867 TSC039 1.0 /* 0867 - 0867 */
/* 0089 */ @868 TSC040 2.0 /* 0868 - 0869 */
/* 0090 */ @870 TSC041 2.0 /* 0870 - 0871 */
/* 0091 */ @872 TSC042 2.0 /* 0872 - 0873 */
/* 0092 */ @874 TSC043 1.0 /* 0874 - 0874 */
/* 0093 */ @875 TSC044 2.0 /* 0875 - 0876 */
/* 0094 */ @877 TSC045 2.0 /* 0877 - 0878 */
/* 0095 */ @879 TSC046 2.0 /* 0879 - 0880 */
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/* 0099 */ @886 TSC050 2.0 /* 0886 - 0887 */
/* 0100 */ @888 TSC051 1.0 /* 0888 - 0888 */
/* 0101 */ @889 TSC052 2.0 /* 0889 - 0890 */
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/* 0109 */ @903 TSC060 2.0 /* 0903 - 0904 */
/* 0110 */ @905 TSC061 2.0 /* 0905 - 0906 */
/* 0111 */ @907 TSC062 2.0 /* 0907 - 0908 */
/* 0112 */ @909 TSC063 1.0 /* 0909 - 0909 */
/* 0113 */ @910 TSC064 2.0 /* 0910 - 0911 */
/* 0114 */ @912 TSC065 2.0 /* 0912 - 0913 */
/* 0115 */ @914 TSC066 2.0 /* 0914 - 0915 */
/* 0116 */ @916 TSC067 1.0 /* 0916 - 0916 */
/* 0117 */ @917 TSC068 2.0 /* 0917 - 0918 */
/* 0118 */ @919 TSC069 2.0 /* 0919 - 0920 */
/* 0119 */ @921 TSC070 2.0 /* 0921 - 0922 */
/* 0120 */ @923   TSC071    1.0          /* 0923 - 0923 */
/* 0121 */ @924   TSC072    6.0          /* 0924 - 0929 */
/* 0122 */ @930   TSC073    1.0          /* 0930 - 0930 */
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/* 0125 */ @935   TSC076    1.0          /* 0935 - 0935 */
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/* 0128 */ @939   TSC079    2.0          /* 0939 - 0940 */
/* 0129 */ @941   TSC080    1.0          /* 0941 - 0941 */
/* 0130 */ @942   TSC081    2.0          /* 0942 - 0943 */
/* 0131 */ @944   TSC082    1.0          /* 0944 - 0944 */
/* 0132 */ @945   TSC083    2.0          /* 0945 - 0946 */
/* 0133 */ @947   TSC084    2.0          /* 0947 - 0948 */
/* 0134 */ @949   TSC085    2.0          /* 0949 - 0950 */
/* 0135 */ @951   TSC086    2.0          /* 0951 - 0952 */
/* 0136 */ @953   TSC087    2.0          /* 0953 - 0954 */
/* 0137 */ @955   TSC088    2.0          /* 0955 - 0956 */
/* 0138 */ @957   TSC089    1.0          /* 0957 - 0957 */
/* 0139 */ @958   TSC090    2.0          /* 0958 - 0959 */
/* 0140 */ @960   TSC091    2.0          /* 0960 - 0961 */
/* 0141 */ @962   TSC092    2.0          /* 0962 - 0963 */
/* 0142 */ @964   TSC093    2.0          /* 0964 - 0965 */
/* 0143 */ @966   TSC094    1.0          /* 0966 - 0966 */
/* 0144 */ @967   TSC095    2.0          /* 0967 - 0968 */
/* 0145 */ @969   TSC096    2.0          /* 0969 - 0970 */
/* 0146 */ @971   TSC097    2.0          /* 0971 - 0972 */
/* 0147 */ @973   TSC098    2.0          /* 0973 - 0974 */
/* 0148 */ @975   TSC099    1.0          /* 0975 - 0975 */
/* 0149 */ @976   TSC100    2.0          /* 0976 - 0977 */
/* 0150 */ @978   TSC101    2.0          /* 0978 - 0979 */
/* 0151 */ @980   TSC102    2.0          /* 0980 - 0981 */
/* 0152 */ @982   TSC103    2.0          /* 0982 - 0983 */
/* 0153 */ @984   TSC104    2.0          /* 0984 - 0985 */
/* 0154 */ @986   TSC105    2.0          /* 0986 - 0987 */
/* 0155 */ @988   TSC106    2.0          /* 0988 - 0989 */
/* 0156 */ @990   TSC107    2.0          /* 0990 - 0991 */
/* 0157 */ @992   TSC108    2.0          /* 0992 - 0993 */
/* 0158 */ @994   TSC109    2.0          /* 0994 - 0995 */
/* 0159 */ @996   TSC110    2.0          /* 0996 - 0997 */
/* 0160 */ @998   TSC111    2.0          /* 0998 - 0999 */
/* 0161 */ @1000  TSC112    2.0          /* 1000 - 1001 */
/* 0162 */ @1002  TSC113    2.0          /* 1002 - 1003 */
/* 0163 */ @1004  TSC114    2.0          /* 1004 - 1005 */
/* 0164 */ @1006  TSC115    2.0          /* 1006 - 1007 */
/* 0165 */ @1008  TSC116    2.0          /* 1008 - 1009 */
/* 0166 */ @1010  TSC117    2.0          /* 1010 - 1011 */
/* 0167 */ @1012  TSC118    2.0          /* 1012 - 1013 */
/* 0168 */ @1014  TSC119    2.0          /* 1014 - 1015 */
/* 0169 */ @1016  TSC120    2.0          /* 1016 - 1017 */
/* 0170 */ @1018  TSC121    2.0          /* 1018 - 1019 */
/* 0171 */ @1020  TSC122    2.0          /* 1020 - 1021 */
/* 0172 */ @1022  TSC123    2.0          /* 1022 - 1023 */
/* 0172 */ @1 CNTLNUM  $CHAR13.  /* 0001 - 0013 */
/* 0173 */ @14   TSC124    2.0          /* 0014 - 0015 */
/* 0174 */ @16   TSC125    2.0          /* 0016 - 0017 */
/* 0175 */ @18   TSC126    2.0          /* 0018 - 0019 */
/* 0176 */ @20   TSC127    2.0          /* 0020 - 0021 */
/* 0177 */ @22   TSC128    1.0          /* 0022 - 0022 */
/* 0178 */ @23   TSC129    2.0          /* 0023 - 0024 */
/* 0179 */ @25   TSC130    1.0          /* 0025 - 0025 */
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