

# Documentation to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2011-12

Provisional Version 1a

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**National Center for Education Statistics**

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**CCD**  
COMMON CORE OF DATA

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## **I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2011-12, Provisional Version 1a File**

This documentation is for the provisional version 1a file of the National Center for Education Statistics' (NCES) Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey for SY 2011-12. It contains a brief description of the data collection, along with information required to understand and access the data file.

The CCD is a national statistical program that collects and compiles administrative data from state education agencies (SEAs) covering the universe of all public elementary and secondary schools and school districts in the United States. The Public Elementary/Secondary School Universe Survey is one of six annual surveys that comprise the CCD. The other five surveys are the Local Education Agency Universe Survey, the State Nonfiscal Survey of Public Elementary/Secondary Education, the National Public Education Finance Survey, the School District Finance Survey, and the Teacher Compensation Survey. The Education Sciences Reform Act of 2002 (20 U.S.C. § 9543) requires NCES to collect, acquire, compile and disseminate information about elementary/secondary education, and the CCD provides essential components about public education in the United States through use of administrative data.

SEAs in the 50 states, the District of Columbia, and five U.S. Island Areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands), and also the Department of Defense Education Activity (DoDEA) and the Bureau of Indian Education (BIE) report school-, agency-, and state-level education data for the CCD through the U.S. Department of Education's *EDFacts* collection system. In order to provide data comparable across states to the maximum extent feasible, NCES and SEAs have worked cooperatively since the 1950s to develop and accept common data items and definitions.

The SY 2011-12 Public Elementary/Secondary School Universe file provides a directory of all schools that provide free public elementary and secondary education and characteristics of each school, including mailing address, location information, and geographic codes. The school universe file contains both categorical variables such as operational status and school type that describe the school as well as aggregated demographic variables such as counts of students attending the school by grade, race ethnicity and gender and the number of teachers. The school universe serves as a basis for all information that *EDFacts* collects for programs offices at the school level. NCES and other educational researchers use the school universe in developing sampling frames for many NCES surveys such as the National Assessment of Education Progress or the Schools and Staffing Survey. The school universe data are also useful to (1) chief officers of state education agencies, (2) policymakers in the executive and legislative branches of federal and state governments, (3) education policy and public policy researchers, (4) the press, and (5) citizens interested in information about public schools.

The remainder of this document contains a user's guide and four appendixes. The user's guide contains information on CCD methodology, including certain conditions that are unique to this data file.

- **Appendix A—Record Layout** provides a complete list of variables and labels of the data elements discussed throughout the documentation, as well as their location in the data file.
- **Appendix B—Value Distribution, Field Frequencies, and Data Tables** indicates the number of blank, missing, not applicable and reported values for character variables. It also indicates the minimum, maximum, and mean value and number of missing, not applicable and suppressed values for each continuous variable as well as the frequency, percentage, cumulative frequency, and cumulative percent of all categorical variables. Appendix B also lists the frequency of responses by option for each of the categorical values.
- **Appendix C—Glossary** defines all of the CCD data items.
- **Appendix D—State Notes** provides comments for data users on individual states.

## II. Methodology and Technical Notes

### A. Data Collection and Editing Procedures

The *EDFacts* data collection system is the primary collection tool for the CCD. NCES' CCD team works collaboratively with the *EDFacts* team to develop and monitor the CCD nonfiscal collection. Coordinators from State Education Agencies (SEAs) submit the CCD data at different levels (school, agency, and state) to the *EDFacts* submission system. Prior to submitting CCD files to *EDFacts*, SEAs must collect and compile information from their respective Local Education Agencies (LEAs) via established administrative records systems within their state or jurisdiction. Once SEAs complete their submissions, CCD survey analysts review and verify the CCD for quality assurance. CCD survey analysts routinely verify data through SEA coordinators and do not contact LEAs or individual schools to verify data except in unusual circumstances. In some cases, CCD survey staff use SEAs', LEAs', or schools' public web sites to verify data. After performing edit and consistency checks, CCD analysts work cooperatively with SEA coordinators to resolve inconsistencies or possible errors. Editing procedures are described in more detail later in this section.

For the purposes of data submissions to *EDFacts/CCD*, the definition of a school is an institution that provides educational services and:

- has one or more grade groups (prekindergarten through 12) or is ungraded;
- has one or more teachers;
- is located in one or more buildings;
- has assigned administrator(s);
- receives public funds as its primary support, and
- is operated by an education agency.

The CCD school definition recognizes that this organization may encompass several locations but must have a single contact point, which is the mailing address entered on the CCD school record. There may be situations in which schools serve students on a part time basis and those students may be counted at the school where he or she receives education for the majority of the time; these schools are included in CCD but may show few or no students relative to the number of teachers

counted at the school. There are also schools included in the directory in which students are served remotely where the school providing instruction is located in a different location than where the student resides; sometimes this is called distance learning, cyber learning, or virtual learning by the SEA or LEA. Additionally, charter school and schools run by SEAs are included in the scope of CCD even if they are not operated by a school district or LEA; these schools usually have a separate entity that serves as the authorizer for the school.

States report data throughout the year to the *EDFacts* collection system through multiple file groups that include related variables. NCES and *EDFacts* request that SEAs submit data on a reporting schedule at different dates throughout the year; there is wide variation on how well SEAs are able to comply with the requested schedule due to varying resource and data system constraints among SEAs and the LEAs within the SEA. SEAs may also submit revisions to their data for up to three years after the opening of the collection for a given school year. The requested reporting schedule for the SY 2011-12 collection cycle is summarized in table 1.

**Table 1: Due Dates for CCD Data File Groups, SY 2011-12 Collection Cycle**

CCD-Related Data File Groups	<i>EDFacts</i> Due Date	NCES Due Date for Revised Data
2011-12 N029 (Directory)	01/31/2012	02/28/2012
2011-12 C002 (Children with disabilities school age data)	01/31/2012	06/30/2012
2011-12 N039 (Grades Offered)	01/31/2012	06/30/2012
2011-12 C033 (Free and Reduced Price Lunch)	03/31/2012	06/30/2012
2011-12 C129 (CCD School - Shared Time; Title I status; Magnet school status)	03/31/2012	06/30/2012
2011-12 C052 (Membership)	03/31/2012	06/30/2012
2011-12 C046 (English language learner data)	04/30/2012	06/30/2012
2011-12 C059 (Staff)	05/31/2012	06/30/2012

The specifications for these data files are available online at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>. SY 2011-12 *EDFacts* collection of CCD submissions opened in January 2011. NCES extracted data from *EDFacts* between January 3, 2012 and February 20, 2013. CCD survey staff processed these file groups on a flow basis, so the date of the extract for each file group and each state may vary depending on when SEAs completed their submission for each file group. Once a file group was edited and verified for a particular state, CCD survey staff did not continue to incorporate late reports or updates unless these late reports or updates resulted in a major change of the reported data. Late reports or updates from SEAs may be included in subsequent file releases.



NCES applies multiple types of editing procedures to ensure data quality. For example NCES performs an extensive matching procedure on the directory of schools to the directory from the prior year to ensure that the coverage of schools included in the directory is complete and accurate. NCES reviews the categorical variables for schools and changes in operating statuses to ensure that these meet with the business rules and data definitions established for reporting school data.

Beginning with SY 2009-10 NCES implemented a revised editing methodology that more accurately identified school and LEA data that were likely to have errors. This methodology was initially applied to key data items such as school and school district enrollment, grade 12 enrollment, and free and reduced price lunch variables and related ratios such as pupil/teacher ratio, percent of enrollment from grade 12, and percent of students eligible for free and reduced price lunch. In the past data items were only compared to the reported data from the prior year for each school or LEA. The revised methodology used available data from multiple prior years and was applied to both the reported data items and related ratios. Specifically, an average variation over the prior 4 years was computed based on the differences between each year and the other 3 years. Then, the average variation between the target year and the four preceding years was computed based on the differences between target year and each of the 4 prior years. The average variation for the target year was compared to the average variation among the prior years; cases with large differences were flagged as potential errors. Additionally, a requirement was added that in order for an item to be identified as a potential error, both the count and a related ratio must be identified as potential errors. For example, for total student membership to be flagged as a potential error, both total membership and a related ratio, such as pupil/teacher ratio, must be flagged.

At multiple points throughout the collection CCD survey staff contact *EDFacts* and CCD coordinators within each SEA and provide them targeted feedback about their data submissions. NCES asks state coordinators to address any data that appear to be in error or are anomalies in the data. Most often SEAs will submit corrected data or explain why the data are accurate. If an SEA provide no correction or adequate explanations for data anomalies, NCES may provide a logical correction to a data value (for example, replaced a reported value with the sum of detail component values) or suppress the data. For example, if a state reported enrollment of 12<sup>th</sup> grade students that was substantially larger than the enrollment of 11<sup>th</sup> grade students in the previous year, and the state could not explain the discrepancy or correct the data, NCES would suppress the reported number of 12<sup>th</sup> grade students.

NCES also applied additional edits across the school, LEA, and state-level data to reduce data anomalies and ensure consistency among the levels of data. For example, for a given LEA the teacher FTE counts at the school level may have summed to more than what was reported at the LEA level. If the SEA was unable to verify that this was accurate, explain the discrepancy, or resubmit a corrected data, NCES edited the FTE data at the school level to match the data at the LEA level by proportionally adjusting the counts.

The *EDFacts* collection system accepted blank responses in SY 2011-12 reports and did not require that states distinguish among missing, not applicable, and “zero” values. NCES used statistical editing procedures to identify and edit responses as missing, not applicable, or zero,

wherever appropriate with available information; however, it is possible that some blank responses were categorized incorrectly. For example, blank staff counts may have been categorized as missing when the actual count was zero. Appendix D, State Notes, identifies missing and not applicable data items for each state.

Once CCD survey staff complete the collection and review of the CCD directory data, Census Bureau staff clean and standardize the reported physical location addresses for schools and LEAs and then assign geographic elements (latitude, longitude, locale, congressional district, and county) based on the school location address.

## **B. Sources of Error and Technical Details about the SY 2011-12 file**

*Nonsampling error.* Nonsampling error is the error in an estimate arising at any stage in the survey from sources exclusive of sampling error. Nonsampling error includes nonresponse error, data processing or data entry errors, or reporting error because respondents misinterpret survey questions, do not follow survey instructions, or do not follow the item definitions correctly. State education policies may differ in such a way that does not allow them to map their data exactly to the CCD definitions. For example, some states issue several kinds of high school credentials, while other states issue a regular diploma to every student who meets requirements (which may also vary). Another source of nonsampling error may be variations in the reference period for the reported data. For example, CCD requests data for October 1 of each school year, but a state may report their information for another date because they were not able to capture the data for October 1. If specific discrepancies are known, these are provided in appendix D, State Notes.

NCES attempts to minimize nonsampling error through the use of annual training of SEA coordinators, extensive quality reviews, and survey editing procedures.

*Universe Scope.* The scope of the Public Elementary/Secondary School Universe Survey includes all public schools providing education services to prekindergarten, kindergarten, grade 1-12, and ungraded students. In the SY 2011-12 CCD School Universe Survey file, there are 103,483 records—one for each public elementary and secondary school in the 50 states, the District of Columbia, Puerto Rico, the four U.S. Island Areas, the DoDEA schools, and the BIE. Schools coded as being open in the SY 2010-11 file, but coded as closed in the SY 2011-12 file (2,194 schools), will be kept on the file for one year, and then removed (i.e., they do not appear in files for subsequent years). Closed schools are indicated by a value of ‘2’ for the variable STATUS. Excluding closed schools, there are 101,289 schools on the 2011-12 file. Of the 101,289 schools, 91,183 are regular elementary and secondary, 2,118 are special education, 1,478 are vocational/technical, and 6,510 are other/alternative schools. For a count of all school types, including closed schools, see Table B-3. Both the school and agency files include type variables that make these distinctions. See Appendix C: Glossary for the complete typologies.

*Coverage error.* Coverage error is a source of nonsampling error that occurs when the measured universe of schools and agencies varies from the actual target universe; for example, the same agency or school could be reported twice (i.e. overcoverage) or an agency or school could be omitted (i.e. undercoverage). To minimize coverage error CCD survey analysts conduct an

extensive review of the schools submitted by SEAs by matching to the universe reported in the prior year and ensuring that, each school is only counted once and each school is accounted for with the appropriate operational status. Although longitudinal consistency is a key principle of the CCD, it is impossible for NCES to guarantee that state data coordinators follow CCD conventions regarding the deletion of closed schools or agencies and the addition of new ones. Errors may be more likely when there are cases of redistricting where the district boundaries change or if local education agencies merge or split or re-organize because these types of change make it more difficult to compare information for a given school or agency over time.

The CCD asks states to report all free elementary/secondary public education in their state regardless of who administers the schools or districts. CCD coverage of traditional public schools and school districts is very complete (close to 100 percent). However, coverage of publicly funded education outside of traditional school districts has varying levels of coverage within different states and jurisdictions. Some states do not report schools that are administered by state organizations other than SEAs. Examples include charter schools authorized by an organization that is not a school district, schools sponsored by health and human services agencies within a state, and juvenile justice facilities. These schools may include schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA. In recent years *EDFacts* /CCD has increased efforts to work with other Department of Education offices as well as other federal agencies to use additional administrative data sources to identify schools that may be underreported by SEAs.

*Response.* The DoDEA, BIE, and American Samoa did not report data for SY 2011-12; however, NCES used historical CCD information and more current information from public websites for these education agencies to minimally include the schools from these entities in the school universe directory. Item response is described in appendix B: Value Distribution, Field Frequencies, and Data Tables. This appendix lists the minimum, maximum, and mean value of each numeric variable as well as the total number of units and the number of units with missing data. Appendix B: Value Distribution also lists the frequency of responses by option for each of the categorical values.

*Handling of data items without a positive reported data value.* All data elements are either completed by the state or have been filled with a “0,” “-1,” “-2,” “-9,” “M,” or “N.”

- 0 - There are no occurrences of this data element. A value was expected and measured, but there were no cases in the category. (For example, a high school having no 12<sup>th</sup> graders would report 0.)
- M (or -1 for numeric values) - Data are missing. A value was expected and none was measured. (For example, a school that has at least one 12<sup>th</sup> grader but cannot measure the number of 12<sup>th</sup> graders would report -1.)
- N (or -2 for numeric values) - Data are not applicable. A value was neither expected nor measured. (For example, an elementary school would report -2 for 12<sup>th</sup> graders.)

- -9 - The submitted data item does not meet NCES data quality standards. This value would only occur with numeric values.
- In addition schools that were not able to assign a geographic longitude/latitude were assigned a value of 0.000000

Note that starting with the SY 2002-03 CCD; all numeric fields contain a -1 to indicate “missing” and a -2 to indicate “not applicable.” Previously, numeric fields contained an “M” for missing and an “N” for not applicable. Character fields continue to use “M” for missing and “N” for not applicable. Starting with SY 2009-10, the numeric fields contain a -9 to indicate that the reported data were suppressed because they do not meet NCES data quality standards.

Since negative numeric values represent missing or nonapplicable data and not actual data values, users may want to recode these before performing data analysis. The following SAS code can be used to convert negative values to “missing” in the SAS data file:

```
data new;
set sc111a;
array remove (*) _numeric_;
do i = 1 to dim (remove);
    if remove (i) < 0 then remove (i) = .;
end;
drop i;
run;
```

*BIE Schools.* There are 10 operating schools that are reported by both the Bureau of Indian Education and state education agencies, leading to duplicate records on the data file. These schools are run by BIE, but they also receive federal funds or federally funded services through the state. To avoid double counting of schools or students, NCES created the BIES flag. This flag has a value of either ‘1’ or ‘2’; a value of ‘1’ indicates a school reported by a state that is also reported by BIE. All other schools, including all BIE schools, have a value of ‘2’ in this field. Users trying to match NCES tabulations should exclude records with a flag set to ‘1’ from their analysis.

*New York City Schools.* New York City is shown in NCES reports as a single school district. However, “New York City Public Schools” is reported in CCD as a supervisory union comprising multiple “geographic districts” and an additional “special schools” district. To aggregate NYC school data to the supervisory union, researchers must select schools with a state ANSI code equal to 36 and a supervisory union ID (UNION) equal to 300. See table D-1 for a list of geographic districts associated with the New York City Public School district.

### **C. Detailed Information about File Variables**

This section includes detailed information specific to each variable on the file. The code in parentheses before the variable description indicates the variable name, which is also referenced in appendix A, Record Layout. Counts exclude closed, inactive, or future schools (STATUS = 2, 6, or 7) and do not match counts in appendix B, Value Distribution, Field Frequencies, and Data Tables, which include all schools. Operational status codes are defined below.

(FIPST) ANSI<sup>1</sup> State Code. Each record contains an American National Standards Institute (ANSI) state code. A list of ANSI codes for each state and jurisdiction is presented in table 2.

(LEAID) NCES Local Education Agency ID. Each record contains a unique NCES Local Education Agency ID number assigned to each record. The first two characters of this number are the ANSI code.

(SCHNO) NCES School ID. Each record contains a unique NCES school identification number. Combining the NCES Local Education Agency ID with the NCES School ID allows the user to uniquely identify each school on the file.

(STID) State Local Education Agency ID. Each record contains a State Local Education Agency ID. State Local Education Agency ID numbers are assigned by SEAs and may not be unique across states.

(SEASCH) State School ID. Each record contains a State School ID. State School ID numbers are assigned by SEAs and may not be unique across states.

(LEANM) Name of Education Agency. Each record includes the name of the agency that operates the school. NCES reviewed any record filling the 60 characters assigned, and may have edited the agency name to improve readability (i.e., applied standard abbreviations).

(SCHNAM) Name of School. Each record has a school name. NCES reviewed any record filling the 50 characters assigned, and may have edited the school name to improve readability (i.e., applied standard abbreviations).

(MSTREE) Mailing Street. This field may contain a street address or a P.O. Box number. In addition, some mailing addresses consist solely of a city and state, indicated by an “N” in the street address field. If mailing street, city, state, and ZIP Code fields were left blank or missing, data from the corresponding location address fields were inserted.

(MCITY) Mailing City. There may be some valid cases in which a school may be located in one city and have a mailing address in another city.

(MSTATE) Mailing State (P.O. Abbreviation). Each record contains a mailing state. There are instances where a school that is part of one state’s education system reports a mailing address in another state; these situations have been confirmed by the reporting state. A list of schools that have a mailing state code different from their ANSI state code is included at the end of this document (see table 3). (MZIP, MZIP4) Mailing ZIP Code +4. Each record displays a mailing ZIP Code in this field. The +4 may be left blank if it is unknown.

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<sup>1</sup> American National Standards Institute (ANSI) codes replace the Federal Information Processing Standards (FIPS) codes previously issued by the National Institute of Standards and Technology (NIST) for the 50 states, the District of Columbia, and the U.S. Island Areas. ANSI code values map directly to the retired FIPS code values.

(PHONE) Area Code + Telephone Number. If a valid phone number was not provided for a school for the 2011-12 school year, NCES researched prior year data files to determine if a valid phone number was reported for the school in a prior year. If a valid number was found in a prior year, this phone number was carried forward to the 2011-12 data file.

(LSTREE) Location Street. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields were inserted. In some instances, SEAs did not report physical locations for the location street field, but rather reported Post Office boxes and other addresses that did not represent the location of a school. NCES sponsored research to determine the physical location (and latitude and longitude coordinates) for these types of location street reports. Missing or nonlocation addresses (e.g., Post Office box numbers) were resolved through several means, including telephone calls to individual schools. In addition to this research, if a valid location street was not provided for a school for SY 2011-12, NCES researched prior year data files to determine if a valid location street was reported for the school in a prior year. If a valid location street was found for a prior year, this value was carried forward to the 2011-12 data file.

(LCITY) Location City. With the exception of some schools in DoDEA, all records display a location city in this field.

(LSTATE) Location State (P.O. Abbreviation). With the exception of some schools in DoDEA, all records display a location state in this field.

(LZIP, LZIP4) Location ZIP Code + 4. Each record displays a location ZIP Code in this field. The +4 may be left blank if it is unknown

(TYPE) School Type Code. Each record contains a school type code.

- 1 = Regular school
- 2 = Special education school
- 3 = Vocational education school
- 4 = Alternative/other school
- 5 = Reportable program

In SY 2007-08, CCD began editing the reported school type if it does not agree with the CCD definition. For example, if a school name indicated that it focused primarily on the needs of students with disabilities or if the state reported that at least 80 percent of the students enrolled in the school had special education individual education programs (IEPs), NCES reclassified the school as a special education school. (The number of students with IEPs was reported to ED*Facts* collection system at the school and LEA level, but the CCD only contained IEP data at the LEA level.) Similarly, if a school name suggested that it was a vocational or alternative school, NCES researched the school through different resources (e.g., school website or education association) or by calling the school to determine if the school should be reclassified as

a vocational or alternative school. NCES asked CCD Coordinators to review these reclassifications, and if they provided evidence that a school met the CCD criteria for the originally reported type, the school type was not changed.

(STATUS) Operational Status Code. Each record contains a status code to reflect the school's operational status for SY 2011-12. Valid responses include the following:

- 1 = School was operational at the time of the last report and is currently operational.
- 2 = School has closed since the time of the last report.
- 3 = School has been opened since the time of the last report.
- 4 = School was operational at the time of the last report but was not on the CCD list at that time.
- 5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency.
- 6 = School is temporarily closed and may reopen within 3 years.
- 7 = School is scheduled to be operational within 2 years.
- 8 = School was closed on previous year's file but has reopened.

Schools with an operational status code of "2" remain on the file for one year for historical purposes.

Code "6" and "7" response options for the STATUS field were added to the CCD starting with the SY 2002-03 file. Code "8" response option for the STATUS field was added to the CCD starting with the SY 2005-06 file.

(UNION) Supervisory Union Identification Number. This field was added for the SY 2011-12 collection. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the ANSI county number. If no number was reported, the field will contain "000."

(ULOCAL) Urban-centric Locale Code. The locale code is an indication of a school's location relative to a populous area. Beginning with the SY 2006-07 CCD files, the locale code methodology was changed from a 1-digit code based on metropolitan statistical areas to a 2-digit code based on urban clusters. In order to distinguish the two methodologies, the older system of locale codes is referred to as "metro-centric" and the current system is referred to as "urban-centric." The methodology used to assign locale codes is provided at the end of this section.

ULOCAL is shown as not applicable (N) on the records of nonoperating (inactive, closed, or future) schools and agencies.

The 12 urban-centric locale code categories are defined below. Locale codes are divided into four main locale types (city, suburb, town, and rural) and each of the four locale types has three subtypes (large, midsize, and small for city and suburb locale types and fringe, distant, and

remote for town and rural locale types).

11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

12 = City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

13 = City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

22 = Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles of an urbanized area.

41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

(CDCODE) 113<sup>th</sup> Congressional District Code. The Congressional District Code denotes legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the 113<sup>th</sup> House of Representatives of the United States Congress. Starting in SY 2006-07, the Congressional Districts of the United States Code was added to the agency file. The ANSI code provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States.

(CDCODE 112) 112<sup>th</sup> Congressional District Code. The Congressional District Code denotes legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the 112<sup>th</sup> House of Representatives of the United States Congress. Starting in SY 2006-07, the Congressional Districts of the United States Code was added to the agency file. The



ANSI code provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States.

(LATCOD) Latitude. Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a building's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000. Addresses that could not be found at the Census block level were assigned 00.000000.

(LONCOD) Longitude. Longitude is the east or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with latitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a building's longitude is 90 degrees, 15 minutes west, then it is shown as -90.250000. Addresses that could not be found at the Census block level were assigned 00.000000.

(CONAME) County Name. This field was added to the school file starting in 2002-03. The values for this field are determined based on the reported location address.

(CONUM) ANSI County Code. The values for this field are determined based on the reported location address. A small number of supervisory unions in New England states have an ANSI county code that differs from the county in which the school is physically located.

(FTE) Full-Time-Equivalent Teachers. A school's count of full-time-equivalent teachers is collected to the nearest hundredth. Some schools may report teachers, but no pupils, while other schools may report pupils in membership but no teacher FTE. These are valid records indicating situations in which more than one school provides services to pupils, but the pupils are attributed to a single school to avoid double counting, or where a teacher provides services to pupils at multiple schools. An example of the former situation might be a vocational school whose pupil membership is attributed to the high school that sends its pupils to obtain vocational services.

Because teacher counts are collected at all three levels of the CCD files (school, agency, and state), one data anomaly is that the sum of teacher counts aggregated from the lower level to the state level may exceed the sum of teacher counts from a higher level aggregated to the state level (i.e., school FTE data aggregated to the state level may exceed agency-level FTE data aggregated to the state or state-level reported data). Beginning with SY 2008-09, if the sum of teacher FTE aggregated to the state level reported on the school file exceeded the sum of teacher FTE aggregated to the state on the agency file or exceeded state file reports, teacher FTE may have

been edited on one or more of the three levels. School-level FTE aggregated to the agency level is allowed to exceed agency-level FTE reports.

(GSLO, GSHI) Low/High Grade Span Offered. The lowest and highest grades offered in each school was calculated by NCES using two types of information reported by states: (1) binary ‘grade offered’ flags that indicate whether a given grade (e.g., prekindergarten, kindergarten, grade 1) was offered by the school; and (2) reports of enrollment by grade.

(LEVEL) Level. A school-level code was added to the school file starting in SY 2000-01. This code indicates the instructional level of the school. The following codes were calculated from the school’s corresponding low/high grade span (GSLO/GSHI) values:

1 = Primary (low grade: PK through 03; high grade: PK through 08)

2 = Middle (low grade: 04 through 07; high grade: 04 through 11)

3 = High (low grade: 07 through 12; high grade: 12 only)

4 = Other (any other configuration not falling within the above three categories, including ungraded and operational schools with nonapplicable grade spans)

(MAGNET) Magnet School. If a state reports MAGNET = 2 for all its schools, then MAGNET is set to “N” (not applicable).

1 = Yes

2 = No

(CHARTER) Charter School. If a state reports CHARTER = 2 for all its schools and does not have charter school legislation, then CHARTER is set to “N” (not applicable).

1 = Yes

2 = No

(SHARED) Shared Time School. This flag denotes a shared time school. Typically, this is a school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate “home” school and attend the shared-time school on a part-day basis.

1 = Yes

2 = No

(BIES) Bureau of Indian Education (BIE) School Flag. This field indicates whether or not a school was also reported by the Bureau of Indian Education in their submission of school data. This field was added to the school file starting in 2009-10.

1 = Yes

2 = No

Only states or jurisdictions other than the BIE can contain a value of “1” (“Yes”) for this flag.

(FRELCH) Free Lunch Eligible Students. This student count may be taken by a school at a different time than the membership count; therefore, free lunch and membership counts may not be comparable within a given school. In some states, a single school may provide the free lunch program for a cluster of schools; thus, the free lunch eligible count for the school providing services may over represent the school’s total membership. To avoid identifying specific students as eligible for free lunch, the reported number may have been edited.

(REDLCH) Reduced-Price Lunch Eligible Students. See preceding paragraph.

(TOTFRL) Total Free and Reduced-Price Lunch Eligible Students. If not reported, this total field was calculated using reported free and reduced-price lunch detail. To avoid identifying specific students as eligible for free lunch, the reported number may have been edited.

(RACECAT) Race/ethnicities category indicator. The data item RACECAT is a race/ethnicities category indicator that indicates whether the state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. Prior to SY 2008-09, NCES asked states to report student enrollment counts by five racial/ethnic categories. In SY 2008-09 and SY 2009-10, NCES gave SEAs the option to choose between 5-category reporting and 7-category reporting for the SY 2008-09, five states reported their race/ethnicity data in the seven categories and in SY 2009-10, fourteen states reported data in the 7-category reporting. Since SY 2010-11, the SEAs were required to report race/ethnicity data in seven categories. All states and jurisdictions that responded to the *EDFacts* collection system reported data in the 7-category reporting. The data item RACECAT contains two values:

5 = State reported student enrollment counts in the following five race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black; and (e) White.

7 = State reported student enrollment counts in the following seven race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian; (c) Hispanic of any race; (d) Black; (e) White; (f) Hawaiian Native/Pacific Islander; and (g) Two or more races.

In the current file, for the states that reported five race/ethnicity categories (i.e., RACECAT=5), the variables related to the Asian race category include students who are Asian, Hawaiian Native, or Pacific Islander; for the states that reported seven race/ethnicity categories (i.e., RACECAT=7), the variables related to the Asian race category include Asian students only. In appendix A, Record

Layout, the race/ethnicity categories represented by the five and seven reporting categories are followed by a notation of “(5)” or “(7),” respectively.

For more information on this change, please refer to the October 19, 2007 Federal Register notice, “Final Guidance from the Secretary on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education,” located at <http://www2.ed.gov/legislation/FedRegister/other/2007-4/101907c.html>.

(TITLE1STAT) Title I School Status. This flag was added to the school file starting in 2010–11. It indicates whether and in which Title I program a school is eligible for participation under authorization of Title I of Public Law 103-382. There are two types of Title I programs: Targeted Assistance (TAS) and Schoolwide (SWP). Eligibility for either programs means the school is Title I eligible, regardless of whether they decide to provide a program to their students.

- 1 = School is eligible for Title I Targeted Assistance (TAS) but provides no program
- 2 = School is eligible for Title I Targeted Assistance (TAS) and provides TAS program
- 3 = School is eligible for Title I Schoolwide program (SWP) and provides TAS program
- 4 = School is eligible for Title I Schoolwide program (SWP) but provides no program
- 5 = School is eligible for Title I Schoolwide program (SWP) and provides Title I Schoolwide program
- 6 = School is not eligible for either Title I Targeted Assistance (TAS) or Schoolwide program

The following table shows how TITLE1STAT translates to TITLE1 and STITL1.

TITLE1STAT	TITLE1	STITL1
1	1(Yes)	2 (No)
2	1(Yes)	2 (No)
3	1(Yes)	1(Yes)
4	1(Yes)	1(Yes)
5	1(Yes)	1(Yes)
6	2 (No)	N (Not Applicable)

If the Title I variables are not reported, TITLE1 and STITL1 are populated with their prior year values and TITLE1STAT is kept as missing.

(TITLE1E) Title I Eligible School. This flag indicates whether a school is eligible for participation in either TAS or SWP program authorized by Title I of Public Law 103-382.

- 1 = Yes
- 2 = No

(STITLI) Schoolwide Title I. This flag indicates whether a school is eligible for participation in Schoolwide program authorized by Title I of Public Law 103-382.

1 = Yes

2 = No

(PKOFFRD, KGOFFRD, ..., UGOFFRD) Grade Offered. These flags indicate whether an individual grade is offered. For example, PKOFFRD indicates whether prekindergarten is offered and KGOFFRD indicates whether kindergarten is offered.

1 = Yes

2 = No

(RECONSTF) Reconstituted Flag. This flag indicates that the school was restructured, transformed, or otherwise substantially changed as a consequence of the state's accountability system, or as a result of a School Improvement Grant (SIG), but is not recognized as a new school for the CCD.

1 = Yes

2 = No

(RECONSTY) Reconstituted Year. This indicates the latest year that the school was reported as reconstituted.

(SMEMPUP) School Membership Edit Flag. This field indicates whether the pupil/teacher ratio passed the edit comparing the change from prior year data to this value's variability over the past five years.

1 = Failed the edit

2 = Passed the edit

(ISMEMPUP) School Membership Edit Flag. This field indicates the response from the state to the corresponding edit. The flags are as follows:

FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed

FA = Analyst accepts anomalous data as correct; data not suppressed

FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed

FN = State did not provide a response as to why anomalous data are correct; data suppressed

PS = Passed edits

(SFTEPUP) School Teacher Edit Flag. This field indicates whether both total teachers and the pupil/teacher ratio passed the edit comparing the change from prior year data to this value's variability over the past five years.

1 = Failed the edit

2 = Passed the edit

(ISFTEPUP) School Teacher Edit Flag. This field indicates the response from the state to the corresponding edit. The flags are as follows:

FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed

FA = Analyst accepts anomalous data as correct; data not suppressed

FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed

FN = State did not provide a response as to why anomalous data are correct; data suppressed

PS = Passed edits

(SFLE) School Free Lunch Edit Flag. This field indicates whether the ratio of total students eligible for free lunch to total membership passed the edit comparing the change from prior year data to this value's variability over the past five years.

1 = Failed the edit

2 = Passed the edit

(ISFLE) School Free Lunch Edit Flag. This field indicates the response from the state to the corresponding edit. The flags are as follows:

FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed

FA = Analyst accepts anomalous data as correct; data not suppressed

FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed

FN = State did not provide a response as to why anomalous data are correct; data suppressed

PS = Passed edits

(SPFEMALE) School Gender Edit Flag. This field indicates whether the ratio of female students to total membership passed the edit comparing the change from prior year data to this value's variability over the past five years.

1 = Failed the edit

2 = Passed the edit

(ISPFEMALE) School Gender Edit Flag. This field indicates the response from the state to the corresponding edit. The flags are as follows:

FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed

FA = Analyst accepts anomalous data as correct; data not suppressed

FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed

FN = State did not provide a response as to why anomalous data are correct; data suppressed

PS = Passed edits

(SPELEM) School Grade Edit Flag. This field indicates whether the ratio of total elementary students to total membership passed the edit comparing the change from prior year data to this value's variability over the past five years.

1 = Failed the edit

2 = Passed the edit

(ISPELEM) School Grade Edit Flag. This field indicates the response from the state to the corresponding edit. The flags are as follows:

FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed

FA = Analyst accepts anomalous data as correct; data not suppressed

FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed

FN = State did not provide a response as to why anomalous data are correct; data suppressed

PS = Passed edits

(SPWHITE) School Race Edit Flag. This field indicates whether the ratio of white students to total membership passed the edit comparing the change from prior year data to this value's variability over the past five years.

1 = Failed the edit

2 = Passed the edit

(ISPWHITE) School Race Edit Flag. This field indicates the response from the state to the corresponding edit. The flags are as follows:

FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed

FA = Analyst accepts anomalous data as correct; data not suppressed

FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed

FN = State did not provide a response as to why anomalous data are correct; data suppressed

PS = Passed edits

Student membership (MEMBER), students by Grade (PK-12), by Race/Ethnicity, and by Sex. Membership is the count of students enrolled on October 1st of the school year. CCD collects membership counts at three levels: school, agency, and state. The summed total of student membership reported by states at one level may often be different from what was reported at one or both of the other levels. In general, the total student membership on lower level file should be less than or equal to the total membership on higher level files. A common reason for these differences is that SEAs report aggregate counts of students at the school-level counting each student at the school the student attends the majority of the time; for SEA and LEA-level membership, SEAs report aggregate counts of students at the LEA or SEA that is financially responsible for the student. For example, a regular school district may not be able to provide services to students with special needs and may instead pay tuition for students to attend private schools that provide services to students with special needs. These students are then counted in the regular school district, but are not included in the membership counts for any of the schools in CCD school file. For states with membership discrepancies that exceed five percent of the lower level membership, CCD survey staff routinely follows up with SEAs and asks SEAs to verify the reported membership and provide explanations of the differences.

In school year SY 2008-09, CCD began implementing editing procedures to correct for cross file inconsistencies on a case by case basis. If an SEA could not provide a plausible explanation for why there were inconsistencies across the SEA, LEA, and school files, CCD survey analysts applied cross file adjustments to student membership at one or more levels to ensure that the sum of the lower level membership does not exceed the sum of the higher level membership.

Ungraded Students by Race/Ethnicity and by Sex. The classification of “ungraded” is not used for students in Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West



Virginia, Wisconsin, Wyoming, American Samoa, the Bureau of Indian Education, Department of Defense Education Activity, Guam, and the U.S. Virgin Islands

### ***School Locale Code Methodology***

Locale code is a geographic indicator that NCES has created for general description, sampling, and other statistical purposes. It is based upon the location of school buildings and, in some cases, may not reflect the entire attendance area or residences of enrolled students. The designation of each school's locale is based on its geographic location and population density. School locale codes are assigned by the Census Bureau from school addresses in the CCD files. Definitions of locale codes are contained in the "Comments About the Data Fields" section appearing earlier in this document. The urban-centric locale system is constructed from the same set of standard geographic concepts as the metro-centric system it replaces, but it prioritizes an urban approach that combines size and distance from an urbanized area.

Locale types (city, suburb, town, and rural) and subtypes (large, midsize, and small for city and suburb locale types and fringe, distant, and remote for town and rural locale types) were assigned to all schools in the 50 states, District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and the Department of Defense dependents schools (domestic). Locale codes were not assigned for the Department of Defense dependents schools (overseas). A geographic information system (GIS) was used to evaluate the spatial relationships of the various thematic layers included in the locale criteria. Distances for town and rural locale types were based on straight-line or Euclidean distance. Although this simple geometric measure does not account for the presence or absence of road networks that may offer point-to-point drive time estimates, it is also unaffected by short-term changes to the transportation infrastructure that could cause significant fluctuations in those estimates. The basic unit for these distance indicators—2.5 miles—was borrowed from the Census Bureau's criterion for connecting densely settled non-contiguous territory to a qualifying core of an urbanized area or an urban cluster during the urban delineation process. Distances used to define locale subtypes are multiples of the basic distance unit of 2.5 miles (i.e., 2.5, 5, 10, and 25 miles for rural; 10 and 35 miles for towns).

The U.S. Island Areas, Hawaii, and Puerto Rico were classified according to the proposed locale and subtype criteria that define the four locale types and three locale subtypes. Schools were spatially integrated with these territories based on school geocodes (i.e., their position was determined by each school's latitude and longitude). Third, the schools were assigned a locale and subtype based on their location (i.e., they received the same assignment given to the territory where they were located).

Table 2. State and other jurisdiction American National Standards Institute (ANSI) codes and abbreviations used in CCD datasets

State	ANSI <sup>1</sup>	Abbreviation <sup>2</sup>	State	ANSI <sup>1</sup>	Abbreviation <sup>2</sup>
Alabama	01	AL	Oregon	41	OR
Alaska	02	AK	Pennsylvania	42	PA
Arizona	04	AZ	Rhode	44	RI
Arkansas	05	AR	South Carolina	45	SC
California	06	CA	South Dakota	46	SD
Colorado	08	CO	Tennessee	47	TN
Connecticut	09	CT	Texas	48	TX
Delaware	10	DE	Utah	49	UT
District of Columbia	11	DC	Vermont	50	VT
Florida	12	FL	Virginia	51	VA
Georgia	13	GA	Washington	53	WA
Hawaii	15	HI	West Virginia	54	WV
Idah	16	ID	Wisconsin	55	WI
Illinois	17	IL	Wyoming	56	WY
Indiana	18	IN			
Iowa	19	IA			
Kansas	20	KS			
Kentucky	21	KY			
Louisiana	22	LA			
Maine	23	ME			
Maryland	24	MD	Department of Defense		
Massachusetts	25	MA	Education Activity	63 <sup>3</sup>	DD
Michigan	26	MI			
Minnesota	27	MN	Bureau of		
Mississippi	28	MS	Indian Education	59 <sup>3</sup>	BI
Missouri	29	MO			
Montana	30	MT	American Samoa	60	AS
Nebraska	31	NE			
Nevada	32	NV	Guam	66	GU
New Hampshire	33	NH			
New Jersey	34	NJ	Commonwealth of the		
New Mexico	35	NM	Northern		
New York	36	NY		69	MP
North	37	NC			
North	38	ND	Puerto Rico	72	PR
Ohio	39	OH			
Oklahoma	40	OK	U.S. Virgin Islands	78	VI

<sup>1</sup> American National Standards Institute state codes (01-78).

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

<sup>3</sup> Not official U.S. ANSI code. Starting with the SY 2010–11 CCD, the DoDEA schools were combined into one reporting entity identified in the file by an ANSI code of 63.

SOURCE: Geography Division, Geographic Standards and Criteria Branch. (2010). "Codes for the Identification of the States, the District of Columbia, Puerto Rico, and the Insular Areas of the United States (INCITS 38:20)." Washington, DC: U.S. Census Bureau.

Table 3. List of Schools with Mailing Address in Another State: School Year 2011-12

Administration State	NCES ID	School Name	City	State
Arizona	040081102855	Ombudsman - Charter East II	Libertyville	IL
District of Columbia	110007800213	New Beginnings	Laurel	MD
Idaho	160261000459	Pleasant Valley Elementary-Junior High school	Jordan Valley	OR
Indiana	181161001870	College Corner Union Elementary School	College Corner	OH
New Jersey	340073903053	Excellence Charter School	Philadelphia	PA
North Dakota	380567000826	Squaw Gap School	Sidney	MT
	382034000714	East Fairview Elementary School	Fairview	MT
South Dakota	467209000504	Lakeview Elementary - 09	Crookston	NE
	467209000506	Littleburg Elementary - 12	Valentine	NE
Utah	490090000491	Navajo Mountain High	Tonalea	AZ
Vermont	500002400180	Rivendell Academy	Orford	NH

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2011-12, Provisional Version 1a.

#### **D. User Guidelines for Processing the Public Elementary/Secondary School Universe Survey Data Files**

Starting in SY 1999-2000, CCD data file names were changed to include a two-digit version number. The SY 2011-12 Public Elementary/Secondary School Universe Survey SAS file is called SC111A\_SUPP.SAS7bDAT. The flat ASCII file is named SC111A\_SUPP.TXT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (11 = SY 2011-12 CCD collection), and the fifth and sixth characters indicate the version number (1 = first version; A = released file). The “SUPP” suffix indicates that the numeric fields were tested against NCES data quality standards and that values failing to meet standards were replaced with a -9. At a later date, NCES may release revised SY 2011-12 provisional and final files and these will have incremental version numbers (e.g. the second revised file is labeled 2a. The record layout for the file is contained in appendix A, Record Layout.

#### **E. Guidelines for Using the Flat ASCII Data File**

When using the flat ASCII data file, care should be taken to label the identification number variables (e.g., NCESSCH) as character fields. This is necessary in order to retain the leading zero in many of the identification numbers. It is necessary to keep the leading zeroes when merging these data with other files. This can be accomplished in Excel by using the ‘Import Wizard’ to select the ID fields and set them as text fields.

**Appendix A - Record Layout for the Common Core of Data Public  
Elementary/Secondary School Universe Survey: School Year 2011-12**

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## Appendix A - Record Layout for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2011-12

(\*)Fields have two explicit decimal places, unless otherwise noted.

The file contains data for the school year 2011-12 sorted by the NCES assigned school identification code (NCESSCH). Data presented in this release are available in two formats—SAS datasets (.sas7bdat) and tab-delimited text file.

Note that starting with the 2002-03 CCD, all numeric fields contain a -1 to indicate missing and a -2 to indicate not applicable. Previously, numeric fields contained an “M” to indicate missing and an “N” to indicate not applicable. Character fields continue to use “M” for missing and “N” for not applicable. Starting with the 2009-10 2a file, the numeric fields were tested against NCES data quality standards; a -9 value indicates that the data item did not meet those standards.

Variable Name	Data Order	Data Type	Description
SURVYEAR	1	AN	Year Corresponding to Survey Record.
NCESSCH	2	AN	Unique NCES public school ID (7-digit NCES agency ID (LEAID) + 5-digit NCES school ID (SCHNO)).
FIPST	3	AN	American National Standards Institute (ANSI) state code.
LEAID	4	AN	NCES local education agency (LEA) ID.
SCHNO	5	AN	NCES school ID. NOTE: SCHNO is a unique number within an LEA. By combining LEAID with SCHNO, each school can be uniquely identified within the total file (see NCESSCH above).
STID	6	AN	State's own ID for the education agency.
SEASCH	7	AN	State's own ID for the school.
LEANM	8	AN	Name of the education agency that operates this school.
SCHNAM	9	AN	Name of the school.
PHONE	10	AN	Telephone number of school.
MSTREE	11	AN	The mailing address of the school - may be a street address, a P.O. Box number, or, if verified that there is no address beyond CITY, STATE, and ZIP
MCITY	12	AN	School mailing address city.
MSTATE	13	AN	Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see ANSI state codes and abbreviations used in CCD dataset).
MZIP	14	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP4	15	AN	Four-digit ZIP+4, if assigned; if none, field is blank.
LSTREE	16	AN	School location street address.
LCITY	17	AN	School location city.

**Appendix A - Record Layout for the Common Core of Data Public  
Elementary/Secondary School Universe Survey: School Year 2011-12**

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
LSTATE	18	AN	Location state (two-letter postal abbreviation).
LZIP	19	AN	Location 5-digit ZIP Code.
LZIP4	20	AN	Location +4 ZIP Code.
TYPE	21	AN	NCES school type code:  1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school 5 = Reportable program (new code starting in 2007-08)
STATUS	22	AN	NCES code for the school status:  1 = School was operational at the time of the last report and is currently operational. 2 = School has closed since the time of the last report. 3 = School has been opened since the time of the last report. 4 = School was in existence, but not reported in a previous year's CCD school universe survey, and is now being added. 5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency. 6 = School is temporarily closed and may reopen within three years. 7 = School is scheduled to be operational within two years. 8 = School was closed on a previous year's file but has reopened.
UNION	23	AN	Supervisory Union Identification Number for the school's agency:  For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the ANSI county number. If no number was reported, the field will contain "000".
ULOCAL	24	AN	NCES urban-centric locale code.  NOTE: Starting in 2006-07, CCD data files contain a new locale code system that is based on the urbanicity of the school location. Prior to 2006-07, the locale code was assigned based on a school's metro status. See appendix C, Glossary, for more detail.  11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.  12 = City, Mid-size: Territory inside an urbanized area and inside a principal city with a population less than 250,000 and greater than or equal to 100,000.  13 = City, Small: Territory inside an urbanized area and inside a principal city with a population less than 100,000.  21 = Suburb, Large: Territory outside a principal city and inside an



**Appendix A - Record Layout for the Common Core of Data Public  
Elementary/Secondary School Universe Survey: School Year 2011-12**

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
			urbanized area with population of 250,000 or more.
			22 = Suburb, Mid-size: Territory outside a principal city and inside an urbanized area with a population less than 250,000 and greater than or equal to 100,000.
			23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with a population less than 100,000.
			31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
			32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
			33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.
			41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
			42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
			43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.
LATCOD	25	N	Latitude. Based on the location of the administrative office, the value of LATCOD ranges from -14 to 71. It contains an explicit decimal point. The digits to the left of the decimal represent the number of degrees from the equator; the digits to the right of the decimal represent the fraction of the next degree carried out to six decimal places.
LONCOD	26	N	Longitude. Based on the location of the administrative office, the value of LONCOD ranges from -177 to 146. The minus sign (-) indicates west of the prime meridian. It contains an explicit decimal point. The digits to the left of the decimal point represent the number of degrees from the prime meridian; the digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places.
CONUM	27	AN	ANSI county code (two digit ANSI state numeric code + three digits ANSI county code) based on the location of the school.
CONAME	28	AN	County name based on the location of the school.
CDCODE	29	AN	Congressional district code based on location of administrative office. ANSI numeric code for the congressional districts that are legislatively defined subdivision of the state for the purpose of electing representatives

**Appendix A - Record Layout for the Common Core of Data Public  
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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
			to the House of Representative of the United States Congress. The first two digits are the ANSI state numeric code, which makes the congressional district code unique across states (see Appendix C Glossary for detail).
CDCODE_112	30	AN	112th congressional district code based on location of administrative office. ANSI numeric code for the congressional districts that are legislatively defined subdivision of the state for the purpose of electing representatives to the House of Representative of the United States Congress. The first two digits are the ANSI state numeric code, which makes the congressional district code unique across states (see Appendix C Glossary for detail).
BIES	31	AN	Bureau of Indian Education (BIE) school. Indicator of whether or not a school was also reported by the Bureau of Indian Education in their submission of school data. Only states or jurisdictions other than BIE can contain a value of 1 (Yes) for this flag. Y - Yes N - No
RECONSTY	32	AN	Reconstituted Year. This indicates the latest year that the school was reported as reconstituted.
RECONSTF	33	AN	Reconstituted Flag. This flag indicates that the school was restructured, transformed, or otherwise substantially changed as a consequence of the state's accountability system, or as a result of a School Improvement Grant (SIG), but is not recognized as a new school for the CCD. 1 = Yes 2 = No
SMEMPUP	34	AN	Multi-year edit - School Membership 1 = Failed the edit 2 = Passed the edit
ISMEMPUP	35	AN	Multi-year edit flag- School Membership FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed FA = Analyst accepts anomalous data as correct; data not suppressed FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed FN = State did not provide a response as to why anomalous data are correct; data suppressed PS = Passed edits
SFTEPUP	36	AN	Multi-year edit - School Teacher 1 = Failed the edit 2 = Passed the edit
ISFTEPUP	37	AN	Multi-year edit flag - School Teacher FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed FA = Analyst accepts anomalous data as correct; data not suppressed FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed FN = State did not provide a response as to why anomalous data are

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
			correct; data suppressed PS = Passed edits
SFLE	38	AN	Multi-year edit - School Free Lunch 1 = Failed the edit 2 = Passed the edit
ISFLE	39	AN	Multi-year edit flag - School Free Lunch FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed FA = Analyst accepts anomalous data as correct; data not suppressed FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed FN = State did not provide a response as to why anomalous data are correct; data suppressed PS = Passed edits
SPFEMALE	40	AN	Multi-year edit - School Gender 1 = Failed the edit 2 = Passed the edit
ISPFEMALE	41	AN	Multi-year edit flag - School Gender FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed FA = Analyst accepts anomalous data as correct; data not suppressed FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed FN = State did not provide a response as to why anomalous data are correct; data suppressed PS = Passed edits
SPWHITE	42	AN	Multi-year edit - School Race 1 = Failed the edit 2 = Passed the edit
ISWHITE	43	AN	Multi-year edit flag - School Race FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed FA = Analyst accepts anomalous data as correct; data not suppressed FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed FN = State did not provide a response as to why anomalous data are correct; data suppressed PS = Passed edits
SPELM	44	AN	Multi-year edit - School Grade 1 = Failed the edit 2 = Passed the edit
ISPELM	45	AN	Multi-year edit flag - School Grade FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed FA = Analyst accepts anomalous data as correct; data not suppressed

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
			<p>FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed</p> <p>FN = State did not provide a response as to why anomalous data are correct; data suppressed</p> <p>PS = Passed edits</p>
FTE	46*	N	Total full-time-equivalent classroom teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
GSLO	47	AN	<p>School low grade offered. Code values include:</p> <p>UG = Ungraded            PK = Prekindergarten            KG = Kindergarten            01 - 12 = First through Twelfth grade            N = School had no students reported</p> <p>UG and N each occur only in isolation from other codes. When one of these does occur, it is both the lowest (GSLO) and the highest (GSHI) grade.</p>
GSHI	48	AN	<p>School high grade offered. Code values include:</p> <p>UG = Ungraded            PK = Prekindergarten            KG = Kindergarten            01 - 12 = First through Twelfth grade            N = School had no students reported</p> <p>UG and N each occur only in isolation from other codes. When one of these does occur, it is both the lowest (GSLO) and the highest (GSHI) grade.</p>
PKOFFRD	49	AN	<p>Prekindergarten offered.</p> <p>1 - Yes            2 - No</p>
KGOFFRD	50	AN	<p>Kindergarten offered.</p> <p>1 - Yes            2 - No</p>
G01OFFRD	51	AN	<p>First grade offered.</p> <p>1 - Yes            2 - No</p>
G02OFFRD	52	AN	<p>Second grade offered.</p> <p>1 - Yes            2 - No</p>
G03OFFRD	53	AN	<p>Third grade offered.</p> <p>1 - Yes            2 - No</p>

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
G04OFFRD	54	AN	Fourth grade offered. 1 - Yes 2 - No
G05OFFRD	55	AN	Fifth grade offered. 1 - Yes 2 - No
G06OFFRD	56	AN	Sixth grade offered. 1 - Yes 2 - No
G07OFFRD	57	AN	Seventh grade offered. 1 - Yes 2 - No
G08OFFRD	58	AN	Eighth grade offered. 1 - Yes 2 - No
G09OFFRD	59	AN	Ninth grade offered. 1 - Yes 2 - No
G10OFFRD	60	AN	Tenth grade offered. 1 - Yes 2 - No
G11OFFRD	61	AN	Eleventh grade offered. 1 - Yes 2 - No
G12OFFRD	62	AN	Twelfth offered. 1 - Yes 2 - No
UGOFFRD	63	AN	Ungraded offered. 1 - Yes 2 - No
LEVEL	64	AN	School Level. The following codes were calculated from the school's corresponding GSLO and GSHI values:  1 = Primary (low grade = PK through 03; high grade = PK through 08) 2 = Middle (low grade = 04 through 07; high grade = 04 through 09) 3 = High (low grade = 07 through 12; high grade = 12 only) 4 = Other (any other configuration not falling within the above three categories, including ungraded)
TITLEISTAT	65	AN	Title I School Status. This flag was added to the school file starting in 2010-11. It indicates whether, and in which Title I program, a school is eligible for participation under authorization of Title I of Public Law 103-382. There are two types of Title I programs: Targeted Assistance (TAS)

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>																					
			<p>and Schoolwide (SWP). Eligibility for either programs means the school is Title I eligible, regardless of whether they decide to provide a program to their students.</p> <p>1 = School is eligible for Title I Targeted Assistance (TAS) but provides no program.</p> <p>2 = School is eligible for Title I Targeted Assistance (TAS) and provides TAS program.</p> <p>3 = School is eligible for Title I Schoolwide program (SWP) and provides TAS program.</p> <p>4 = School is eligible for Title I Schoolwide program (SWP) but provides no program.</p> <p>5 = School is eligible for Title I Schoolwide program (SWP) and provides Title I Schoolwide program.</p> <p>6 = School is not eligible for either Title I Targeted Assistance (TAS ) or Schoolwide program.</p> <p>The following table shows how TITLEISTAT translates to TITLEI and STITLI.</p> <table border="1"> <thead> <tr> <th>TITLEISTAT</th> <th>TITLEI</th> <th>STITLI</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1(Yes)</td> <td>2 (No)</td> </tr> <tr> <td>2</td> <td>1(Yes)</td> <td>2 (No)</td> </tr> <tr> <td>3</td> <td>1(Yes)</td> <td>1(Yes)</td> </tr> <tr> <td>4</td> <td>1(Yes)</td> <td>1(Yes)</td> </tr> <tr> <td>5</td> <td>1(Yes)</td> <td>1(Yes)</td> </tr> <tr> <td>6</td> <td>2 (No)</td> <td>N (Not Applicable)</td> </tr> </tbody> </table>	TITLEISTAT	TITLEI	STITLI	1	1(Yes)	2 (No)	2	1(Yes)	2 (No)	3	1(Yes)	1(Yes)	4	1(Yes)	1(Yes)	5	1(Yes)	1(Yes)	6	2 (No)	N (Not Applicable)
TITLEISTAT	TITLEI	STITLI																						
1	1(Yes)	2 (No)																						
2	1(Yes)	2 (No)																						
3	1(Yes)	1(Yes)																						
4	1(Yes)	1(Yes)																						
5	1(Yes)	1(Yes)																						
6	2 (No)	N (Not Applicable)																						
TITLEI	66	AN	<p>Title I Eligible School. A Title I school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.</p> <p>1 = Yes 2 = No</p>																					
STITLI	67	AN	<p>School-wide Title I. A program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.</p> <p>1 = Yes 2 = No</p>																					
MAGNET	68	AN	<p>Magnet school. Regardless of the source of funding, a magnet school or program is a special school or program designed to attract students of different racial/ethnic background for the purpose of reducing, preventing, or eliminating racial isolation and/or to provide an academic or social focus on a particular theme.</p> <p>1 = Yes 2 = No</p>																					
CHARTR	69	AN	<p>Charter school. A school that provides free elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority.</p>																					

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
			1 = Yes 2 = No
SHARED	70	AN	Shared Time School. A school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate 'home' school and attend the shared-time school on a part-day basis.
			1 = Yes 2 = No
FRELCH	71	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
REDLCH	72	N	Count of students eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.
TOTFRL	73	N	Total of free lunch eligible and reduced-price lunch eligible. The total is only available if both of the details (or the total) were reported.
RACECAT	74	AN	Race/ethnicities categories indicator. Indicates whether state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. 5 = State reported student enrollment counts in the following five race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black, non-Hispanic; and (e) White, non-Hispanic. 7 = State reported student enrollment counts in the following seven race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian; (c) Hispanic; (d) Black; (e) White; (f) Hawaiian Native/Pacific Islander; and (g) Two or more races.
PK	75	N	Total prekindergarten students.
AMPKM	76	N	Prekindergarten students - American Indian/Alaska Native - male.
AMPKF	77	N	Prekindergarten students - American Indian/Alaska Native - female.
ASPKM	78	N	Prekindergarten students - Asian - male.
ASPKF	79	N	Prekindergarten students - Asian - female.
HIPKM	80	N	Prekindergarten students - Hispanic - male.
HIPKF	81	N	Prekindergarten students - Hispanic - female.
BLPKM	82	N	Prekindergarten students - Black, non-Hispanic - male.
BLPKF	83	N	Prekindergarten students - Black, non-Hispanic - female.
WHPKM	84	N	Prekindergarten students - White, non-Hispanic - male.
WHPKF	85	N	Prekindergarten students - White, non-Hispanic - female.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
HPPKM	86	N	Prekindergarten students - Hawaiian Native/Pacific Islander - male.
HPPKF	87	N	Prekindergarten students - Hawaiian Native/Pacific Islander - female.
TRPKM	88	N	Prekindergarten students - Two or More Races - male.
TRPKF	89	N	Prekindergarten students - Two or More Races - female.
KG	90	N	Total kindergarten students.
AMKGM	91	N	Kindergarten students - American Indian/Alaska Native - male.
AMKGF	92	N	Kindergarten students - American Indian/Alaska Native - female.
ASKGM	93	N	Kindergarten students - Asian - male.
ASKGF	94	N	Kindergarten students - Asian - female.
HIKGM	95	N	Kindergarten students - Hispanic - male.
HIKGF	96	N	Kindergarten students - Hispanic - female.
BLKGM	97	N	Kindergarten students - Black, non-Hispanic - male.
BLKGF	98	N	Kindergarten students - Black, non-Hispanic - female.
WHKGM	99	N	Kindergarten students - White, non-Hispanic - male.
WHKGF	100	N	Kindergarten students - White, non-Hispanic - female.
HPKGM	101	N	Kindergarten students - Hawaiian Native/Pacific Islander - male.
HPKGF	102	N	Kindergarten students - Hawaiian Native/Pacific Islander - female.
TRKGM	103	N	Kindergarten students - Two or more races - male.
TRKGF	104	N	Kindergarten students - Two or more Races - female.
G01	105	N	Total grade 1 students.
AM01M	106	N	Grade 1 students - American Indian/Alaska Native - male.
AM01F	107	N	Grade 1 students - American Indian/Alaska Native - female.
AS01M	108	N	Grade 1 students - Asian - male.
AS01F	109	N	Grade 1 students - Asian - female.
HI01M	110	N	Grade 1 students - Hispanic - male.
HI01F	111	N	Grade 1 students - Hispanic - female.
BL01M	112	N	Grade 1 students - Black, non-Hispanic - male.
BL01F	113	N	Grade 1 students - Black, non-Hispanic - female.



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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
WH01M	114	N	Grade 1 students - White, non-Hispanic - male.
WH01F	115	N	Grade 1 students - White, non-Hispanic - female.
HP01M	116	N	Grade 1 students - Hawaiian Native/Pacific Islander - male.
HP01F	117	N	Grade 1 students - Hawaiian Native/Pacific Islander - female.
TR01M	118	N	Grade 1 students - Two or more races - male.
TR01F	119	N	Grade 1 students - Two or more races - female.
G02	120	N	Total grade 2 students.
AM02M	121	N	Grade 2 students - American Indian/Alaska Native - male.
AM02F	122	N	Grade 2 students - American Indian/Alaska Native - female.
AS02M	123	N	Grade 2 students - Asian - male.
AS02F	124	N	Grade 2 students - Asian - female.
HI02M	125	N	Grade 2 students - Hispanic - male.
HI02F	126	N	Grade 2 students - Hispanic - female.
BL02M	127	N	Grade 2 students - Black, non-Hispanic - male.
BL02F	128	N	Grade 2 students - Black, non-Hispanic - female.
WH02M	129	N	Grade 2 students - White, non-Hispanic - male.
WH02F	130	N	Grade 2 students - White, non-Hispanic - female.
HP02M	131	N	Grade 2 students - Hawaiian Native/Pacific Islander - male.
HP02F	132	N	Grade 2 students - Hawaiian Native/Pacific Islander - female.
TR02M	133	N	Grade 2 students - Two or more races - male.
TR02F	134	N	Grade 2 students - Two or more races - female.
G03	135	N	Total grade 3 students.
AM03M	136	N	Grade 3 students - American Indian/Alaska Native - male.
AM03F	137	N	Grade 3 students - American Indian/Alaska Native - female.
AS03M	138	N	Grade 3 students - Asian - male.
AS03F	139	N	Grade 3 students - Asian - female.
HI03M	140	N	Grade 3 students - Hispanic - male.
HI03F	141	N	Grade 3 students - Hispanic - female.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
BL03M	142	N	Grade 3 students - Black, non-Hispanic - male.
BL03F	143	N	Grade 3 students - Black, non-Hispanic - female.
WH03M	144	N	Grade 3 students - White, non-Hispanic - male.
WH03F	145	N	Grade 3 students - White, non-Hispanic - female.
HP03M	146	N	Grade 3 students - Hawaiian Native/Pacific Islander - male.
HP03F	147	N	Grade 3 students - Hawaiian Native/Pacific Islander - female.
TR03M	148	N	Grade 3 students - Two or more races - male.
TR03F	149	N	Grade 3 students - Two or more races - female.
G04	150	N	Total grade 4 students.
AM04M	151	N	Grade 4 students - American Indian/Alaska Native - male.
AM04F	152	N	Grade 4 students - American Indian/Alaska Native - female.
AS04M	153	N	Grade 4 students - Asian - male.
AS04F	154	N	Grade 4 students - Asian - female.
HI04M	155	N	Grade 4 students - Hispanic - male.
HI04F	156	N	Grade 4 students - Hispanic - female.
BL04M	157	N	Grade 4 students - Black, non-Hispanic - male.
BL04F	158	N	Grade 4 students - Black, non-Hispanic - female.
WH04M	159	N	Grade 4 students - White, non-Hispanic - male.
WH04F	160	N	Grade 4 students - White, non-Hispanic - female.
HP04M	161	N	Grade 4 students - Hawaiian Native/Pacific Islander - male.
HP04F	162	N	Grade 4 students - Hawaiian Native/Pacific Islander - female.
TR04M	163	N	Grade 4 students - Two or more races - male.
TR04F	164	N	Grade 4 students - Two or more races - female.
G05	165	N	Total grade 5 students.
AM05M	166	N	Grade 5 students - American Indian/Alaska Native - male.
AM05F	167	N	Grade 5 students - American Indian/Alaska Native - female.
AS05M	168	N	Grade 5 students - Asian - male.
AS05F	169	N	Grade 5 students - Asian - female.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
HI05M	170	N	Grade 5 students - Hispanic - male.
HI05F	171	N	Grade 5 students - Hispanic - female.
BL05M	172	N	Grade 5 students - Black, non-Hispanic - male.
BL05F	173	N	Grade 5 students - Black, non-Hispanic - female.
WH05M	174	N	Grade 5 students - White, non-Hispanic - male.
WH05F	175	N	Grade 5 students - White, non-Hispanic - female.
HP05M	176	N	Grade 5 students - Hawaiian Native/Pacific Islander - male.
HP05F	177	N	Grade 5 students - Hawaiian Native/Pacific Islander - female.
TR05M	178	N	Grade 5 students - Two or more races - male.
TR05F	179	N	Grade 5 students - Two or more races - female.
G06	180	N	Total grade 6 students.
AM06M	181	N	Grade 6 students - American Indian/Alaska Native - male.
AM06F	182	N	Grade 6 students - American Indian/Alaska Native - female.
AS06M	183	N	Grade 6 students - Asian - male.
AS06F	184	N	Grade 6 students - Asian - female.
HI06M	185	N	Grade 6 students - Hispanic - male.
HI06F	186	N	Grade 6 students - Hispanic - female.
BL06M	187	N	Grade 6 students - Black, non-Hispanic - male.
BL06F	188	N	Grade 6 students - Black, non-Hispanic - female.
WH06M	189	N	Grade 6 students - White, non-Hispanic - male.
WH06F	190	N	Grade 6 students - White, non-Hispanic - female.
HP06M	191	N	Grade 6 students - Hawaiian Native/Pacific Islander - male.
HP06F	192	N	Grade 6 students - Hawaiian Native/Pacific Islander - female.
TR06M	193	N	Grade 6 students - Two or more races - male.
TR06F	194	N	Grade 6 students - Two or more races - female.
G07	195	N	Total grade 7 students.
AM07M	196	N	Grade 7 students - American Indian/Alaska Native - male.
AM07F	197	N	Grade 7 students - American Indian/Alaska Native - female.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
AS07M	198	N	Grade 7 students - Asian - male.
AS07F	199	N	Grade 7 students - Asian - female.
HI07M	200	N	Grade 7 students - Hispanic - male.
HI07F	201	N	Grade 7 students - Hispanic - female.
BL07M	202	N	Grade 7 students - Black, non-Hispanic - male.
BL07F	203	N	Grade 7 students - Black, non-Hispanic - female.
WH07M	204	N	Grade 7 students - White, non-Hispanic - male.
WH07F	205	N	Grade 7 students - White, non-Hispanic - female.
HP07M	206	N	Grade 7 students - Hawaiian Native/Pacific Islander - male.
HP07F	207	N	Grade 7 students - Hawaiian Native/Pacific Islander - female.
TR07M	208	N	Grade 7 students - Two or more races - male.
TR07F	209	N	Grade 7 students - Two or more races - female.
G08	210	N	Total grade 8 students.
AM08M	211	N	Grade 8 students - American Indian/Alaska Native - male.
AM08F	212	N	Grade 8 students - American Indian/Alaska Native - female.
AS08M	213	N	Grade 8 students - Asian - male.
AS08F	214	N	Grade 8 students - Asian - female.
HI08M	215	N	Grade 8 students - Hispanic - male.
HI08F	216	N	Grade 8 students - Hispanic - female.
BL08M	217	N	Grade 8 students - Black, non-Hispanic - male.
BL08F	218	N	Grade 8 students - Black, non-Hispanic - female.
WH08M	219	N	Grade 8 students - White, non-Hispanic - male.
WH08F	220	N	Grade 8 students - White, non-Hispanic - female.
HP08M	221	N	Grade 8 students - Hawaiian Native/Pacific Islander - male.
HP08F	222	N	Grade 8 students - Hawaiian Native/Pacific Islander - female.
TR08M	223	N	Grade 8 students - Two or more races - male.
TR08F	224	N	Grade 8 students - Two or more races - female.
G09	225	N	Total grade 9 students.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
AM09M	226	N	Grade 9 students - American Indian/Alaska Native - male.
AM09F	227	N	Grade 9 students - American Indian/Alaska Native - female.
AS09M	228	N	Grade 9 students - Asian - male.
AS09F	229	N	Grade 9 students - Asian - female.
HI09M	230	N	Grade 9 students - Hispanic - male.
HI09F	231	N	Grade 9 students - Hispanic - female.
BL09M	232	N	Grade 9 students - Black, non-Hispanic - male.
BL09F	233	N	Grade 9 students - Black, non-Hispanic - female.
WH09M	234	N	Grade 9 students - White, non-Hispanic - male.
WH09F	235	N	Grade 9 students - White, non-Hispanic - female.
HP09M	236	N	Grade 9 students - Hawaiian Native/Pacific Islander - male.
HP09F	237	N	Grade 9 students - Hawaiian Native/Pacific Islander - female.
TR09M	238	N	Grade 9 students - Two or more races - male.
TR09F	239	N	Grade 9 students - Two or more races - female.
G10	240	N	Total grade 10 students.
AM10M	241	N	Grade 10 students - American Indian/Alaska Native - male.
AM10F	242	N	Grade 10 students - American Indian/Alaska Native - female.
AS10M	243	N	Grade 10 students - Asian - male.
AS10F	244	N	Grade 10 students - Asian - female.
HI10M	245	N	Grade 10 students - Hispanic - male.
HI10F	246	N	Grade 10 students - Hispanic - female.
BL10M	247	N	Grade 10 students - Black, non-Hispanic - male.
BL10F	248	N	Grade 10 students - Black, non-Hispanic - female.
WH10M	249	N	Grade 10 students - White, non-Hispanic - male.
WH10F	250	N	Grade 10 students - White, non-Hispanic - female.
HP10M	251	N	Grade 10 students - Hawaiian Native/Pacific Islander - male.
HP10F	252	N	Grade 10 students - Hawaiian Native/Pacific Islander - female.
TR10M	253	N	Grade 10 students - Two or more races - male.

**Appendix A - Record Layout for the Common Core of Data Public  
Elementary/Secondary School Universe Survey: School Year 2011-12**

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
TR10F	254	N	Grade 10 students - Two or more races - female.
G11	255	N	Total grade 11 students.
AM11M	256	N	Grade 11 students - American Indian/Alaska Native - male.
AM11F	257	N	Grade 11 students - American Indian/Alaska Native - female.
AS11M	258	N	Grade 11 students - Asian - male.
AS11F	259	N	Grade 11 students - Asian - female.
HI11M	260	N	Grade 11 students - Hispanic - male.
HI11F	261	N	Grade 11 students - Hispanic - female.
BL11M	262	N	Grade 11 students - Black, non-Hispanic - male.
BL11F	263	N	Grade 11 students - Black, non-Hispanic - female.
WH11M	264	N	Grade 11 students - White, non-Hispanic - male.
WH11F	265	N	Grade 11 students - White, non-Hispanic - female.
HP11M	266	N	Grade 11 students - Hawaiian Native/Pacific Islander - male.
HP11F	267	N	Grade 11 students - Hawaiian Native/Pacific Islander - female.
TR11M	268	N	Grade 11 students - Two or more races - male.
TR11F	269	N	Grade 11 students - Two or more races - female.
G12	270	N	Total grade 12 students.
AM12M	271	N	Grade 12 students - American Indian/Alaska Native - male.
AM12F	272	N	Grade 12 students - American Indian/Alaska Native - female.
AS12M	273	N	Grade 12 students - Asian - male.
AS12F	274	N	Grade 12 students - Asian - female.
HI12M	275	N	Grade 12 students - Hispanic - male.
HI12F	276	N	Grade 12 students - Hispanic - female.
BL12M	277	N	Grade 12 students - Black, non-Hispanic - male.
BL12F	278	N	Grade 12 students - Black, non-Hispanic - female.
WH12M	279	N	Grade 12 students - White, non-Hispanic - male.
WH12F	280	N	Grade 12 students - White, non-Hispanic - female.
HP12M	281	N	Grade 12 students - Hawaiian Native/Pacific Islander - male.

**Appendix A - Record Layout for the Common Core of Data Public  
Elementary/Secondary School Universe Survey: School Year 2011-12**

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
HP12F	282	N	Grade 12 students - Hawaiian Native/Pacific Islander - female.
TR12M	283	N	Grade 12 students - Two or more races- male.
TR12F	284	N	Grade 12 students - Two or more races - female.
UG	285	N	Total ungraded students.
AMUGM	286	N	Ungraded students - American Indian/Alaska Native - male.
AMUGF	287	N	Ungraded students - American Indian/Alaska Native - female.
ASUGM	288	N	Ungraded students - Asian - male.
ASUGF	289	N	Ungraded students - Asian - female.
HIUGM	290	N	Ungraded students - Hispanic - male.
HIUGF	291	N	Ungraded students - Hispanic - female.
BLUGM	292	N	Ungraded students - Black, non-Hispanic - male.
BLUGF	293	N	Ungraded students - Black, non-Hispanic - female.
WHUGM	294	N	Ungraded students - White, non-Hispanic - male.
WHUGF	295	N	Ungraded students - White, non-Hispanic - female.
HPUGM	296	N	Ungraded students - Hawaiian Native/Pacific Islander - male.
HPUGF	297	N	Ungraded students - Hawaiian Native/Pacific Islander - female.
TRUGM	298	N	Ungraded students - Two or more races - male.
TRUGF	299	N	Ungraded students - Two or more races - female.
MEMBER	300	N	Total students, all grades: The reported total membership of the school.
AM	301	N	American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM and AMALF fields.
AMALM	302	N	Total students, all grades - American Indian/Alaska Native - male.
AMALF	303	N	Total students, all grades - American Indian/Alaska Native - female.
ASIAN	304	N	Asian students. If not reported, this field was calculated by summing the ASALM and ASALF fields.
ASALM	305	N	Total students, all grades - Asian - male.
ASALF	306	N	Total students, all grades - Asian - female.
HISP	307	N	Hispanic students. If not reported, this field was calculated by summing the HIALM and HIALF fields.
HIALM	308	N	Total students, all grades - Hispanic - male.

**Appendix A - Record Layout for the Common Core of Data Public  
Elementary/Secondary School Universe Survey: School Year 2011-12**

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
HIALF	309	N	Total students, all grades - Hispanic - female.
BLACK	310	N	Black, non-Hispanic students. If not reported, this field was calculated by summing the BLALM and BLALF fields.
BLALM	311	N	Total students, all grades - Black, non-Hispanic - male.
BLALF	312	N	Total students, all grades - Black, non-Hispanic - female.
WHITE	313	N	White, non-Hispanic students. If not reported, this field was calculated by summing the WHALM and WHALF fields.
WHALM	314	N	Total students, all grades - White, non-Hispanic - male.
WHALF	315	N	Total students, all grades - White, non-Hispanic - female.
PACIFIC	316	N	Hawaiian Native / Pacific Islander students. If not reported, this field was calculated by summing the HPALM and HPALF fields.
HPALM	317	N	Total students - all grades - Hawaiian Native/Pacific Islander - male.
HPALF	318	N	Total students, all grades - Hawaiian Native/Pacific Islander - female.
TR	319	N	Two or more races students. If not reported, this field was calculated by summing the TRALM and TRALF fields.
TRALM	320	N	Total students, all grades - Two or more races - male.
TRALF	321	N	Total students, all grades - Two or more races - female.
TOTETH	322	N	Calculated school race/ethnicity membership: The sum of the fields AM, ASIAN, HISP, BLACK, WHITE, PACIFIC, and TR. Students belonging to an unknown or non-CCD race category are not captured in this field



**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

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**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-1. Distribution of responses of character variable data, by response value: School Year 2011-12

Variable	Variable label	Blank	Missing	Not applicable	Not Reported
NCESSCH	Unique School ID	0	0	0	103,483
FIPST	ANSI State Code	0	0	0	103,483
LEAID	NCES Agency Identification Number	0	0	0	103,483
SCHNO	NCES School Identifier	0	0	0	103,483
STID	State Local Education Number	0	0	0	103,483
SEASCH	State School Identifier	0	6	0	103,477
LEANM	LEA Name	0	0	0	103,483
SCHNAM	School Name	0	0	0	103,483
PHONE	School Phone Number	0	135	9	103,339
MSTREE	School Mailing Address 1	0	1	4	103,478
MCITY	School Mailing City	0	0	0	103,483
MSTATE	School Mailing USPS State Abbreviation	0	0	0	103,483
MZIP	School Mailing Zip	0	0	0	103,483
MZIP4	School Mailing Zip Plus 4	24,846	0	0	78,637
LSTREE	School Location Address 1	0	171	0	103,312
LCITY	School Location City	0	0	0	103,483
LSTATE	School Location USPS State Abbreviation	0	0	0	103,483
LZIP	School Location Zip	0	0	0	103,483
LZIP4	School Location Zip Plus 4	25,184	0	0	78,299
UNION	Supervisory Union Identification Number	0	2	249	103,232
LATCOD	Latitude	0	125	0	103,358
LONCOD	Longitude	0	125	0	103,358
CONUM	ANSI County Code	0	0	125	103,358
CONAME	County Name	0	0	125	103,358
CDCODE	Congressional District Code	0	0	301	103,182
CDCODE_112	2003 Congressional District Code	0	0	125	103,358

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). "Public Elementary/Secondary School Universe Survey," 2011-12, Version Provisional 1a. LATCOD and LONCOD are coded as 0.000000 when missing.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011-12

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
FTE	Classroom Teachers	0.0	1,012.8	31.9	3,876	3,189	193
FRELCH	Free Lunch Eligible Students	0.0	4,497.0	209.9	6,672	5,645	3,611
REDLCH	Reduced-Price Lunch Eligible Students	0.0	4,615.0	40.5	7,545	5,645	3,611
TOTFRL	Total of Free and Reduced-Lunch Eligible Students	0.0	7,866.0	249.0	2,498	5,645	3,611
PK	PK Students - Total	0.0	1,762.0	38.6	1,266	72,621	29
AMPKM	PK Students - American Indian/Alaska Native - Male	0.0	81.0	0.3	1,266	72,621	35
AMPKF	PK Students - American Indian/Alaska Native - Female	0.0	89.0	0.3	1,266	72,621	35
ASPKM	PK Students - Asian - Male	0.0	88.0	0.6	1,266	72,621	35
ASPKF	PK Students - Asian - Female	0.0	66.0	0.5	1,266	72,621	35
HIPKM	PK Students - Hispanic - Male	0.0	614.0	5.9	1,266	72,621	35
HIPKF	PK Students - Hispanic - Female	0.0	579.0	5.3	1,266	72,621	35
BLPKM	PK Students - Black - Male	0.0	290.0	4.0	1,266	72,621	35
BLPKF	PK Students - Black - Female	0.0	316.0	3.6	1,266	72,621	35
WHPKM	PK Students - White - Male	0.0	672.0	9.5	1,266	72,621	35
WHPKF	PK Students - White - Female	0.0	489.0	7.5	1,266	72,621	35
HPPKM	PK Students - Hawaiian Native/Pacific Islander - Male	0.0	65.0	0.1	1,141	72,746	35
HPPKF	PK Students - Hawaiian Native/Pacific Islander - Female	0.0	30.0	#	1,141	72,746	35
TRPKM	PK Students - Two or More Races - Male	0.0	47.0	0.6	1,141	72,746	35
TRPKF	PK Students - Two or More Races - Female	0.0	38.0	0.5	1,141	72,746	35
KG	KG Students - Total	0.0	1,050.0	70.8	560	49,559	45
AMKGM	KG Students - American Indian/Alaska Native - Male	0.0	90.0	0.4	560	49,559	50
AMKGF	KG Students - American Indian/Alaska Native - Female	0.0	71.0	0.4	560	49,559	50
ASKGM	KG Students - Asian - Male	0.0	122.0	1.6	560	49,559	50
ASKGF	KG Students - Asian - Female	0.0	130.0	1.5	560	49,559	50
HIKGM	KG Students - Hispanic - Male	0.0	300.0	9.8	560	49,559	50
HIKGF	KG Students - Hispanic - Female	0.0	240.0	9.3	560	49,559	50
BLKGM	KG Students - Black - Male	0.0	246.0	5.5	560	49,559	50
BLKGF	KG Students - Black - Female	0.0	229.0	5.1	560	49,559	50
WHKGM	KG Students - White - Male	0.0	371.0	18.0	560	49,559	50
WHKGF	KG Students - White - Female	0.0	384.0	16.6	560	49,559	50

See notes at end of table.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011-12—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
HPKGM	KG Students - Hawaiian Native/Pacific Islander - Male	0.0	62.0	0.2	277	49,842	50
HPKGF	KG Students - Hawaiian Native/Pacific Islander - Female	0.0	55.0	0.1	277	49,842	50
TRKGM	KG Students - Two or More Races - Male	0.0	54.0	1.3	277	49,842	50
TRKGF	KG Students - Two or More Races - Female	0.0	51.0	1.2	277	49,842	50
G01	Grade 1 Students - Total	0.0	784.0	70.6	564	48,955	41
AM01M	Grade 1 Students - American Indian/Alaska Native - Male	0.0	80.0	0.4	564	48,955	46
AM01F	Grade 1 Students - American Indian/Alaska Native - Female	0.0	74.0	0.4	564	48,955	46
AS01M	Grade 1 Students - Asian - Male	0.0	135.0	1.7	564	48,955	46
AS01F	Grade 1 Students - Asian - Female	0.0	144.0	1.6	564	48,955	46
HI01M	Grade 1 Students - Hispanic - Male	0.0	262.0	9.7	564	48,955	46
HI01F	Grade 1 Students - Hispanic - Female	0.0	225.0	9.2	564	48,955	46
BL01M	Grade 1 Students - Black - Male	0.0	256.0	5.5	564	48,955	46
BL01F	Grade 1 Students - Black - Female	0.0	274.0	5.2	564	48,955	46
WH01M	Grade 1 Students - White - Male	0.0	299.0	17.9	564	48,955	46
WH01F	Grade 1 Students - White - Female	0.0	257.0	16.7	564	48,955	46
HP01M	Grade 1 Students - Hawaiian Native/Pacific Islander - Male	0.0	63.0	0.2	279	49,240	46
HP01F	Grade 1 Students - Hawaiian Native/Pacific Islander - Female	0.0	54.0	0.2	279	49,240	46
TR01M	Grade 1 Students - Two or More Races - Male	0.0	45.0	1.1	279	49,240	46
TR01F	Grade 1 Students - Two or More Races - Female	0.0	64.0	1.1	279	49,240	46
G02	Grade 2 Students - Total	0.0	755.0	69.5	561	49,003	39
AM02M	Grade 2 Students - American Indian/Alaska Native - Male	0.0	92.0	0.4	561	49,003	46
AM02F	Grade 2 Students - American Indian/Alaska Native - Female	0.0	95.0	0.4	561	49,003	46
AS02M	Grade 2 Students - Asian - Male	0.0	174.0	1.7	561	49,003	46
AS02F	Grade 2 Students - Asian - Female	0.0	129.0	1.7	561	49,003	46
HI02M	Grade 2 Students - Hispanic - Male	0.0	245.0	9.2	561	49,003	46
HI02F	Grade 2 Students - Hispanic - Female	0.0	268.0	8.8	561	49,003	46
BL02M	Grade 2 Students - Black - Male	0.0	245.0	5.4	561	49,003	46

See notes at end of table.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011-12—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
BL02F	Grade 2 Students - Black - Female	0.0	260.0	5.1	561	49,003	46
WH02M	Grade 2 Students - White - Male	0.0	300.0	17.8	561	49,003	46
WH02F	Grade 2 Students - White - Female	0.0	299.0	16.7	561	49,003	46
HP02M	Grade 2 Students - Hawaiian Native/Pacific Islander - Male	0.0	60.0	0.2	277	49,287	46
HP02F	Grade 2 Students - Hawaiian Native/Pacific Islander - Female	0.0	54.0	0.2	277	49,287	46
TR02M	Grade 2 Students - Two or More Races - Male	0.0	37.0	1.1	277	49,287	46
TR02F	Grade 2 Students - Two or More Races - Female	0.0	35.0	1.0	277	49,287	46
G03	Grade 3 Students - Total	0.0	854.0	69.3	561	48,993	38
AM03M	Grade 3 Students - American Indian/Alaska Native - Male	0.0	91.0	0.4	561	48,993	45
AM03F	Grade 3 Students - American Indian/Alaska Native - Female	0.0	70.0	0.4	561	48,993	45
AS03M	Grade 3 Students - Asian - Male	0.0	157.0	1.7	561	48,993	45
AS03F	Grade 3 Students - Asian - Female	0.0	149.0	1.7	561	48,993	45
HI03M	Grade 3 Students - Hispanic - Male	0.0	308.0	9.0	561	48,993	45
HI03F	Grade 3 Students - Hispanic - Female	0.0	250.0	8.6	561	48,993	45
BL03M	Grade 3 Students - Black - Male	0.0	258.0	5.4	561	48,993	45
BL03F	Grade 3 Students - Black - Female	0.0	252.0	5.2	561	48,993	45
WH03M	Grade 3 Students - White - Male	0.0	295.0	17.9	561	48,993	45
WH03F	Grade 3 Students - White - Female	0.0	255.0	16.8	561	48,993	45
HP03M	Grade 3 Students - Hawaiian Native/Pacific Islander - Male	0.0	59.0	0.2	279	49,275	45
HP03F	Grade 3 Students - Hawaiian Native/Pacific Islander - Female	0.0	59.0	0.1	279	49,275	45
TR03M	Grade 3 Students - Two or More Races - Male	0.0	41.0	1.0	279	49,275	45
TR03F	Grade 3 Students - Two or More Races - Female	0.0	34.0	1.0	279	49,275	45
G04	Grade 4 Students - Total	0.0	855.0	69.0	568	49,231	33
AM04M	Grade 4 Students - American Indian/Alaska Native - Male	0.0	72.0	0.4	568	49,231	40
AM04F	Grade 4 Students - American Indian/Alaska Native - Female	0.0	78.0	0.4	568	49,231	40
AS04M	Grade 4 Students - Asian - Male	0.0	129.0	1.7	568	49,231	40
AS04F	Grade 4 Students - Asian - Female	0.0	137.0	1.6	568	49,231	40
HI04M	Grade 4 Students - Hispanic - Male	0.0	301.0	8.8	568	49,231	40

See notes at end of table.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011-12—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
HI04F	Grade 4 Students - Hispanic - Female	0.0	263.0	8.5	568	49,231	40
BL04M	Grade 4 Students - Black - Male	0.0	269.0	5.5	568	49,231	40
BL04F	Grade 4 Students - Black - Female	0.0	269.0	5.2	568	49,231	40
WH04M	Grade 4 Students - White - Male	0.0	322.0	17.9	568	49,231	40
WH04F	Grade 4 Students - White - Female	0.0	297.0	16.9	568	49,231	40
HP04M	Grade 4 Students - Hawaiian Native/Pacific Islander - Male	0.0	63.0	0.2	291	49,508	40
HP04F	Grade 4 Students - Hawaiian Native/Pacific Islander - Female	0.0	57.0	0.1	291	49,508	40
TR04M	Grade 4 Students - Two or More Races - Male	0.0	38.0	0.9	291	49,508	40
TR04F	Grade 4 Students - Two or More Races - Female	0.0	32.0	0.9	291	49,508	40
G05	Grade 5 Students - Total	0.0	938.0	71.0	570	50,347	35
AM05M	Grade 5 Students - American Indian/Alaska Native - Male	0.0	80.0	0.4	570	50,347	41
AM05F	Grade 5 Students - American Indian/Alaska Native - Female	0.0	74.0	0.4	570	50,347	41
AS05M	Grade 5 Students - Asian - Male	0.0	130.0	1.7	570	50,347	41
AS05F	Grade 5 Students - Asian - Female	0.0	132.0	1.7	570	50,347	41
HI05M	Grade 5 Students - Hispanic - Male	0.0	263.0	8.9	570	50,347	41
HI05F	Grade 5 Students - Hispanic - Female	0.0	253.0	8.6	570	50,347	41
BL05M	Grade 5 Students - Black - Male	0.0	249.0	5.6	570	50,347	41
BL05F	Grade 5 Students - Black - Female	0.0	283.0	5.4	570	50,347	41
WH05M	Grade 5 Students - White - Male	0.0	349.0	18.7	570	50,347	41
WH05F	Grade 5 Students - White - Female	0.0	367.0	17.6	570	50,347	41
HP05M	Grade 5 Students - Hawaiian Native/Pacific Islander - Male	0.0	56.0	0.1	302	50,615	41
HP05F	Grade 5 Students - Hawaiian Native/Pacific Islander - Female	0.0	52.0	0.1	302	50,615	41
TR05M	Grade 5 Students - Two or More Races - Male	0.0	60.0	0.9	302	50,615	41
TR05F	Grade 5 Students - Two or More Races - Female	0.0	60.0	0.9	302	50,615	41
G06	Grade 6 Students - Total	0.0	1,066.0	98.4	608	64,675	34
AM06M	Grade 6 Students - American Indian/Alaska Native - Male	0.0	102.0	0.5	608	64,675	40
AM06F	Grade 6 Students - American Indian/Alaska Native - Female	0.0	98.0	0.5	608	64,675	40

See notes at end of table.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011-12—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
AS06M	Grade 6 Students - Asian - Male	0.0	198.0	2.4	608	64,675	40
AS06F	Grade 6 Students - Asian - Female	0.0	197.0	2.3	608	64,675	40
HI06M	Grade 6 Students - Hispanic - Male	0.0	419.0	12.1	608	64,675	40
HI06F	Grade 6 Students - Hispanic - Female	0.0	388.0	11.6	608	64,675	40
BL06M	Grade 6 Students - Black - Male	0.0	315.0	7.9	608	64,675	40
BL06F	Grade 6 Students - Black - Female	0.0	313.0	7.6	608	64,675	40
WH06M	Grade 6 Students - White - Male	0.0	427.0	26.1	608	64,675	40
WH06F	Grade 6 Students - White - Female	0.0	408.0	24.5	608	64,675	40
HP06M	Grade 6 Students - Hawaiian Native/Pacific Islander - Male	0.0	152.0	0.2	364	64,919	40
HP06F	Grade 6 Students - Hawaiian Native/Pacific Islander - Female	0.0	134.0	0.2	364	64,919	40
TR06M	Grade 6 Students - Two or More Races - Male	0.0	59.0	1.2	364	64,919	40
TR06F	Grade 6 Students - Two or More Races - Female	0.0	66.0	1.2	364	64,919	40
G07	Grade 7 Students - Total	0.0	1,358.0	119.4	631	71,560	33
AM07M	Grade 7 Students - American Indian/Alaska Native - Male	0.0	137.0	0.7	631	71,560	39
AM07F	Grade 7 Students - American Indian/Alaska Native - Female	0.0	143.0	0.7	631	71,560	39
AS07M	Grade 7 Students - Asian - Male	0.0	238.0	2.7	631	71,560	39
AS07F	Grade 7 Students - Asian - Female	0.0	194.0	2.7	631	71,560	39
HI07M	Grade 7 Students - Hispanic - Male	0.0	647.0	14.5	631	71,560	39
HI07F	Grade 7 Students - Hispanic - Female	0.0	641.0	13.9	631	71,560	39
BL07M	Grade 7 Students - Black - Male	0.0	293.0	9.6	631	71,560	39
BL07F	Grade 7 Students - Black - Female	0.0	280.0	9.2	631	71,560	39
WH07M	Grade 7 Students - White - Male	0.0	420.0	32.0	631	71,560	39
WH07F	Grade 7 Students - White - Female	0.0	414.0	30.1	631	71,560	39
HP07M	Grade 7 Students - Hawaiian Native/Pacific Islander - Male	0.0	222.0	0.3	423	71,768	39
HP07F	Grade 7 Students - Hawaiian Native/Pacific Islander - Female	0.0	163.0	0.2	423	71,768	39
TR07M	Grade 7 Students - Two or More Races - Male	0.0	60.0	1.4	423	71,768	39
TR07F	Grade 7 Students - Two or More Races - Female	0.0	57.0	1.4	423	71,768	39
G08	Grade 8 Students - Total	0.0	1,361.0	116.5	651	70,948	34

See notes at end of table.



**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011-12—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
AM08M	Grade 8 Students - American Indian/Alaska Native - Male	0.0	132.0	0.7	651	70,948	40
AM08F	Grade 8 Students - American Indian/Alaska Native - Female	0.0	128.0	0.6	651	70,948	40
AS08M	Grade 8 Students - Asian - Male	0.0	247.0	2.7	651	70,948	40
AS08F	Grade 8 Students - Asian - Female	0.0	242.0	2.6	651	70,948	40
HI08M	Grade 8 Students - Hispanic - Male	0.0	664.0	13.9	651	70,948	40
HI08F	Grade 8 Students - Hispanic - Female	0.0	635.0	13.4	651	70,948	40
BL08M	Grade 8 Students - Black - Male	0.0	246.0	9.3	651	70,948	40
BL08F	Grade 8 Students - Black - Female	0.0	229.0	9.0	651	70,948	40
WH08M	Grade 8 Students - White - Male	0.0	460.0	31.4	651	70,948	40
WH08F	Grade 8 Students - White - Female	0.0	462.0	29.7	651	70,948	40
HP08M	Grade 8 Students - Hawaiian Native/Pacific Islander - Male	0.0	159.0	0.2	444	71,155	40
HP08F	Grade 8 Students - Hawaiian Native/Pacific Islander - Female	0.0	145.0	0.2	444	71,155	40
TR08M	Grade 8 Students - Two or More Races - Male	0.0	54.0	1.3	444	71,155	40
TR08F	Grade 8 Students - Two or More Races - Female	0.0	55.0	1.3	444	71,155	40
G09	Grade 9 Students - Total	0.0	2,307.0	149.9	878	75,975	39
AM09M	Grade 9 Students - American Indian/Alaska Native - Male	0.0	236.0	0.9	878	75,975	42
AM09F	Grade 9 Students - American Indian/Alaska Native - Female	0.0	192.0	0.8	878	75,975	42
AS09M	Grade 9 Students - Asian - Male	0.0	484.0	3.5	878	75,975	42
AS09F	Grade 9 Students - Asian - Female	0.0	344.0	3.3	878	75,975	42
HI09M	Grade 9 Students - Hispanic - Male	0.0	734.0	18.3	878	75,975	42
HI09F	Grade 9 Students - Hispanic - Female	0.0	610.0	17.1	878	75,975	42
BL09M	Grade 9 Students - Black - Male	0.0	436.0	13.1	878	75,975	42
BL09F	Grade 9 Students - Black - Female	0.0	492.0	12.1	878	75,975	42
WH09M	Grade 9 Students - White - Male	0.0	866.0	39.7	878	75,975	42
WH09F	Grade 9 Students - White - Female	0.0	798.0	37.1	878	75,975	42
HP09M	Grade 9 Students - Hawaiian Native/Pacific Islander - Male	0.0	362.0	0.3	762	76,091	42
HP09F	Grade 9 Students - Hawaiian Native/Pacific Islander - Female	0.0	318.0	0.3	762	76,091	42
TR09M	Grade 9 Students - Two or More Races - Male	0.0	383.0	1.7	762	76,091	42

See notes at end of table.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011-12—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
TR09F	Grade 9 Students - Two or More Races - Female	0.0	298.0	1.7	762	76,091	42
G10	Grade 10 Students - Total	0.0	1,914.0	147.0	896	76,840	38
AM10M	Grade 10 Students - American Indian/Alaska Native - Male	0.0	180.0	0.8	896	76,840	41
AM10F	Grade 10 Students - American Indian/Alaska Native - Female	0.0	182.0	0.8	896	76,840	41
AS10M	Grade 10 Students - Asian - Male	0.0	519.0	3.7	896	76,840	41
AS10F	Grade 10 Students - Asian - Female	0.0	351.0	3.5	896	76,840	41
HI10M	Grade 10 Students - Hispanic - Male	0.0	781.0	17.0	896	76,840	41
HI10F	Grade 10 Students - Hispanic - Female	0.0	690.0	16.3	896	76,840	41
BL10M	Grade 10 Students - Black - Male	0.0	673.0	11.9	896	76,840	41
BL10F	Grade 10 Students - Black - Female	0.0	689.0	11.5	896	76,840	41
WH10M	Grade 10 Students - White - Male	0.0	623.0	39.9	896	76,840	41
WH10F	Grade 10 Students - White - Female	0.0	666.0	37.9	896	76,840	41
HP10M	Grade 10 Students - Hawaiian Native/Pacific Islander - Male	0.0	405.0	0.3	783	76,953	41
HP10F	Grade 10 Students - Hawaiian Native/Pacific Islander - Female	0.0	341.0	0.3	783	76,953	41
TR10M	Grade 10 Students - Two or More Races - Male	0.0	703.0	1.6	783	76,953	41
TR10F	Grade 10 Students - Two or More Races - Female	0.0	592.0	1.6	783	76,953	41
G11	Grade 11 Students - Total	0.0	2,625.0	139.7	929	76,971	38
AM11M	Grade 11 Students - American Indian/Alaska Native - Male	0.0	167.0	0.8	929	76,971	40
AM11F	Grade 11 Students - American Indian/Alaska Native - Female	0.0	134.0	0.7	929	76,971	40
AS11M	Grade 11 Students - Asian - Male	0.0	425.0	3.6	929	76,971	40
AS11F	Grade 11 Students - Asian - Female	0.0	358.0	3.4	929	76,971	40
HI11M	Grade 11 Students - Hispanic - Male	0.0	586.0	15.4	929	76,971	40
HI11F	Grade 11 Students - Hispanic - Female	0.0	578.0	15.1	929	76,971	40
BL11M	Grade 11 Students - Black - Male	0.0	298.0	10.6	929	76,971	40
BL11F	Grade 11 Students - Black - Female	0.0	347.0	10.8	929	76,971	40
WH11M	Grade 11 Students - White - Male	0.0	909.0	38.7	929	76,971	40
WH11F	Grade 11 Students - White - Female	0.0	1,114.0	37.2	929	76,971	40
HP11M	Grade 11 Students - Hawaiian Native/Pacific Islander - Male	0.0	235.0	0.3	816	77,084	40

See notes at end of table.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011-12—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
HP11F	Grade 11 Students - Hawaiian Native/Pacific Islander - Female	0.0	228.0	0.3	816	77,084	40
TR11M	Grade 11 Students - Two or More Races - Male	0.0	446.0	1.4	816	77,084	40
TR11F	Grade 11 Students - Two or More Races - Female	0.0	404.0	1.4	816	77,084	40
G12	Grade 12 Students - Total	0.0	2,112.0	136.6	929	77,145	38
AM12M	Grade 12 Students - American Indian/Alaska Native - Male	0.0	163.0	0.8	929	77,145	40
AM12F	Grade 12 Students - American Indian/Alaska Native - Female	0.0	137.0	0.8	929	77,145	40
AS12M	Grade 12 Students - Asian - Male	0.0	379.0	3.5	929	77,145	40
AS12F	Grade 12 Students - Asian - Female	0.0	346.0	3.3	929	77,145	40
HI12M	Grade 12 Students - Hispanic - Male	0.0	778.0	14.5	929	77,145	40
HI12F	Grade 12 Students - Hispanic - Female	0.0	558.0	14.4	929	77,145	40
BL12M	Grade 12 Students - Black - Male	0.0	296.0	10.1	929	77,145	40
BL12F	Grade 12 Students - Black - Female	0.0	327.0	10.6	929	77,145	40
WH12M	Grade 12 Students - White - Male	0.0	656.0	38.6	929	77,145	40
WH12F	Grade 12 Students - White - Female	0.0	948.0	37.0	929	77,145	40
HP12M	Grade 12 Students - Hawaiian Native/Pacific Islander - Male	0.0	165.0	0.3	817	77,257	40
HP12F	Grade 12 Students - Hawaiian Native/Pacific Islander - Female	0.0	182.0	0.2	817	77,257	40
TR12M	Grade 12 Students - Two or More Races - Male	0.0	174.0	1.2	817	77,257	40
TR12F	Grade 12 Students - Two or More Races - Female	0.0	179.0	1.3	817	77,257	40
UG	Ungraded Students - Total	0.0	735.0	9.4	81	89,395	21
AMUGM	Ungraded Students - American Indian/Alaska Native - Male	0.0	19.0	#	81	89,395	22
AMUGF	Ungraded Students - American Indian/Alaska Native - Female	0.0	10.0	#	81	89,395	22
ASUGM	Ungraded Students - Asian - Male	0.0	61.0	0.3	81	89,395	22
ASUGF	Ungraded Students - Asian - Female	0.0	32.0	0.1	81	89,395	22
HIUGM	Ungraded Students - Hispanic - Male	0.0	247.0	2.2	81	89,395	22
HIUGF	Ungraded Students - Hispanic - Female	0.0	142.0	1.0	81	89,395	22
BLUGM	Ungraded Students - Black - Male	0.0	232.0	1.6	81	89,395	22
BLUGF	Ungraded Students - Black - Female	0.0	192.0	0.7	81	89,395	22
WHUGM	Ungraded Students - White - Male	0.0	209.0	2.2	81	89,395	22

See notes at end of table.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011-12—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
WHUGF	Ungraded Students - White - Female	0.0	133.0	1.2	81	89,395	22
HPUGM	Ungraded Students - Hawaiian Native/Pacific Islander - Male	0.0	20.0	#	81	89,395	22
HPUGF	Ungraded Students - Hawaiian Native/Pacific Islander - Female	0.0	11.0	#	81	89,395	22
TRUGM	Ungraded Students - Two or More Races - Male	0.0	14.0	#	81	89,395	22
TRUGF	Ungraded Students - Two or More Races - Female	0.0	11.0	#	81	89,395	22
MEMBER	All Students - Total	0.0	11,640.0	510.6	1,446	4,465	91
AM	All Students - American Indian/Alaska Native	0.0	1,391.0	5.6	1,446	4,482	115
AMALM	All Students - American Indian/Alaska Native - Male	0.0	746.0	2.9	1,446	4,482	115
AMALF	All Students - American Indian/Alaska Native - Female	0.0	645.0	2.7	1,446	4,482	115
ASIAN	All Students - Asian	0.0	3,206.0	23.9	1,446	4,482	115
ASALM	All Students - Asian - Male	0.0	1,807.0	12.2	1,446	4,482	115
ASALF	All Students - Asian - Female	0.0	1,399.0	11.7	1,446	4,482	115
HISP	All Students - Hispanic	0.0	5,104.0	124.7	1,446	4,482	115
HIALM	All Students - Hispanic - Male	0.0	2,648.0	63.8	1,446	4,482	115
HIALF	All Students - Hispanic - Female	0.0	2,456.0	60.8	1,446	4,482	115
BLACK	All Students - Black	0.0	6,191.0	80.0	1,446	4,482	115
BLALM	All Students - Black - Male	0.0	3,023.0	40.8	1,446	4,482	115
BLALF	All Students - Black - Female	0.0	3,168.0	39.2	1,446	4,482	115
WHITE	All Students - White	0.0	9,342.0	261.3	1,446	4,482	115
WHALM	All Students - White - Male	0.0	4,556.0	134.9	1,446	4,482	115
WHALF	All Students - White - Female	0.0	4,786.0	126.5	1,446	4,482	115
PACIFIC	All Students - Hawaiian Native / Pacific Islander	0.0	2,236.0	2.1	1,054	4,874	115
HPALM	All Students - Hawaiian Native/Pacific Islander - Male	0.0	1,167.0	1.1	1,054	4,874	115
HPALF	All Students - Hawaiian Native/Pacific Islander - Female	0.0	1,069.0	1.0	1,054	4,874	115
TR	All Students - Two or More Races	0.0	3,181.0	13.0	1,054	4,874	115
TRALM	All Students - Two or More Races - Male	0.0	1,706.0	6.6	1,054	4,874	115

See notes at end of table.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011-12—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
TRALF	All Students - Two or More Races - Female	0.0	1,475.0	6.4	1,054	4,874	115
TOTETH	Total Ethnic	0.0	11,640.0	510.7	1,446	4,482	105

# Rounds to zero.

NOTE: "Suppressed" indicates that data were suppressed due to the data item not meeting NCES data quality standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public (CCD). "Elementary/Secondary School Universe Survey," 2011-12, Version Provisional 1a.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-12

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>School type (TYPE)</b>				
1—Regular	92,539	89.4	92,539	89.4
2—Special education	2,206	2.1	94,745	91.6
3—Vocational	1,489	1.4	96,234	93.0
4—Other/Alternative School	6,912	6.7	103,146	99.7
5—Reportable program	337	0.3	103,483	100.0
<b>School operational status (STATUS)</b>				
1—Continuing	98,525	95.2	98,525	95.2
2—Closed	2,194	2.1	100,719	97.3
3—New	1,520	1.5	102,239	98.8
4—Added	26	#	102,265	98.8
5—Changed agency	162	0.2	102,427	99.0
6—Inactive	533	0.5	102,960	99.5
7—Future	462	0.4	103,422	99.9
8—Reopened	61	0.1	103,483	100.0
<b>NCES urban-centric locale code (ULOCAL)</b>				
11—City, large	13,978	13.5	13,978	13.5
12—City, midsize	6,012	5.8	19,990	19.3
13—City, small	7,258	7.0	27,248	26.3
21—Suburb, large	23,512	22.7	50,760	49.1
22—Suburb, midsize	2,996	2.9	53,756	51.9
23—Suburb, small	1,975	1.9	55,731	53.9
31—Town, fringe	1,951	1.9	57,682	55.7
32—Town, distant	7,001	6.8	64,683	62.5
33—Town, remote	5,103	4.9	69,786	67.4
41—Rural, fringe	14,500	14.0	84,286	81.4
42—Rural, distant	11,817	11.4	96,103	92.9
43—Rural, remote	7,255	7.0	103,358	99.9
N—Not applicable	125	0.1	103,483	100.0

See notes at end of table

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-12

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>School low grade offered (GSLO)</b>				
01—1st grade students	1,182	1.1	1,182	1.1
02—2nd grade students	643	0.6	1,825	1.8
03—3rd grade students	1,580	1.5	3,405	3.3
04—4th grade students	1,379	1.3	4,784	4.6
05—5th grade students	2,703	2.6	7,487	7.2
06—6th grade students	12,571	12.1	20,058	19.4
07—7th grade students	6,510	6.3	26,568	25.7
08—8th grade students	1,041	1.0	27,609	26.7
09—9th grade students	16,727	16.2	44,336	42.8
10—10th grade students	935	0.9	45,271	43.7
11—11th grade students	262	0.3	45,533	44.0
12—12th grade students	150	0.1	45,683	44.1
KG—Kindergarten students	26,128	25.2	71,811	69.4
N—Not applicable	1,758	1.7	73,569	71.1
PK—Prekindergarten students	29,759	28.8	103,328	99.9
UG—Students in ungraded classes	155	0.1	103,483	100.0
<b>School high grade offered (GSHI)</b>				
01—1st grade students	555	0.5	555	0.5
02—2nd grade students	1,586	1.5	2,141	2.1
03—3rd grade students	1,586	1.5	3,727	3.6
04—4th grade students	3,957	3.8	7,684	7.4
05—5th grade students	27,163	26.2	34,847	33.7
06—6th grade students	13,239	12.8	48,086	46.5
07—7th grade students	560	0.5	48,646	47.0
08—8th grade students	21,275	20.6	69,921	67.6
09—9th grade students	1,674	1.6	71,595	69.2
10—10th grade students	361	0.3	71,956	69.5
11—11th grade students	397	0.4	72,353	69.9
12—12th grade students	27,390	26.5	99,743	96.4
KG—Kindergarten students	567	0.5	100,310	96.9
N—Not applicable	1,758	1.7	102,068	98.6
PK—Prekindergarten students	1,260	1.2	103,328	99.9
UG—Students in ungraded classes	155	0.1	103,483	100.0

See notes at end of table

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-12

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>School level (LEVEL)</b>				
1—Primary	54,377	52.5	54,377	52.5
2—Middle	16,947	16.4	71,324	68.9
3—High	21,078	20.4	92,402	89.3
4—Other	6,992	6.8	99,394	96.0
N—Not applicable	4,089	4.0	103,483	100.0
<b>Title I eligible school (TITLED)</b>				
1—Yes	69,900	67.5	69,900	67.5
2—No	24,062	23.3	93,962	90.8
M—Missing	3,737	3.6	97,699	94.4
N—Not applicable	5,784	5.6	103,483	100.0
<b>School-wide Title I (STITLI)</b>				
1—Yes	49,996	48.3	49,996	48.3
2—No	19,904	19.2	69,900	67.5
M—Missing	3,737	3.6	73,637	71.2
N—Not applicable	29,846	28.8	103,483	100.0
<b>Magnet school indicator (MAGNET)</b>				
1—Yes	2,985	2.9	2,985	2.9
2—No	74,325	71.8	77,310	74.7
M—Missing	8,115	7.8	85,425	82.5
N—Not applicable	18,058	17.5	103,483	100.0
<b>Charter school indicator (CHARTR)</b>				
1—Yes	6,224	6.0	6,224	6.0
2—No	84,779	81.9	91,003	87.9
M—Missing	260	0.3	91,263	88.2
N—Not applicable	12,220	11.8	103,483	100.0
<b>Shared time indicator (SHARED)</b>				
1—Yes	1,897	1.8	1,897	1.8
2—No	78,637	76.0	80,534	77.8
M—Missing	22,949	22.2	103,483	100.0

See notes at end of table



**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-12

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>BIE school flag (BIES)</b>				
1—Yes	11	#	11	#
2—No	103,472	100.0	103,483	100.0
<b>Race/ethnicities categories indicator (RACECAT)</b>				
5—5 race/ethnicity categories used in reporting	393	0.4	393	0.4
7—7 race/ethnicity categories used in reporting	103,090	99.6	103,483	100.0
<b>Reconstituted Year (RECONSTY)</b>				
2010	268	0.3	268	0.3
2011	708	0.7	976	0.9
N—Not applicable	102,507	99.1	103,483	100.0
<b>Reconstituted Flag (RECONSTF)</b>				
1—Yes	708	0.7	708	0.7
2—No	102,775	99.3	103,483	100.0
<b>PK Grade Offered (PKOFFRD)</b>				
1—Yes	29,899	28.9	29,899	28.9
2—No	73,584	71.1	103,483	100.0
<b>KG Grade Offered (KGOFFRD)</b>				
1—Yes	54,017	52.2	54,017	52.2
2—No	49,466	47.8	103,483	100.0
<b>Grade 01 Offered (G01OFFRD)</b>				
1—Yes	54,568	52.7	54,568	52.7
2—No	48,915	47.3	103,483	100.0
<b>Grade 02 Offered (G02OFFRD)</b>				
1—Yes	54,590	52.8	54,590	52.8
2—No	48,893	47.2	103,483	100.0
<b>Grade 03 Offered (G03OFFRD)</b>				
1—Yes	54,572	52.7	54,572	52.7
2—No	48,911	47.3	103,483	100.0
<b>Grade 04 Offered (G04OFFRD)</b>				
1—Yes	54,325	52.5	54,325	52.5
2—No	49,158	47.5	103,483	100.0

See notes at end of table.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-12

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Grade 05 Offered (G05OFFRD)</b>				
1—Yes	53,064	51.3	53,064	51.3
2—No	50,419	48.7	103,483	100.0
<b>Grade 06 Offered (G06OFFRD)</b>				
1—Yes	38,555	37.3	38,555	37.3
2—No	64,928	62.7	103,483	100.0
<b>Grade 07 Offered (G07OFFRD)</b>				
1—Yes	31,845	30.8	31,845	30.8
2—No	71,638	69.2	103,483	100.0
<b>Grade 08 Offered (G08OFFRD)</b>				
1—Yes	32,266	31.2	32,266	31.2
2—No	71,217	68.8	103,483	100.0
<b>Grade 09 Offered (G09OFFRD)</b>				
1—Yes	27,743	26.8	27,743	26.8
2—No	75,740	73.2	103,483	100.0
<b>Grade 10 Offered (G10OFFRD)</b>				
1—Yes	27,074	26.2	27,074	26.2
2—No	76,409	73.8	103,483	100.0
<b>Grade 11 Offered (G11OFFRD)</b>				
1—Yes	27,022	26.1	27,022	26.1
2—No	76,461	73.9	103,483	100.0
<b>Grade 12 Offered (G12OFFRD)</b>				
1—Yes	26,847	25.9	26,847	25.9
2—No	76,636	74.1	103,483	100.0
<b>UG Grade Offered (UGOFFRD)</b>				
1—Yes	12,476	12.1	12,476	12.1
2—No	91,007	87.9	103,483	100.0

See notes at end of table.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-12

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Title I School Status (TITLEISTAT)</b>				
1—School is eligible for Title I Targeted Assistance (TAS) but provides no program	5,963	5.8	5,963	5.8
2—School is eligible for Title I Targeted Assistance (TAS) and provides TAS program	12,899	12.5	18,862	18.2
3—School is eligible for Title I Schoolwide program (SWP) and provides TAS program	3,156	3.0	22,018	21.3
4—School is eligible for Title I Schoolwide program (SWP) but provides no program	7,463	7.2	29,481	28.5
5—School is eligible for Title I Schoolwide program (SWP) and provides Title I Schoolwide program	37,141	35.9	66,622	64.4
6—School is not eligible for either Title I Targeted Assistance (TAS ) or Schoolwide program	22,034	21.3	88,656	85.7
M—Missing	9,191	8.9	97,847	94.6
N—Not applicable	5,636	5.4	103,483	100.0
<b>Multi-year edit - School Membership (SMEMPUP)</b>				
1—Failed the edit	233	0.2	233	0.2
2—Passed the edit	103,250	99.8	103,483	100.0
<b>Multi-year edit flag - School Membership (ISMEMPUP)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	86	0.1	86	0.1
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	18	#	104	0.1
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	40	#	144	0.1
FN—State did not provide a response as to why anomalous data are correct; data suppressed	89	0.1	233	0.2
PS—Passed the edit	103,250	99.8	103,483	100.0
<b>Multi-year edit flag - School Teacher (SFTEPUP)</b>				
1—Failed the edit	875	0.8	875	0.8
2—Passed the edit	102,608	99.2	103,483	100.0

See notes at end of table.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-12

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Multi-year edit flag - School Teacher (ISFTEPUP)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	586	0.6	586	0.6
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	68	0.1	654	0.6
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	96	0.1	750	0.7
FN—State did not provide a response as to why anomalous data are correct; data suppressed	125	0.1	875	0.8
PS—Passed the edit	102,608	99.2	103,483	100.0
<b>Multi-year edit flag - School Free Lunch (SFLE)</b>				
1—Failed the edit	3,572	3.5	3,572	3.5
2—Passed the edit	99,911	96.5	103,483	100.0
<b>Multi-year edit flag - School Free Lunch (ISFLE)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	16	#	16	#
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	8	#	24	#
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	28	#	52	0.1
FN—State did not provide a response as to why anomalous data are correct; data suppressed	3,520	3.4	3,572	3.5
PS—Passed the edit	99,911	96.5	103,483	100.0
<b>Multi-year edit flag - School Race (SPWHITE)</b>				
1—Failed the edit	26	#	26	#
2—Passed the edit	103,457	100.0	103,483	100.0
<b>Multi-year edit flag - Race (ISPWHITE)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	4	#	4	#
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	6	#	10	#
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	7	#	17	#
FN—State did not provide a response as to why anomalous data are correct; data suppressed	9	#	26	#
PS—Passed the edit	103,457	100.0	103,483	100.0

See notes at end of table.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-12

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Multi-year edit flag - School Gender (SPFEMALE)</b>				
1—Failed the edit	12	#	12	#
2—Passed the edit	103,471	100.0	103,483	100.0
<b>Multi-year edit flag - School Gender (ISPFEMALE)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	4	#	4	#
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	1	#	5	#
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	2	#	7	#
FN—State did not provide a response as to why anomalous data are correct; data suppressed	5	#	12	#
PS—Passed the edit	103,471	100.0	103,483	100.0
<b>Multi-year edit flag - School Grade (SPELM)</b>				
1—Failed the edit	56	0.1	56	0.1
2—Passed the edit	103,427	99.9	103,483	100.0
<b>Multi-year edit flag - School Grade (ISPELM)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	28	#	28	#
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	16	#	44	#
FN—State did not provide a response as to why anomalous data are correct; data suppressed	12	#	56	0.1
PS—Passed the edit	103,427	99.9	103,483	100.0

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

# Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). "Public Elementary /Secondary School Universe Survey," 2011-12, Version Provisional 1a.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of  
Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-4. Frequency of suppressed cells: School Year 2011-12

State or jurisdiction	Total Membership	Total Teachers	Free Lunch
<b>United States<sup>1</sup></b>	<b>91</b>	<b>192</b>	<b>3,611</b>
Alabama	2	4	2
Alaska	0	1	0
Arizona	2	7	23
Arkansas	0	0	0
California	7	0	3,257
Colorado	0	0	1
Connecticut	1	0	2
Delaware	0	0	2
District of Columbia	1	2	2
Florida	1	1	2
Georgia	0	0	3
Hawaii	0	0	0
Idaho	3	13	9
Illinois	0	15	10
Indiana	5	52	5
Iowa	0	0	0
Kansas	1	0	1
Kentucky	1	1	7
Louisiana	0	4	0
Maine	2	0	156
Maryland	0	0	0
Massachusetts	0	3	2
Michigan	8	6	9
Minnesota	0	0	0
Mississippi	0	3	3
Missouri	4	2	19
Montana	0	0	0
Nebraska	0	1	0
Nevada	1	5	3
New Hampshire	0	0	0
New Jersey	12	15	15
New Mexico	0	4	3
New York	9	3	35
North Carolina	8	6	9
North Dakota	0	3	3
Ohio	0	2	0
Oklahoma	0	0	1
Oregon	1	0	1

See notes at end of table.

**Appendix B - Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2011-12**

Table B-4. Frequency of suppressed cells: School Year 2011-12—Continued

State or jurisdiction	Total Membership	Total Teachers	Free Lunch
Pennsylvania	0	1	0
Rhode Island	0	0	0
South Carolina	2	2	2
South Dakota	0	0	0
Tennessee	11	2	13
Texas	2	6	2
Utah	2	3	2
Vermont	0	0	0
Virginia	1	18	2
Washington	2	3	2
West Virginia	0	3	0
Wisconsin	2	1	2
Wyoming	0	0	1
Department of Defense schools, Bureau of Indian Education, and other jurisdictions			
Department of Defense (DoDEA)	0	0	0
Bureau of Indian Education	0	0	0
American Samoa	0	0	0
Guam	0	0	0
Commonwealth of the Northern Mariana Islands	0	0	0
Puerto Rico	0	1	0
U.S. Virgin Islands	0	0	0

<sup>†</sup> U.S. totals include the 50 states and the District of Columbia

NOTE: Data cells were suppressed due to data quality concerns based on CCD business rules and edit methodology.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2011-12, Version Provisional 1a.

**Appendix C - Glossary for the Common Core of Data: School Year 2011-12**



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## **APPENDIX C— Glossary for the Common Core of Data: School Year 2011-12**

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

### **Agency Charter Status**

Indication of the relationship between the agency and associated charter schools. Categories are: all associated schools are charters; some associated schools are charter; no associated schools are charter.

### **Alternative Education School**

A public elementary/secondary school that (1) addresses needs of students that typically cannot be met in a regular school, (2) provides nontraditional education, (3) serves as an adjunct to a regular school, or (4) falls outside the categories of regular, special education, or vocational education.

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

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment (OMB directive, 1977, 1997).

### **American National Standards Institute (ANSI) Code**

Two-digit code, assigned by the Federal Information Processing Standards that uniquely identifies a state or other jurisdiction.

### **Asian**

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Island, Thailand, and Vietnam (OMB directive, 1997).

### **Asian/Pacific Islander**

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, Vietnam, Guam, the Philippine Islands, Samoa, and other Pacific Islands (OMB directive, 1977).

### **Black or African American**

A person having origins in any of the black racial groups of Africa (OMB directive, 1977, 1997).

### **Boundary Change**

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

### **Charter School**

A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school.

## APPENDIX C— Glossary for the Common Core of Data: School Year 2011-12

### City Locale

See “Locale, Urban-Centric.”

### Classroom Teacher

See “Teacher.”

### Combined Statistical Area (CSA)

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

### Congressional District Code

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

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

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

### Core Based Statistical Area (CBSA)

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

### County Name, Local Education Agency (LEA) File

The name of the county in which a local education agency is located. Prior to 2006-07, the county assignment was based on the counties of the schools associated with the local education agency, weighted by student enrollment.

## APPENDIX C— Glossary for the Common Core of Data: School Year 2011-12

### **County Name, School File**

The name of the county in which a school is located.

### **County Number**

Five-digit code, assigned by the American National Standards Institute (ANSI) that uniquely identifies every county in the United States. Digits 1 and 2 are the state ANSI code and digits 3-5 identify a county within that state.

### **Diploma Recipient**

A student who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance.) (See also “Graduate, High School.”)

### **Diploma, High School**

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

### **District Locale Code, Metro-Centric**

See “District Locale, Metro-Centric.”

### **District Locale Code, Urban-Centric**

See “District Locale, Urban-Centric.”

### **District Locale, Metro-Centric**

A code derived from the locale codes of schools within the district, weighted by the number of students in each locale type. The metro-centric locale assignment system was used until 2006-07. (See also, “Locale, Metro-Centric.”)

### **District Locale, Urban-Centric**

A code derived from the locale codes of schools within the district, weighted by the number of students in each locale type. The urban-centric locale assignment system has been used starting in 2006-07. (See also, “Locale, Urban-Centric.”)

### **Dropout**

A student who was enrolled in school at some time during the previous school year; was not enrolled at the beginning of the current school year; has not graduated from high school or completed a state- or district-approved educational program; and does not meet any of the following exclusionary conditions: has transferred to another public school district, private school, or state- or district-approved educational program; is temporarily absent due to suspension or school-approved illness; or has died. Item was first collected in 1992-93.

### **Education Agency**

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

## **APPENDIX C— Glossary for the Common Core of Data: School Year 2011-12**

### **Elementary**

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

### **Elementary Teacher**

Teacher of a group or class that is within a general level of instruction classified by state and local practice as elementary. Preschool or kindergarten are included only if it is an integral part of an elementary school or a regularly established school system.

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

“English language learner (ELL)” was formerly referred to as “limited English proficient (LEP).” Refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also, ELL students are individuals who were not born in the United States or whose native languages are languages other than English; individuals who are migratory, whose native language are languages other than English, and who come from environments where a language other than English is dominant; individuals who are Native Americans or Alaska Natives, or native residents of the outlying areas and who come from environments where languages other than English have a significant impact on their level of English language proficiency; and individuals who have sufficient difficulties in speaking, reading, writing, or understanding the English language to deny such individuals the ability to meet the State’s proficient level or achievement on State assessments, or the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. Item was first collected in 1998-99.

### **Federally-Operated Education Agency**

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

### **Free Lunch Eligible Student**

A student who is eligible to participate in the Free Lunch Program under the National School Lunch Act.

### **Full-time Equivalency (FTE)**

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

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

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

### **Grade Span Offered**

The span of grades intended to be served by a school or agency, whether or not there are students currently enrolled in all grades. If a high school also has a prekindergarten program, the grade span of the high school is reported as a high school, not as a PK-12 school. In addition, the ungraded designation (UG) cannot be used in a grade span

## **APPENDIX C— Glossary for the Common Core of Data: School Year 2011-12**

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

### **Graduate, High School**

A student who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance). (See also, “Diploma Recipient.”)

### **Guidance Counselor/Director**

Professional staff assigned specific duties and school time for counseling students and parents, addressing learning problems, evaluating student abilities, and assisting students in career and personal development. The state applies its own standards in apportioning the aggregate of guidance counselors/directors into the elementary and secondary level components.

### **Head Start Program**

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

### **High School Completion Count**

A count of diploma recipients and other high school completers. Does not include high school equivalency recipients.

### **High School Equivalency Certificate**

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

### **High School Equivalency Recipient**

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

### **High School Graduate, Other Programs**

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

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### **High School Graduate, Regular Day School**

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

### **Hispanic**

A person of Mexican, Puerto Rican, Cuban, Central, or South American, or other Spanish culture or origin, regardless of race (OMB directive, 1977, 1997).

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

A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA, Part B). Each plan includes a (1) statement of the child’s present levels of educational performance, (2) statement of measurable annual goals, including academic and functional goals, (3) for children with disabilities who take alternate assessments aligned to alternate achievement standards, description of benchmarks or short term objectives; (4) statement of the special education and related services and supplementary aids and services; and (5) statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessment; and if the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

### **Instructional Aide**

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

### **Instructional Coordinator and Supervisor**

Staff supervising instructional programs at the school district or subdistrict level, including supervisors of educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and supervisory staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

### **Kindergarten**

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

### **Kindergarten Teacher**

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

### **Large City Locale**

See “Locale, Metro-Centric.”

### **Large Town Locale**

See “Locale, Metro-Centric.”

## APPENDIX C— Glossary for the Common Core of Data: School Year 2011-12

### **Latitude**

Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a school's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000.

### **Librarian or Media Specialist**

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

### **Library and Media Support Staff**

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

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

See "English Language Learner (ELL)."

### **Local Education Agency (LEA)**

The government agency at the local level whose primary responsibility is to operate public schools or to contract for public school services. Also referred to as a school district.

### **Local Education Agency (LEA) Administrative Support Staff**

Staff members providing direct support to LEA administrators, business office support, data processing, secretarial and other clerical staff.

### **Local Education Agency (LEA) Administrator**

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

### **Local Education Agency ID**

Seven-digit code assigned by NCES that uniquely identifies each local education agency. Digits 1 and 2 are the ANSI state code; digits 3-7 are assigned by NCES and unique within a state.



## APPENDIX C— Glossary for the Common Core of Data: School Year 2011-12

### Local Education Agency Type

A classification of educational agencies according to the level of administrative and operational control. The types are (1) local school district that is not a component of a supervisory union; (2) local school district that is a component of a supervisory union; (3) supervisory union administrative center; (4) regional education services agency; (5) state-operated agency; (6) federally-operated agency; (7) charter agency; and (8) other education agencies.

### Locale Code, Metro-Centric

See “Locale, Metro-Centric.”

### Locale Code, Urban-Centric

See “Locale, Urban-Centric.”

### Locale, Metro-Centric

An indication of school’s location relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools’ membership. The metro-centric locale assignment system was used from 1998-99 through 2005-06.

The locale code categories are defined below.

Large city: A principal city of a metropolitan core based statistical area (CBSA), with the city having a population greater than or equal to 250,000.

Midsize city: A principal city of a metropolitan CBSA, with the city having a population less than 250,000.

Urban fringe of a large city: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a large city and defined as urban by the Census Bureau.

Urban fringe of a midsize city: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a midsize city and defined as urban by the Census Bureau.

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

Small town: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

Rural, outside CBSA: Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau.

Rural, inside CBSA: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA and defined as rural by the Census Bureau.

### Locale, Urban-Centric

An indication of school’s location relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools’ membership. The urban-centric locale assignment system has been used starting in 2006-07.

The locale code categories are defined below.

City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

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City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

Town, Remote: Territory inside an urban cluster that is more than 35 miles of an urbanized area.

Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

### **Longitude**

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

### **Magnet School or Program**

A special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation (50 percent or more minority enrollment); and/or to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language).

### **Media Specialist**

See "Library and Media Support Staff."

### **Membership**

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

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

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

## **APPENDIX C— Glossary for the Common Core of Data: School Year 2011-12**

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

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

### **Micropolitan Statistical Area**

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

### **Midsized City Locale**

See “Locale, Metro-Centric.”

### **Migrant Student**

Children who are, or whose parents or spouses are, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain, or accompany such parents or spouses, in order to obtain, temporary or seasonal employment in agricultural or fishing work (a) have moved from one local education agency (LEA) to another; (b) in a state that comprises a single LEA, have moved from one administrative area to another within such LEA; or (c) reside in an LEA of more than 15,000 square miles, and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

### **Native Hawaiian or Other Pacific Islander**

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands (OMB directive, 1997).

### **Officials and Administrators**

See “Local Education Agency Administrator.”

### **Operational Status, Agency**

Classification of the operational conditions or changes in an education agency’s boundaries or jurisdiction. Classifications include currently operational; closed; new; added; changed boundary; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years; and reopened. Prior to 1998-99, the term “Boundary Change” was used.

### **Operational Status, School**

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

## **APPENDIX C— Glossary for the Common Core of Data: School Year 2011-12**

### **Other Diploma Recipient**

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

### **Other High School Completer**

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

### **Other Support Staff**

Support staff not reported in instructional or student support. Include employees such as plant and equipment maintenance, bus drivers, security, and food service workers.

### **Prekindergarten Student**

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

### **Prekindergarten Teacher**

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

### **Public School**

An institution that provides educational services and: (1) has one or more grade groups (prekindergarten through grade 12) or is ungraded; (2) has one or more teachers to give instruction; (3) is located in one or more buildings or sites; (4) has an assigned administrator; (5) receives public funds as primary support; and (6) is operated by an education agency.

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

A student who is eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.

### **Regional Education Service Agency**

An agency created for the purposes of providing specialized educational services to other education agencies.

### **Regular Diploma Recipient**

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

## APPENDIX C— Glossary for the Common Core of Data: School Year 2011-12

### **Regular School**

A public elementary/secondary school providing instruction and education services that does not focus primarily on special education, vocational/technical education, or alternative education, or on any of the particular themes associated with magnet/special program emphasis schools.

### **Reportable Program**

A program within a school that may be self-contained, but does not have its own principal.

### **Rural Locale**

See “Locale, Urban-Centric.”

### **Rural, Inside CBSA**

See “Locale, Metro-Centric.”

### **Rural, Outside CBSA**

See “Locale, Metro-Centric.”

### **School**

An institution that provides educational services and:

- Has one or more grade groups (prekindergarten through 12) or is ungraded
- Has one or more teachers
- Is located in one or more buildings
- Has assigned administrator(s)
- Receives public funds as its primary support, and
- Is operated by an education agency.

### **School Administrative Support Staff**

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

### **School Administrator**

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

### **School District**

An education agency or administrative unit that operates under a public board of education. Also referred to as a Local Education Agency (LEA).

## **APPENDIX C— Glossary for the Common Core of Data: School Year 2011-12**

### **School Identification (ID) Number**

Twelve-digit code assigned by NCES that uniquely identifies each public school. Digits 1 and 2 are the ANSI state code; digits 3-7 are the LEA ID; and digits 8-12 identify the school uniquely within a state.

### **School Type**

The CCD classification of public elementary/secondary schools according to the curriculum offered. The types are (1) Regular; (2) Special Education; (3) Vocational; and (4) Alternative.

### **Schoolwide Title I Eligible School**

A school that is a Title I eligible school and its percentage of low-income students is at least 40 percent. (See also “Title I Eligible School.”)

### **Secondary**

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

### **Secondary Teacher**

Teacher of a group or class that is within the general level of instruction classified by state and local practice as secondary.

### **Shared Time School**

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

### **Small Town Locale**

See “Locale, Metro-Centric.”

### **Special Education School**

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

### **State Education Agency (SEA)**

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

### **State, Federal, and Other Agencies**

Include stated operated agency, federally operated agency, and other education agency. (See also “State Operated Agency,” “Federally Operated Agency,” and “Other Education Agency.”)

## **APPENDIX C— Glossary for the Common Core of Data: School Year 2011-12**

### **State-Operated Agency**

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

### **Student**

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

### **Student Support Services Staff**

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

### **Suburb Locale**

See “Locale, Urban-Centric.”

### **Supervisory Union**

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

### **Teacher**

A professional school staff member who instructs students in prekindergarten, kindergarten, grades 1-12, or ungraded classes, and maintains daily student attendance records.

### **Teacher of Ungraded Class**

Teacher of a group or class that is not organized based on grade grouping and has no standard grade designation. This includes regular classes that have no grade designations and special classes for exceptional students that have no grade designations. Such a class is likely to contain students of different ages who, frequently, are identified according to level of performance in one or more areas of instruction rather than according to grade level or age level.

### **Title I Eligible School**

A Title I eligible school is a school that is eligible for participation in either the Targeted Assistance or the Schoolwide Program authorized by Title I of Public Law 103-382.

### **Town Locale**

See “Locale, Urban-Centric.”

## **APPENDIX C— Glossary for the Common Core of Data: School Year 2011-12**

### **Two or More Races**

A person choosing more than one of the five race categories (OMB directive, 1997).

### **Ungraded Student**

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

### **Urban Fringe of a Large City Locale**

See “Locale, Metro-Centric.”

### **Urbanized Area**

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

### **Vocational Education School**

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

### **White**

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (OMB directive, 1977, 1997).



**APPENDIX D— State Notes for the Common Core of Data: School Year 2011-12**

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## APPENDIX D— State Notes for the Common Core of Data: School Year 2011-12

The following text provides information on known anomalies and comments for data users for individual states.

### Alabama

None.

### Alaska

Elementary Teachers decreased from 4,767 in 2010-2011 to 3,750 in 2011-2012; Secondary Teachers increased from 2,830 in 2010-2011 to 3,778 in 2011-2012. State addressed this issue - 'In November 2011 Alaska changed their policy on defining teachers and staff saying that any school with grades KG-08 or any combination of grades in this range, including PK, will be considered elementary. Secondary schools are those with any grades 07-12 in any combination, and KG-12 schools and/or schools with combinations of grades that include 09, 10, 11 and 12, such as KG thru 10. Middle schools or junior high schools with grades 06 - 08, 07 - 09 or 07 - 10, etc...will be considered secondary schools. High schools will include grade 12 and any combination of grades 09, 10, 11 & 12. This also changed the way all staff were counted (teachers and counselors especially).

State did not report Instructional Coordinators (they have not reported this data in the past). This data was set to Missing on the LEA file, and imputed on the State Non-Fiscal file.

### Arizona

Pre-kindergarten students on the State Non-Fiscal and LEA files (8,860) exceed the School file (8,291) by 7%. The state confirmed the data as accurate - 'Some students are tuitioned to private special education schools to receive their education. These students are included in the state and LEA total and not the school totals.'

### Arkansas

There was noticeable change in Title 1 data. The state confirmed the data as accurate - "Last year we didn't report Title 1 eligible schools with no programs. Those data were not available. This year we were able to gather those data which are reflected as increases along with other designations."

School Administrative Support Staff increased from 3,254 in 2010-2011 to 4,701 in 2011-2012. The state confirmed the data as accurate - 'The count is based on the data submitted from the districts. Some of the increase stem from charters schools and new schools opening during the school year.'

### California

State did not report Pre-kindergarten students. This data was imputed on the State Non-Fiscal file and set to Missing on the LEA file.

Ungraded Teachers increased from 5 in 2010-2011 to 8,767 in 2011-2012 (the 2010-2011 is obviously wrong), Instructional Coordinators increased from 3,390 in 2010-2011 to 12,539 in 2011-2012, and Total Guidance Counselors increased from 6,191 in 2010-2011 to 7,682 in 2011-2012. The state did not respond to the questions related to these data issues.

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2011-12**

Free Lunch Eligible students decreased from 3,337,426 in 2010-2011 to 2,227,377 in 2011-2012. As a result, Census suppressed Free Lunch data in 3,257 school records.

### Colorado

None.

### Connecticut

None.

### Delaware

The data this year shows some significant changes in particular staff items. The state verified that staff items were reported accurately in the 2011-2012.

### District of Columbia

There are some large current year/prior year discrepancies for most teacher and staff categories. DC did not respond. NCES decided to impute Elementary Teachers, Secondary Teachers, and Ungraded Teachers on the State Non-Fiscal file, and suppress this data on the LEA file.

Ungraded Students increased 353% from 265 in 2010-2011 to 1,202 in 2011-2012. DC did not respond.

### Florida

None.

### Georgia

None.

### Hawaii

Hawaii reported a combined count for ELMTCH and KGTCH on the LEA and SEA files. The value of ELMTCH on LEA file exceeds the value of ELMTCH on the SEA file because the SEA file was edited to remove the KGTCH count from the ELMTCH count. No edit was made to the LEA file.

### Idaho

None.

### Illinois

Prekindergarten Teachers increased from 1,807 in 2010-2011 to 2,815 in 2011-2012; Kindergarten Teachers increased from 2,692 in 2010-2011 to 4,993 in 2011-2012. The state confirmed the data as accurate - "Beginning with our 2010-2011 data collection period we introduced a new code to more accurately identify teachers. Since then we have been getting more accurate teacher data which is reflected in our current year value."

The state did not report Aides, Library/Media Support, LEA Admin Support, School Admin Support, or Other Support data. This data was imputed on the State Non-Fiscal file and set to Missing on the LEA file.

## APPENDIX D— State Notes for the Common Core of Data: School Year 2011-12

Free Lunch Eligible data decreased from 811,917 in 2010-2011 to 446,469 in 2011-2012; Reduced Price Lunch data increased from 109,556 in 2010-2011 to 570,723 in 2011-2012. The state is researching this data, and may provide an explanation or revise the data on a future file.

### Indiana

Most teacher and staff data had large changes from the prior year. The state responded as follows - “Beginning in 2010 the state opened up three new collections that affected how FTE is calculated, called Real Time (RT), Certified Personnel (CP) and Course Completion (CC). State law required the addition of RT, and the CP and CC collections were added by the department to better capture student and teacher linked data. Utilizing the new collections has and will continue to provide better data than prior years. There are three reasons for why there may be some anomalies in the 2011-12 data: (1) the FTE is now calculated using different collections which will invariably cause some discrepancies, (2) anytime the state opens up a new collection (in this case, three) the first year of transition is always difficult and typically has data submission issues from the field that invariably lead to some discrepancies regardless of the state’s implemented data quality assurances, and (3) ultimately for these types of data they are only as good as the inputs submitted by the field. In sum, the data may have some unsolvable discrepancies for 2011-12 but the state is confident that under the new system the data will henceforth be better and expected with few if any anomalies.”

### Iowa

Prekindergarten students on the school file is 46.8% lower than the State Non-Fiscal and LEA files. The state confirmed the data as accurate - “Iowa has implemented a Statewide Voluntary PK program for 4 year olds. This means districts are responsible for the program and making sure the teachers are qualified. Some of these programs are located off site from the district and therefore are not reported in any school building.”

There are some instances where student membership on the school file is greater than the student membership count on the LEA file (difference is 35 students across 8 grade levels). The state confirmed the data as accurate - “All of these are out of state students, not counted in the LEA but counted at schools”.

### Kansas

State did not report Shared time status. This data was set to Missing.

Kindergarten teachers increased from 1,696 in 2010-2011 to 8,456 in 2011-2012; Elementary teachers decreased from 14,528 in 2010-2011 to 10,379 in 2011-2012. The state confirmed the data as accurate - “Due to new reporting systems, districts were able to report staff in more accurate assignments.”

### Kentucky

None.

### Louisiana

It appears that the state submitted some of the same teacher and staff data that they submitted in 2010-2011 (PK Teachers, Aides, and all other Staff data). State confirmed the data as accurate.

## APPENDIX D— State Notes for the Common Core of Data: School Year 2011-12

### Maine

Aides increased from 5,743 in 2010-2011 to 8,894 in 2011-2012; all the other Staff data had large changes in prior year/current year comparisons. State did not address these issues.

State did not report LEA Admin Support or School Admin Support. The data was imputed on the State Non-Fiscal file and set to Missing on the LEA file.

Free Lunch decreased from 78,916 in 2010-2011 to 11,789 in 2011-2012. State did not address this issue. Most of this data has been suppressed.

### Maryland

None.

### Massachusetts

None.

### Michigan

Prekindergarten students increased from 28,187 in 2010-2011 to 37,020 in 2011-2012 on the State Non-Fiscal and LEA files. The state did not address this issue. The state did not report prekindergarten students on the school file. This data was set to Missing.

### Minnesota

English Language Learners increased from 48,428 in 2010-2011 to 60,851 in 2011-2012. The state confirmed the data as accurate.

### Mississippi

None.

### Missouri

LEA Administrative Support Staff increased from 8,090 in the 2010-2011 to 12,397 in the 2011-2012. The state confirmed the data as accurate - "It is due to better reporting by LEAs for these positions."

### Montana

Montana does not collect (nor report) PK Teachers, KG Teachers, Library/Media Support, LEA Admin Support, School Admin Support, or All Other Support data. They have never had this data. The data was imputed on the State Non-Fiscal file and set to Missing on the LEA file.

### Nebraska

After questioning the respondent about the blank staffing items on the file they responded - "In the past, we did not submit PK and KG teachers because the data were incomplete. For the last few years we submitted the data that we had which was minimal. However, with a change in our Staff Reporting System, we are able to pull out only a few PK teachers. The rest are included in the Elementary teacher category. The following notes were submitted with the *EDFacts*' file:

- PKTCH - Some of PK included in Elem.
- KGTCH- KG included in Elem.

## APPENDIX D— State Notes for the Common Core of Data: School Year 2011-12

- ELMTCH-Some of PK and KG are included in Elem.

This information would be available at the end of the year, but not in time for the reporting requirements. NCES set ELMTCH = Sum(ELMTCH, PKTCH) at the LEA and SNF levels. We set PKTCH and KGTCH to Missing at the LEA and SNF levels. Census imputed PKTCH and KGTCH at the SNF level, disaggregating from ELMTCH and decreasing ELMTCH appropriately.

### Nevada

State does not report Aides, Instructional Coordinators, Library / Media Support, LEA Admin support, and School Admin Support. The data was imputed on the State Non-Fiscal file and set to Missing on the LEA file.

The number of Title 1 eligible schools decreased by 54% from 2010. The number of schools with a school wide title 1 program decreased by 100% from 2010. TITLE1 and STITL1 were set to missing.

### New Hampshire

The state did not report Student Support Staff and Instructional Coordinators. The data was imputed on the State Non-Fiscal file and set to Missing on the LEA file.

School Admin increased 55% and School Admin Support increased 118%. The state confirmed the data as accurate - “The prior year numbers are incorrect.”

School prekindergarten students are larger than LEA prekindergarten students by over 700 students. The state confirmed the data as accurate - “The reason why there is a large difference is because over 700 PK children are sent to NH schools and their schooling is paid for by their parents. The districts are not fiscally responsible for them & therefore they do not show up in the district file.”

### New Jersey

State did not report Library / Media Support data. The data was imputed on the State Non-Fiscal file and set to Missing on the LEA file.

### New Mexico

None.

### New York

When compared to 2010-2011 - elementary teachers increased by 24%, secondary teachers increased by 26%, ungraded teachers decreased by 99%, elementary guidance counselors decreased by 27%. The state did not address these issues.

New York City Public Schools— New York City is shown in NCES reports as a single school district. However, “New York City Public Schools” is reported in CCD as a supervisory union comprising multiple “geographic districts” and an additional “special schools” district. To aggregate NYC school data to the supervisory union, researchers must select schools with a state ANSI code equal to 36 and a supervisory union ID (UNION) equal to 300. See table D-1 for a list of geographic districts associated with the New York City Public School district.

## APPENDIX D— State Notes for the Common Core of Data: School Year 2011-12

Table D-1 Local education agency identification numbers (LEAID) used in the Common Core of Data (CCD) for the 33 geographic districts associated with the New York City Public Schools district: School year 2011-12

Name of district	CCD LEAID
New York City Geographic District #1	3600076
New York City Geographic District #2	3600077
New York City Geographic District #3	3600078
New York City Geographic District #4	3600079
New York City Geographic District #5	3600081
New York City Geographic District #6	3600083
New York City Geographic District #7	3600084
New York City Geographic District #8	3600085
New York City Geographic District #9	3600086
New York City Geographic District #10	3600087
New York City Geographic District #11	3600088
New York City Geographic District #12	3600090
New York City Geographic District #13	3600091
New York City Geographic District #14	3600119
New York City Geographic District #15	3600092
New York City Geographic District #16	3600094
New York City Geographic District #17	3600095
New York City Geographic District #18	3600096
New York City Geographic District #19	3600120
New York City Geographic District #20	3600151
New York City Geographic District #21	3600152
New York City Geographic District #22	3600153
New York City Geographic District #23	3600121
New York City Geographic District #24	3600098
New York City Geographic District #25	3600122
New York City Geographic District #26	3600099
New York City Geographic District #27	3600123
New York City Geographic District #28	3600100
New York City Geographic District #29	3600101
New York City Geographic District #30	3600102
New York City Geographic District #31	3600103
New York City Geographic District #32	3600097
NYC Special Schools District 75	3600135

SOURCE: U.S. Department of Education, National Center of Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2011-12, Version Provisional 1a.

### North Carolina

Kindergarten teachers increased from 4,713 in 2010-2011 to 5,756 in 2011-2012; Elementary teachers increased from 43,297 in 2010-2011 to 57,277 in 2011-2012; Secondary teachers decreased from 47,548 in 2010-2011 to 31,705 in 2011-2012. The state confirmed the data as accurate.

### North Dakota

None.



## APPENDIX D— State Notes for the Common Core of Data: School Year 2011-12

### Ohio

Ungraded teachers increased from 3,744 in 2010-2011 to 6,292 in 2011-2012. The state confirmed the data as accurate.

### Oklahoma

None.

### Oregon

The state did not report prekindergarten students on the school file. This data was set to Missing.

### Pennsylvania

Prekindergarten students on the school file are 47.5% lower than the State Non-Fiscal and LEA files; and Ungraded students are 44.5% lower than State Non-Fiscal and LEA files. The state confirmed the data as accurate - "Pennsylvania had a substantial difference between the state total and sum of schools for PK and Ungraded students. This is due to the fact that students educated at offsite locations are not included in the school details but are included in the state totals."

### Rhode Island

None.

### South Carolina

Instructional Coordinators increased from 453 in 2010-2011 to 1,744 in 2011-2012; LEA Admin Support increased from 774 in 2010-2011 to 2011-2012 in the current year. The state confirmed the data as accurate; districts improved on their ability to accurately report this data.

### South Dakota

Prekindergarten students increased from 1,974 in 2010-2011 to 2,996 in 2011-2012. The state responded that they did not have the resources to review this issue. The data were not suppressed, because the pupil/teacher ratio for prekindergarten students is reasonable.

### Tennessee

None.

### Texas

None.

### Utah

English language learners decreased from 42,804 in 2010-2011 to 33,766 in 2011-2012. The state confirmed the data as accurate.

Total free lunch eligible students increased from 223,951 in 2010-2011 to 284,971 in 2011-2012. The state confirmed the data as accurate - "A new data source from the Dept. of Agriculture was used."

### Vermont

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2011-12**

State Non-Fiscal and LEA prekindergarten students are greater than school prekindergarten students by 99%. The state confirmed the data as accurate - “Some SUs run the PK programs in VT so the PK kids in these programs are listed under the SU in our Student Census. SUs are not in our school directory file so they can't be submitted in the school membership file. Also, some PK kids might be publicly funded and being sent to an independent school if there are no schools in the district where they live. These kids would be counted at the LEA & state level but not at the school level.”

State Non-Fiscal and LEA prekindergarten students decreased from 10,678 in 2010-2011 to 5,559 in 2011-2012. State confirmed the data as accurate - the 2010-2011 data was revised to 5,205 after NCES published the 2010-2011 CCD file.

### Virginia

Elementary Teachers increased from 28,008 in 2010-2011 to 35,737 in 2011-2012; Secondary teachers increased from 36,778 in 2010-2011 to 44,285 in 2011-2012; Instructional Coordinators decreased from 13,419 in 2010-2011 to 1,750 in 2011-2012. The state confirmed the data as accurate - “Virginia has modified the way it collects its teacher data for SY 2011-12 to comply with the teacher-student linkage. Virginia’s LEAs are now required to submit teacher information linked to all students. A second part for the increase is that we are not only collecting the primary teacher FTE of a class, but also other secondary/backup teacher FTE for that same class.”

Student Support Services decreased from 7,224 in 2010-2011 to 4,178 in 2011-2012; All Other Support decreased from 64,456 in 2010-2011 to 39,952 in 2011-2012. State confirmed data as accurate - “Prior year data had been over-reported. The current year data is correct”.

### Washington

None.

### West Virginia

None.

### Wisconsin

None.

### Wyoming

None.

### Bureau of Indian Education (BIE)

BIE did not submit data in 2011-2012. Their 2010-2011 Directory data was pulled forward for 2011-2012, and their membership and teacher data was set to Missing.

There are 10 schools that are reported by both the Bureau of Indian Education and state education agencies, leading to duplicate records on the data file. These schools are run by BIE, but they also receive federal funds or federally funded services through the state. To avoid double counting of schools or students, NCES created the BIES flag. This flag has a value of either ‘1’ or ‘2’; a value of ‘1’ indicates a school reported by a state that is also reported by BIE. All other schools, including all BIE schools, have

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2011-12**

a value of '2' in this field. Users trying to match NCES tabulations should exclude records with a flag set to '1' from their analysis.

### Department of Defense Dependents Schools (combined overseas and domestic)

DOD did not submit data in 2011-2012. Their 2010-2011 Directory data was pulled forward for 2011-2012, and their membership and teacher data was set to Missing. Starting with the SY 2010-11 CCD, the DoDEA schools were combined into one reporting entity identified in the file by an ANSI code of 63.

### American Samoa

American Samoa did not submit data in 2011-2012. Their 2010-2011 Directory data was pulled forward for 2011-2012, and their membership and teacher data was set to Missing.

### Guam

None.

### Commonwealth of the Northern Mariana Islands

None.

### Puerto Rico

Instructional Coordinators increased from 104 in 2010-2011 to 1,549 in 2011-2012. The state confirmed the data as accurate - "During SY 2011-12, about 1,310 new Coordinators were designated by the Special Education Program."

### U.S. Virgin Islands

Prekindergarten students were not reported. The data was set to Missing on all three files.

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