

Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2011-12

Provisional Version 1a

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March 2014

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**National Center for
Education Statistics**

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I. Introduction to the NCES Common Core of Data Local Education Agency 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) Local Education Agency (LEA) 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 LEAs in the United States. The LEA Universe Survey is one of six annual surveys that comprise the CCD. The other five surveys are the Public Elementary/Secondary School 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, the five U.S. Island Areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands), 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 comparable data 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 LEA Universe file provides a directory of all local education agencies (or school districts) that provide free public elementary and secondary education and characteristics of each agency, including mailing address, location information, and geographic codes. The agency file also includes categorical variables such as operational status, agency type and charter agency status; student counts by race/ethnicity, gender and grade; counts of special-education students and English language learners; and full-time equivalent (FTE) staff counts by job category.

The LEA universe serves as a basis for all information that *EDFacts* collects for program offices at the LEA level. NCES and other educational researchers use the LEA universe in developing sampling frames for many NCES surveys such as the National Assessment of Education Progress and the Schools and Staffing Survey. The LEA universe data are also useful to (1) chief officers of state education agencies (SEAs), (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 local education agencies.

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 and Field Frequencies** 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 nonfiscal data. The CCD team works collaboratively with the *EDFacts* team to develop and monitor the CCD nonfiscal collection. Coordinators from 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 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, an LEA is a governmental administrative unit at the local level which exists primarily to operate schools or to contract for educational services. These units may or may not be coterminous with county, city, or town boundaries. Not all LEAs operate schools; some provide support to other agencies and do not have teachers or students permanently assigned to them.

CCD asks states to report a headcount of students, not an FTE student count. To avoid double counting in those cases where a student is served by more than one LEA, a student is counted in the LEA that is financially responsible for him or her.

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	ED <i>Facts</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 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 ED*Facts* collection of CCD submissions opened in January 2011. NCES extracted data from ED*Facts* 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 LEAs to the directory from the prior year to ensure that the coverage of LEAs included in the directory is complete and accurate. NCES reviews the categorical variables for LEAs and changes in operating statuses to ensure that these meet the business rules and data definitions established for reporting LEA 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 that suggest anomalies in the data. Most often SEAs will submit corrected data or explain why the data are accurate. If an SEA provides no correction or adequate explanations for data anomalies, NCES may provide a logical correction to a data value (for example, replace a reported value with the sum of detailed component values) or suppress the data. For example, if a state reported enrollment of 12th grade students that was substantially larger than the enrollment of 11th grade students in the previous year, and the state could not explain the discrepancy or correct the data, NCES suppressed the reported number of 12th 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.

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 LEAs’ location addresses.

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 a way that does not allow the SEA staff 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 LEA Universe Survey includes all public agencies providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. In the 2011-12 CCD LEA Universe Survey, there are 18,541 records, one for each public elementary and secondary education agency in the 50 states, the District of Columbia, Puerto Rico, the DoDEA, the BIE, and the four U.S. Island Areas. Agencies that were coded as open in the 2010-11 file, but coded as closed for SY 2011-12 (163 agencies), are kept in the file for one year and then removed (i.e., they do not appear in files for subsequent years). Closed agencies are indicated by a value of “2” for the variable BOUND. Excluding closed agencies there are 18,378 agencies on the 2011-12 file. Of the 18,378 agencies, 13,793 are regular local school districts, 1,567 are supervisory unions or regional educational centers, 280 are state-operated agencies, 2,602 are charter school agencies, and 136 are federally operated or other agencies. For a count of all agency types, including closed agencies, see Table B-3. The DoDEA, BIE, and American Samoa did not report data for SY 2011-12. Their agency directory information was brought forward from the prior year and all the other data items were left as missing.

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 LEAs submitted by SEAs by matching to the universe reported in the prior year and ensuring that each LEA is only counted once and each LEA 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 LEAs 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 have varying levels of coverage by state or jurisdiction. 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 ED*Facts*/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 LEAs from these entities in the LEA universe directory. Item response is described in appendix B: Value Distribution and Field Frequencies. 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 each response category by option for all 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 12th 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 12th grader but cannot measure the number of 12th 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 12th 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 have not able to assign a geographic longitude/latitude assigned 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, nonapplicable or suppressed 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 ag111a_supp;
  array remove (*) _numeric_;
  do i = 1 to dim (remove);
    if remove (i) < 0 then remove (i) = .;
  end;
  drop i;
run;
```

BIE agencies. There are 7 agencies (6 operating; 1 closed) that contain 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 students, NCES created the BIEA flag. This flag has a value of either ‘1’ or ‘2’; a value of ‘1’ indicates an agency that contains a school that was reported by both a state and by BIE. All other agencies, including all BIE agencies, have a value of ‘2’ in this field.

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 LEAs (BOUND=2,6, or 7), and do not match counts in appendix B, Value Distribution and Field Frequencies, which include all LEAs. Operational status codes are defined below.

(FIPST) ANSI State Code.¹ 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.

(STID) State 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.

¹ 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.

(NAME) Name of Education Agency. Each record contains the name of the local education agency. CCD survey staff reviewed any record filling the 60 characters assigned and may have adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(PHONE) Area Code + Telephone Number. This field contains the telephone number of the education agency.

(MSTREE) Mailing Address. This field contains the mailing address of the agency. This field may contain a street address or a P.O. Box number. If the mailing street, city, state, and ZIP Code fields were left blank, data from the corresponding location address fields were inserted.

(MCITY) Mailing City Name. There may be some valid cases in which an agency may be located in one city and have a mailing address in another city. Each record contains a mailing city.

(MSTATE) Mailing State (P.O. Abbreviation). Every record contains a two-letter U.S. Postal Service abbreviation for the state where the mailing address is located. Each record contains a mailing state. There are valid cases in which an agency may be located in one state and have a mailing address in another state. A list of agencies that have a mailing state code different from their ANSI state code is included at the end of this section in table 3.

(MZIP, MZIP4) Mailing ZIP Code + 4. Each record contains a mailing ZIP Code. The last four digits may be left blank if unknown.

(LSTREE) Location Street. This is the location address of the agency. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields were inserted.

(LCITY) Location City. Each record contains a location city.

(LSTATE) Location State (P.O. Abbreviation)Each record contains a location state in this field.

(LZIP, LZIP4) Location ZIP Code + 4. Each record contains a location ZIP Code. The last four digits may be left blank if unknown.

(TYPE) Education Agency Type Code. This is the NCES code for type of agency. Each record has an education agency type code. Agencies classified as supervisory union administrative centers (TYPE = 3) generally do not report student membership, although Virginia is an exception and reports students in membership for such agencies. The agency type codes are as follows:

1 = Local school district that is not a component of a supervisory union.

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

- 3 = Supervisory union administrative center, or a county superintendent serving the same purpose.
- 4 = Regional education services agency, or a county superintendent serving the same purpose.
- 5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.
- 6 = Federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.
- 7 = Agencies for which all associated schools are charter schools.
- 8 = Other education agencies that do not fit into the first seven categories.

The code “7” response option for the TYPE field was changed for the agency file starting in 2007–08, and the code “8” response option was added to the file. In prior years, “7” represented other education agencies, including charter school agencies; in 2007–08, this code was changed to represent charter school agencies only, which did not have their own response option in prior years. Code “8” now represents other education agencies, excluding charter school agencies.

(UNION) Supervisory Union Number. This field contains the ID number assigned by the state to the supervisory unit and component agencies.

(CONAME) County Name. This field contains the name of the county in which the agency is located.

Data users should note that starting with 2006–07 CCD, a different methodology was used to assign local education agency counties. In 2006–07, the county assignment is based on the physical location address of the local education agency. In prior years, counties were assigned to local education agencies based on the counties of the schools associated with the local education agency, weighted by student enrollment.

(CONUM) ANSI County Code. This field contains the ANSI County Code for the county in which agency is located.

Data users should note that starting in 2006–07 CCD, a different methodology was used to assign local education agency counties. In 2006–07, the county assignment is based on the physical location address of the local education agency. In prior years, counties were assigned to local education agencies based on the counties of the schools associated with the local education agency, weighted by student enrollment.

(CSA) CSA Code. A value in this field indicates that the agency’s schools are associated with a recognized Combined Statistical Area (CSA). If the schools used to weight the agency’s assignment are not within a CSA, the field is assigned a value of “N” (not applicable).

(CBSA) CBSA Code. This field contains the Core Based Statistical Area (CBSA) Code associated with the agency’s address. A value in this field indicates that the agency’s address is

associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus and is designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan statistical area, the field is zero filled. The assignment was made using a file of ANSI county codes matched to CBSA codes. In earlier years, for the New England states, the assignment was made using the New England City and Town Areas (NECTA) codes of the schools within the corresponding agency. This was discontinued in the 2006–07 CCD. The metropolitan area definitions used were those issued by the U.S. Office of Management and Budget as of June 2003.

(METMIC) Metropolitan/Micropolitan Type Code. This field indicates whether the CBSA is a metropolitan or micropolitan area.

0 = CBSA is equal to 70,300 or higher and does not have an associated type code. CBSA equal to 70,300 or higher is the NECTA and is not denoted as metropolitan or micropolitan.

1 = CBSA is a metropolitan area.

2 = CBSA is a micropolitan area.

(ULOCAL) District Urban-Centric Locale Code. The locale code is an indicator of a district's location relative to a populous area. Beginning with the 2006–07 CCD files, NCES changed the locale code methodology from a 1-digit code based on metropolitan statistical areas to a 2-digit code based on urban clusters. In order to distinguish between 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.” LEA locale codes are derived from the locale codes of their associated schools, weighted by the number of students in membership for each school. The methodology used to assign locale codes is in the next section labeled “Locale Code Methodology.”

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.

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

(CDCODE) 113th Congressional District Code. The Congressional District Code denotes legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the 113th 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) 112th Congressional District Code. The Congressional District Code denotes legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the 112th 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.

(BOUND) Operational Status Code. This field contains a classification of changes in an education agency's boundaries since the last report to NCES. All agencies are coded to reflect their status as reported for SY 2011-12. The valid responses include the following:

- 1 = No significant boundary change for this agency since the last report. Currently in operation.
- 2 = Education agency has closed with no effect on another agency's boundaries.
- 3 = New agency formed with no effect on another agency's boundaries.
- 4 = Agency was in existence, but not reported in previous year's CCD Agency Universe Survey, and is now being added.
- 5 = Agency has undergone a significant change in geographic boundaries or instructional responsibility.
- 6 = Agency is temporarily closed and may reopen within 3 years.
- 7 = Agency is scheduled to be operational within 2 years.
- 8 = Agency was closed on previous year's file but has reopened.

Agencies with an operational status code of "2" remain in the file for one year for historical purposes. Code "6" and "7" response options for the BOUND field were added to the agency file starting in 2002-03. Code "8" response option for the BOUND field was added to the agency file starting in 2005-06.

(BIEA) Bureau of Indian Education (BIE) Agency Flag. This field indicates whether or not the agency contains or operates schools that are also reported by the Bureau of Indian Education in their submission of school data. This field was added to the agency file in 2009-10.

- 1 = Yes.
- 2 = No.

Only agencies operated by states or jurisdictions other than the BIE can contain a value of "1" ("Yes") for this flag.

(AMEMPUP) Agency Membership Edit. This field indicates whether both membership 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

(IAMEMPUP) Agency 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

(AFTEPUP) Agency Teacher Edit. 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

(IAFTEPUP) Agency 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

(GSLO, GSHI) Low/High Grade span offered. These fields indicate the lowest grade and highest grade offered by the agency. These grades were calculated by NCES using two types of information reported by states: (a) binary 'grade offered' flags that indicate whether a given grade (e.g., prekindergarten, kindergarten, grade 1, etc.) was offered by the schools associated with the district; and (b) reports of enrollment by grade for schools associated with the districts.

(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.

(AGCHRT) Agency Charter Code. This code is an indicator of charter schools served by the agency. This field was added to the agency file starting in 2002–03, removed in 2008–09, and reinstated on the file in 2010–11. The values for this field were calculated by matching each agency to its associated schools in the school file.

1 = All associated schools are charter schools.

2 = Some associated schools are charter schools and some are noncharter schools.

3 = All associated schools are noncharter schools.

(SCH) Schools associated with the agency. This count is the aggregated number of schools that are associated with this agency in the CCD school universe file. These schools can be identified by matching the LEA NCES ID with the first seven digits of the school NCES ID.

(SPECED) Special Education/IEP Students. This field contains the count of all students ages 3–21 having a written Individualized Education Program (IEP) under the Individuals With Disabilities Education Act (IDEA), Part B. To avoid identifying specific students with IEPs, the reported number may have been coarsened to prevent disclosure of individual students.

(ELL) English Language Learner Students. This field contains the number of English language learner (ELL) students served in appropriate programs.

Teacher and Staff Data Items. Categories of LEA employees. Teacher and staff data items in the file are as follows: Prekindergarten Teachers (PKTCH), Kindergarten Teachers (KGTCH), Elementary Teachers (ELMTCH), Secondary Teachers (SECTCH), Teachers of Ungraded Classes (UGTCH), Total FTE Teachers (TOTTCH), Instructional Aides (AIDES), Instructional Coordinators/Supervisors (CORSUP), Elementary Guidance Counselors (ELMGUI), Secondary Guidance Counselors (SECGUI), Other Guidance Counselors (OTHGUI), Total Guidance (TOTGUI), Librarians/Media Specialists (LIBSPE), Librarians/Media Support Staff (LIBSUP), LEA Administrators (LEAADM), LEA Administrative Support Staff (LEASUP), School Administrators (SCHADM), School Administrative Support Staff (SCHSUP), Student Support Services Staff (STUSUP), and All Other Support Staff (OTHSUP). All teacher and staff counts are FTEs. See appendix C, Glossary, for definitions of teachers and staff types.

Not all states are able to report each of these items. 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., agency FTE data aggregated to the state level may exceed state-level FTE 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.

(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 SYs 2008–09 and 2009–10, NCES gave SEAs the option to choose between 5-category reporting and 7-category reporting. For 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, NCES asked that all SEAs 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. DoDEA, BIE, and American Samoa did not respond to the *EDFacts* collection. 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>.

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 total 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 a student membership in the school the student attends, but report a student’s membership in the LEA 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 not in 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 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.

District Locale Code Methodology

Locale code is a variable that NCES has created for general description, sampling, and other statistical purposes. It is based upon the location of the school buildings in the district and in some cases may not reflect the entire attendance area or residences of enrolled students.

The district urban-centric locale codes were derived from the locale codes of schools within the district, weighted by the number of students in each locale type. District locale codes were assigned using the following rules.

1. If 50 percent or more of students attend schools with the same locale and locale subtype, that code is assigned to the district. For example, if 50 percent of the students in a district were in schools with the locale code of “town, fringe,” the district would be assigned a locale code of “town, fringe.”
2. For those districts where the majority of students do not fall into one of the 12 locale and subtype groupings, the student counts are aggregated into the 4 main locale types (city, suburb, town, or rural). The main locale type with the largest number of students is then examined to determine which subtype had the greatest number of students. That locale code and subtype is assigned to the district. For example, if 40 percent of students were in schools with a “town” locale code, 30 percent were in schools with a “suburb” locale code, and 30 percent were in schools with a “rural” locale code, the district would be assigned one of the subtypes of the “town” locale code. If 80 percent of the students in schools with “town” locale codes were in “town, remote” schools, the district would be assigned a locale code of “town, remote.”
3. If the number of students for two or more locale codes is the same, then the highest (i.e., most rural) locale code is assigned.
4. Districts with no schools or students were given a locale code of “N” (not applicable).

The 12 urban-centric locale codes are identified in the section, “Comments about Selected Variables.”

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

State name/jurisdiction	ANSI ¹	Abbreviation ²	State name/jurisdiction	ANSI ¹	Abbreviation ²
Alabama	01	AL	Oregon	41	OR
Alaska	02	AK	Pennsylvania	42	PA
Arizona	04	AZ	Rhode Island	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
Idaho	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 ³	DD
Michigan	26	MI			
Minnesota	27	MN	Bureau of		
Mississippi	28	MS	Indian Education	59 ³	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 Mariana		
New York	36	NY	Islands	69	MP
North Carolina	37	NC			
North Dakota	38	ND	Puerto Rico	72	PR
Ohio	39	OH			
Oklahoma	40	OK	U.S. Virgin Islands	78	VI

¹ American National Standards Institute state codes (01–78).

² U.S. Postal Service state abbreviation codes.

³ 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. Agencies with mailing address in another state, by administration state and NCES agency identification number: School year 2011-12.

Administration State	NCES ID	Agency Name	City	State
Arizona	0400103	Ombudsman Educational Services LTD. A Subsidiary of Education	Libertyville	IL
	0400188	Advanced Education Services Inc.	Colton	CA
	0400234	Academy of Arizona	Oak Park	MI
	0400324	Arizona School and Integrated Academics and Technologies Institute	Vista	CA
	0400427	Arizona Connections Academy Charter School Inc.	Baltimore	MD
	0400854	Graysmark Schools Corporation	Duluth	MN
Idaho	1602610	Pleasant Valley Elementary District	Jordan Valley	OR
New Jersey	3400739	Excellence Charter School	Philadelphia	PA
New York	3611100	Fishers Island Union Free School District	New London	CT
North Dakota	3805670	Earl 18	Sidney	MT
	3820340	Yellowstone 14	Fairview	MT
Texas	4800077	Bexar County Academy	Oak Park	MI
	4800090	Academy of Dallas	Oak Park	MI
	4842540	Texhoma ISD	Texhoma	OK
Vermont	5000024	Rivendell Interstate School District	Orford	NH
	5099955	School Administrative Unit 70	Hanover	NH

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

D. User Guidelines for Processing the Local Education Agency 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 Agency Universe Survey SAS file is named AG111A_supp.SAS7bDAT. The flat ASCII file is named AG111A_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 = 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., LEAID) 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.

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

The file contains data for SY 2011–12 sorted by the NCES assigned local education agency identification code (LEAID). Data presented in this release are available in two formats—SAS datasets (.sas7bdat) and tab-delimited text (.txt).

Note that starting with 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” to indicate missing and an “N” to indicate not applicable. Character fields continue to use “M” for missing and “N” for not applicable. “AN” and “N” are alphanumeric and numeric data, respectively. Starting with the SY 2009–10 version provisional 2a file, the numeric fields contain a -9 to indicate that the data do not meet NCES data quality standards.

Variable Name	Data Order	Data Type	Description
SURVYEAR	1	AN	Starting year of survey
LEAID	2	AN	NCES Local Education Agency ID. The first two positions of this field are also the American National Standards Institute (ANSI) state code.
FIPST	3	AN	American National Standards Institute (ANSI) state code.
STID	4	AN	State's own ID for the education agency.
NAME	5	AN	Name of the education agency.
PHONE	6	AN	Telephone number of education agency.
MSTREE	7	AN	Mailing address of the agency - may be a street address, a P.O. Box number, or, if there is no address beyond CITY, STATE, and ZIP, the character "N".
MCITY	8	AN	Name of the agency mailing address city.
MSTATE	9	AN	Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP	10	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP4	11	AN	Four-digit ZIP+4, if assigned; if none, field is blank.
LSTREE	12	AN	Location address of agency.
LCITY	13	AN	Location city of agency.
LSTATE	14	AN	Location state (two-letter postal abbreviation).
LZIP	15	AN	Location 5-digit ZIP Code.
LZIP4	16	AN	Location +4 ZIP Code.

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Variable Name	Data Order	Data Type	Description
TYPE	17	AN	<p>Agency type code:</p> <p>1 = Regular local school district - Locally governed agency responsible for providing free public elementary or secondary education; includes independent school districts and those that are a dependent segment of a local government such as a city or county.</p> <p>2 = Local school district that is a component of a supervisory union - Regular local school district that shares its superintendent and administrative services with other school districts participating in the supervisory union.</p> <p>3 = Supervisory Union - An education agency that performs administrative services for more than one school district, providing a common superintendent for participating districts.</p> <p>4 = Regional Education Service Agency - Agency providing specialized education services to a variety of local education agencies, or a county superintendent serving the same purposes.</p> <p>5 = State-Operated Agency - Agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services. Includes the State Education Agency if this agency operates schools. Examples include elementary/secondary schools operated by the state for the deaf or blind; and programs operated by state correctional facilities.</p> <p>6 = Federally-Operated Agency - A federal agency that is charged, at least in part, with providing elementary or secondary instruction or support services.</p> <p>7 = Independent Charter District - Agency that consists entirely of one or more charter schools.</p> <p>8 = Other Education Agency - Agency providing elementary or secondary instruction or support services that does not fall within the definitions of agency types 1- 7.</p>
UNION	18	AN	Supervisory Union Number. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the ANSI county number. If no number was reported, the field will contain "000".
CONUM	19	AN	ANSI county code (two digit ANSI state numeric code + three digits ANSI county code) based on the location of the administrative office.
CONAME	20	AN	County name based on the location of the administrative office.

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Variable Name	Data Order	Data Type	Description
CSA	21	AN	Combined Statistical Area (CSA). The CSA assignment is based on the CSA assignments of schools associated with the agency, weighted by the number of students in each school. A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan statistical area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. If the school(s) used to weight the assignment are not within a CSA, the agency CSA field is assigned an "N" (not applicable).NOTE: Starting in SY 2006-07, this field will contain the CSA code for all areas. Prior to SY 2006-07, this field contained the New England City and Town Areas (NECTA) codes for agencies in the New England States.
CBSA	22	AN	Core Based Statistical Area (CBSA). A value in this field indicates that the agency's address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus, and designated by the U.S. Government as a metropolitan or micropolitan statistical area. The integration of adjacent communities is determined by the CBSAs of schools associated with the agency, weighted by the number of students in each school. If the agency is not in any type of metropolitan/micropolitan statistical area the field contains an "N" (not applicable). NOTE: Starting in SY 2006-07, this field will contain the CBSA code for all areas. Prior to SY 2006-07, this field contained the New England City and Town Areas (NECTA) codes for agencies in the New England States. This assignment was made using a file of FIPS county codes matched to Core Based Statistical Area codes.
METMIC	23	AN	Indicates whether the CBSA is a metropolitan or micropolitan area. 0 = CBSA is equal to 70,300 or higher and does not have an associated type code. CBSA equal to 70,300 or higher is NECTA and is not denoted as metropolitan or micropolitan. 1 = CBSA is a metropolitan area. 2 = CBSA is a micropolitan area.

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Variable Name	Data Order	Data Type	Description
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 urbanity of the school location. In prior years, the locale was assigned based on an agency'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 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.

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Variable Name	Data Order	Data Type	Description
CDCODE	25	AN	113th 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).
CDCODE_112	26	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).
LATCOD	27	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	28	N	Longitude. Based on the location of the administrative office, the value of LONCOD ranges from -170 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.
BIEA	29	AN	Bureau of Indian Education (BIE) agency. Flag indicating whether agency contains schools also reported as operated by the BIE. 1- Yes 2 - No

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Variable Name	Data Order	Data Type	Description
BOUND	30	AN	<p>The boundary code change indicator is a classification of change in an education agency's boundaries since the last report to NCES. The options are:</p> <p>1 = No significant boundary change for this agency since last report. Currently in operation.</p> <p>2 = Education agency has closed with no effect on another agency's boundaries.</p> <p>3 = This is a new education agency formed with no effect on another agency's boundaries.</p> <p>4 = Agency was in existence, but not reported in a previous year's CCD agency universe, and is now being added.</p> <p>5 = Agency has undergone a significant change in geographical boundaries or instructional responsibility.</p> <p>6 = Agency is temporarily closed and may reopen within three years.</p> <p>7 = Agency is scheduled to be operational within two years.</p> <p>8 = Agency was closed on a previous year's file but has reopened.</p>
AMEMPUP	31	AN	<p>Multi-year edit - Agency Membership</p> <p>1 = Failed the edit</p> <p>2 = Passed the edit</p>
IAMEMPUP	32	AN	<p>Multi-year edit flag- Agency Membership</p> <p>FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed</p> <p>FA = Analyst accepts anomalous data as correct; data not suppressed</p> <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>

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Variable Name	Data Order	Data Type	Description
AFTEPUP	33	AN	Multi-year edit - Agency Teacher 1 = Failed the edit 2 = Passed the edit
IAFTEPUP	34	AN	Multi-year edit flag - Agency 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 correct; data suppressed PS = Passed edits
GSLO	35	AN	Agency low grade offered. This field was calculated from the low grade spans of the associated schools on the CCD school universe file.
GSHI	36	AN	Agency high grade offered. This field was calculated from the high grade spans of the associated schools on the CCD school universe file.
PKOFFRD	37	AN	Prekindergarten offered. 1 - Yes 2 - No
KGOFFRD	38	AN	Kindergarten offered. 1 - Yes 2 - No
G01OFFRD	39	AN	First grade offered. 1 - Yes 2 - No
G02OFFRD	40	AN	Second grade offered. 1 - Yes 2 - No
G03OFFRD	41	AN	Third grade offered. 1 - Yes 2 - No

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Variable Name	Data Order	Data Type	Description
G04OFFRD	42	AN	Fourth grade offered. 1 - Yes 2 - No
G05OFFRD	43	AN	Fifth grade offered. 1 - Yes 2 - No
G06OFFRD	44	AN	Sixth grade offered. 1 - Yes 2 - No
G07OFFRD	45	AN	Seventh grade offered. 1 - Yes 2 - No
G08OFFRD	46	AN	Eighth grade offered. 1 - Yes 2 - No
G09OFFRD	47	AN	Ninth grade offered. 1 - Yes 2 - No
G10OFFRD	48	AN	Tenth grade offered. 1 - Yes 2 - No
G11OFFRD	49	AN	Eleventh grade offered. 1 - Yes 2 - No
G12OFFRD	50	AN	Twelfth grade offered. 1 - Yes 2 - No
UGOFFRD	51	AN	Ungraded offered. 1 - Yes 2 - No
AGCHRT	52	AN	Agency charter. Code indicates charter schools served: 1 = All associated schools are charter schools. 2 = Some associated schools are charter schools and some are non-charter school agency. 3 = All associated schools are non-charter schools.
SCH	53	N	Aggregate number of all schools associated with this agency on the CCD school universe survey file.

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Variable Name	Data Order	Data Type	Description
SPECED	54	N	Count of all students having a written Individual Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA), Part B.
ELL	55	N	The number of English language learner (ELL) students served in appropriate programs.
PKTCH	56*	N	Prekindergarten teachers. Full-time equivalency reported to the nearest hundredth; the field includes two explicit decimal places.
KGTCH	57*	N	Kindergarten teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
ELMTCH	58*	N	Elementary teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
SECTCH	59*	N	Secondary teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
UGTCH	60*	N	Teachers of classes or programs to which students are assigned without standard grade designation. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
TOTTCH	61*	N	Total teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
AIDES	62*	N	Instructional aides. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
CORSUP	63*	N	Instructional coordinators & supervisors. Full-time equivalency reported to the nearest hundredth; includes two explicit decimal places.
ELMGUI	64*	N	Elementary guidance counselors. Full-time equivalency reported to the nearest hundredth; includes two explicit decimal places.
SECGUI	65*	N	Secondary guidance counselors. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
OTHGUI	66*	N	Other guidance counselors. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
TOTGUI	67*	N	Total guidance counselors. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
LIBSPE	68*	N	Librarians/media specialists. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
LIBSUP	69*	N	Library/media support staff. Full-time equivalency reported to the nearest hundredth; field includes two decimal places.

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Variable Name	Data Order	Data Type	Description
LEAADM	70*	N	LEA administrators. Full-time equivalency reported to the nearest hundredth; field includes two decimal places.
LEASUP	71*	N	LEA administrative support staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
SCHADM	72*	N	School administrators. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
SCHSUP	73*	N	School administrative support staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
STUSUP	74*	N	Student support services staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
OTHSUP	75*	N	All other support services staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
RACECAT	76	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	77	N	Total prekindergarten students.
AMPKM	78	N	Prekindergarten students - American Indian/Alaska Native - male.
AMPKF	79	N	Prekindergarten students - American Indian/Alaska Native - female.
ASPKM	80	N	Prekindergarten students - Asian - male.
ASPKF	81	N	Prekindergarten students - Asian - female.
HIPKM	82	N	Prekindergarten students - Hispanic - male.
HIPKF	83	N	Prekindergarten students - Hispanic - female.
BLPKM	84	N	Prekindergarten students - Black, not Hispanic - male.
BLPKF	85	N	Prekindergarten students - Black, not Hispanic - female.
WHPKM	86	N	Prekindergarten students - White, not Hispanic - male.

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Variable Name	Data Order	Data Type	Description
WHPKF	87	N	Prekindergarten students - White, not Hispanic - female.
HPPKM	88	N	Prekindergarten students - Hawaiian Native/Pacific Islander - male.
HPPKF	89	N	Prekindergarten students - Hawaiian Native/Pacific Islander - female.
TRPKM	90	N	Prekindergarten students - Two or more races - male.
TRPKF	91	N	Prekindergarten students - Two or more races - female.
KG	92	N	Total kindergarten students.
AMKGM	93	N	Kindergarten students - American Indian/Alaska Native - male.
AMKGF	94	N	Kindergarten students - American Indian/Alaska Native - female.
ASKGM	95	N	Kindergarten students - Asian - male.
ASKGF	96	N	Kindergarten students - Asian - female.
HIKGM	97	N	Kindergarten students - Hispanic - male.
HIKGF	98	N	Kindergarten students - Hispanic - female.
BLKGM	99	N	Kindergarten students - Black, not Hispanic - male.
BLKGF	100	N	Kindergarten students - Black, not Hispanic - female.
WHKGM	101	N	Kindergarten students - White, not Hispanic - male.
WHKGF	102	N	Kindergarten students - White, not Hispanic - female.
HPKGM	103	N	Kindergarten students - Hawaiian Native/Pacific Islander - male.
HPKGF	104	N	Kindergarten students - Hawaiian Native/Pacific Islander - female.
TRKGM	105	N	Kindergarten students - Two or more races - male.
TRKGF	106	N	Kindergarten students - Two or more races - female.
G01	107	N	Total grade 1 students.
AM01M	108	N	Grade 1 students - American Indian/Alaska Native - male.
AM01F	109	N	Grade 1 students - American Indian/Alaska Native - female.
AS01M	110	N	Grade 1 students - Asian - male.
AS01F	111	N	Grade 1 students - Asian - female.
HI01M	112	N	Grade 1 students - Hispanic - male.

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Variable Name	Data Order	Data Type	Description
HI01F	113	N	Grade 1 students - Hispanic - female.
BL01M	114	N	Grade 1 students - Black, not Hispanic - male.
BL01F	115	N	Grade 1 students - Black, not Hispanic - female.
WH01M	116	N	Grade 1 students - White, not Hispanic - male.
WH01F	117	N	Grade 1 students - White, not Hispanic - female.
HP01M	118	N	Grade 1 students - Hawaiian Native/Pacific Islander - male.
HP01F	119	N	Grade 1 students - Hawaiian Native/Pacific Islander - female.
TR01M	120	N	Grade 1 students - Two or more races - male.
TR01F	121	N	Grade 1 students - Two or more races - female.
G02	122	N	Total grade 2 students.
AM02M	123	N	Grade 2 students - American Indian/Alaska Native - male.
AM02F	124	N	Grade 2 students - American Indian/Alaska Native - female.
AS02M	125	N	Grade 2 students - Asian - male.
AS02F	126	N	Grade 2 students - Asian - female.
HI02M	127	N	Grade 2 students - Hispanic - male.
HI02F	128	N	Grade 2 students - Hispanic - female.
BL02M	129	N	Grade 2 students - Black, not Hispanic - male.
BL02F	130	N	Grade 2 students - Black, not Hispanic - female.
WH02M	131	N	Grade 2 students - White, not Hispanic - male.
WH02F	132	N	Grade 2 students - White, not Hispanic - female.
HP02M	133	N	Grade 2 students - Hawaiian Native/Pacific Islander - male.
HP02F	134	N	Grade 2 students - Hawaiian Native/Pacific Islander - female.
TR02M	135	N	Grade 2 students - Two or more races - male.
TR02F	136	N	Grade 2 students - Two or more races - female.
G03	137	N	Total grade 3 students.
AM03M	138	N	Grade 3 students - American Indian/Alaska Native - male.
AM03F	139	N	Grade 3 students - American Indian/Alaska Native - female.

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Variable Name	Data Order	Data Type	Description
AS03M	140	N	Grade 3 students - Asian - male.
AS03F	141	N	Grade 3 students - Asian - female.
HI03M	142	N	Grade 3 students - Hispanic - male.
HI03F	143	N	Grade 3 students - Hispanic - female.
BL03M	144	N	Grade 3 students - Black, not Hispanic - male.
BL03F	145	N	Grade 3 students - Black, not Hispanic - female.
WH03M	146	N	Grade 3 students - White, not Hispanic - male.
WH03F	147	N	Grade 3 students - White, not Hispanic - female.
HP03M	148	N	Grade 3 students - Hawaiian Native/Pacific Islander - male.
HP03F	149	N	Grade 3 students - Hawaiian Native/Pacific Islander - female.
TR03M	150	N	Grade 3 students - Two or more races - male.
TR03F	151	N	Grade 3 students - Two or more races - female.
G04	152	N	Total grade 4 students.
AM04M	153	N	Grade 4 students - American Indian/Alaska Native - male.
AM04F	154	N	Grade 4 students - American Indian/Alaska Native - female.
AS04M	155	N	Grade 4 students - Asian - male.
AS04F	156	N	Grade 4 students - Asian - female.
HI04M	157	N	Grade 4 students - Hispanic - male.
HI04F	158	N	Grade 4 students - Hispanic - female.
BL04M	159	N	Grade 4 students - Black, not Hispanic - male.
BL04F	160	N	Grade 4 students - Black, not Hispanic - female.
WH04M	161	N	Grade 4 students - White, not Hispanic - male.
WH04F	162	N	Grade 4 students - White, not Hispanic - female.
HP04M	163	N	Grade 4 students - Hawaiian Native/Pacific Islander - male.
HP04F	164	N	Grade 4 students - Hawaiian Native/Pacific Islander - female.
TR04M	165	N	Grade 4 students - Two or more races - male.
TR04F	166	N	Grade 4 students - Two or more races - female.

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Variable Name	Data Order	Data Type	Description
G05	167	N	Total grade 5 students.
AM05M	168	N	Grade 5 students - American Indian/Alaska Native - male.
AM05F	169	N	Grade 5 students - American Indian/Alaska Native - female.
AS05M	170	N	Grade 5 students - Asian - male.
AS05F	171	N	Grade 5 students - Asian - female.
HI05M	172	N	Grade 5 students - Hispanic - male.
HI05F	173	N	Grade 5 students - Hispanic - female.
BL05M	174	N	Grade 5 students - Black, not Hispanic - male.
BL05F	175	N	Grade 5 students - Black, not Hispanic - female.
WH05M	176	N	Grade 5 students - White, not Hispanic - male.
WH05F	177	N	Grade 5 students - White, not Hispanic - female.
HP05M	178	N	Grade 5 students - Hawaiian Native/Pacific Islander - male.
HP05F	179	N	Grade 5 students - Hawaiian Native/Pacific Islander - female.
TR05M	180	N	Grade 5 students - Two or more races - male.
TR05F	181	N	Grade 5 students - Two or more races - female.
G06	182	N	Total grade 6 students.
AM06M	183	N	Grade 6 students - American Indian/Alaska Native - male.
AM06F	184	N	Grade 6 students - American Indian/Alaska Native - female.
AS06M	185	N	Grade 6 students - Asian - male.
AS06F	186	N	Grade 6 students - Asian - female.
HI06M	187	N	Grade 6 students - Hispanic - male.
HI06F	188	N	Grade 6 students - Hispanic - female.
BL06M	189	N	Grade 6 students - Black, not Hispanic - male.
BL06F	190	N	Grade 6 students - Black, not Hispanic - female.
WH06M	191	N	Grade 6 students - White, not Hispanic - male.
WH06F	192	N	Grade 6 students - White, not Hispanic - female.
HP06M	193	N	Grade 6 students - Hawaiian Native/Pacific Islander - male.

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Variable Name	Data Order	Data Type	Description
HP06F	194	N	Grade 6 students - Hawaiian Native/Pacific Islander - female.
TR06M	195	N	Grade 6 students - Two or more races - male.
TR06F	196	N	Grade 6 students - Two or more races - female.
G07	197	N	Total grade 7 students.
AM07M	198	N	Grade 7 students - American Indian/Alaska Native - male.
AM07F	199	N	Grade 7 students - American Indian/Alaska Native - female.
AS07M	200	N	Grade 7 students - Asian - male.
AS07F	201	N	Grade 7 students - Asian - female.
HI07M	202	N	Grade 7 students - Hispanic - male.
HI07F	203	N	Grade 7 students - Hispanic - female.
BL07M	204	N	Grade 7 students - Black, not Hispanic - male.
BL07F	205	N	Grade 7 students - Black, not Hispanic - female.
WH07M	206	N	Grade 7 students - White, not Hispanic - male.
WH07F	207	N	Grade 7 students - White, not Hispanic - female.
HP07M	208	N	Grade 7 students - Hawaiian Native/Pacific Islander - male.
HP07F	209	N	Grade 7 students - Hawaiian Native/Pacific Islander - female.
TR07M	210	N	Grade 7 students - Two or more races - male.
TR07F	211	N	Grade 7 students - Two or more races - female.
G08	212	N	Total grade 8 students.
AM08M	213	N	Grade 8 students - American Indian/Alaska Native - male.
AM08F	214	N	Grade 8 students - American Indian/Alaska Native - female.
AS08M	215	N	Grade 8 students - Asian - male.
AS08F	216	N	Grade 8 students - Asian - female.
HI08M	217	N	Grade 8 students - Hispanic - male.
HI08F	218	N	Grade 8 students - Hispanic - female.
BL08M	219	N	Grade 8 students - Black, not Hispanic - male.
BL08F	220	N	Grade 8 students - Black, not Hispanic - female.

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Variable Name	Data Order	Data Type	Description
WH08M	221	N	Grade 8 students - White, not Hispanic - male.
WH08F	222	N	Grade 8 students - White, not Hispanic - female.
HP08M	223	N	Grade 8 students - Hawaiian Native/Pacific Islander - male.
HP08F	224	N	Grade 8 students - Hawaiian Native/Pacific Islander - female.
TR08M	225	N	Grade 8 students - Two or more races - male.
TR08F	226	N	Grade 8 students - Two or more races - female.
G09	227	N	Total grade 9 students.
AM09M	228	N	Grade 9 students - American Indian/Alaska Native - male.
AM09F	229	N	Grade 9 students - American Indian/Alaska Native - female.
AS09M	230	N	Grade 9 students - Asian - male.
AS09F	231	N	Grade 9 students - Asian - female.
HI09M	232	N	Grade 9 students - Hispanic - male.
HI09F	233	N	Grade 9 students - Hispanic - female.
BL09M	234	N	Grade 9 students - Black, not Hispanic - male.
BL09F	235	N	Grade 9 students - Black, not Hispanic - female.
WH09M	236	N	Grade 9 students - White, not Hispanic - male.
WH09F	237	N	Grade 9 students - White, not Hispanic - female.
HP09M	238	N	Grade 9 students - Hawaiian Native/Pacific Islander - male.
HP09F	239	N	Grade 9 students - Hawaiian Native/Pacific Islander - female.
TR09M	240	N	Grade 9 students - Two or more races - male.
TR09F	241	N	Grade 9 students - Two or more races - female.
G10	242	N	Total grade 10 students.
AM10M	243	N	Grade 10 students - American Indian/Alaska Native - male.
AM10F	244	N	Grade 10 students - American Indian/Alaska Native - female.
AS10M	245	N	Grade 10 students - Asian - male.
AS10F	246	N	Grade 10 students - Asian - female.
HI10M	247	N	Grade 10 students - Hispanic - male.

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Variable Name	Data Order	Data Type	Description
HI10F	248	N	Grade 10 students - Hispanic - female.
BL10M	249	N	Grade 10 students - Black, not Hispanic - male.
BL10F	250	N	Grade 10 students - Black, not Hispanic - female.
WH10M	251	N	Grade 10 students - White, not Hispanic - male.
WH10F	252	N	Grade 10 students - White, not Hispanic - female.
HP10M	253	N	Grade 10 students - Hawaiian Native/Pacific Islander - male.
HP10F	254	N	Grade 10 students - Hawaiian Native/Pacific Islander - female.
TR10M	255	N	Grade 10 students - Two or more races - male.
TR10F	256	N	Grade 10 students - Two or more races - female.
G11	257	N	Total grade 11 students.
AM11M	258	N	Grade 11 students - American Indian/Alaska Native - male.
AM11F	259	N	Grade 11 students - American Indian/Alaska Native - female.
AS11M	260	N	Grade 11 students - Asian - male.
AS11F	261	N	Grade 11 students - Asian - female.
HI11M	262	N	Grade 11 students - Hispanic - male.
HI11F	263	N	Grade 11 students - Hispanic - female.
BL11M	264	N	Grade 11 students - Black, not Hispanic - male.
BL11F	265	N	Grade 11 students - Black, not Hispanic - female.
WH11M	266	N	Grade 11 students - White, not Hispanic - male.
WH11F	267	N	Grade 11 students - White, not Hispanic - female.
HP11M	268	N	Grade 11 students - Hawaiian Native/Pacific Islander - male.
HP11F	269	N	Grade 11 students - Hawaiian Native/Pacific Islander - female.
TR11M	270	N	Grade 11 students - Two or more races - male.
TR11F	271	N	Grade 11 students - Two or more races - female.
G12	272	N	Total grade 12 students.
AM12M	273	N	Grade 12 students - American Indian/Alaska Native - male.
AM12F	274	N	Grade 12 students - American Indian/Alaska Native - female.

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Variable Name	Data Order	Data Type	Description
AS12M	275	N	Grade 12 students - Asian - male.
AS12F	276	N	Grade 12 students - Asian - female.
HI12M	277	N	Grade 12 students - Hispanic - male.
HI12F	278	N	Grade 12 students - Hispanic - female.
BL12M	279	N	Grade 12 students - Black, not Hispanic - male.
BL12F	280	N	Grade 12 students - Black, not Hispanic - female.
WH12M	281	N	Grade 12 students - White, not Hispanic - male.
WH12F	282	N	Grade 12 students - White, not Hispanic - female.
HP12M	283	N	Grade 12 students - Hawaiian Native/Pacific Islander - male.
HP12F	284	N	Grade 12 students - Hawaiian Native/Pacific Islander - female.
TR12M	285	N	Grade 12 students - Two or more races- male.
TR12F	286	N	Grade 12 students - Two or more races - female.
UG	287	N	Total ungraded students.
AMUGM	288	N	Ungraded students - American Indian/Alaska Native - male.
AMUGF	289	N	Ungraded students - American Indian/Alaska Native - female.
ASUGM	290	N	Ungraded students - Asian - male.
ASUGF	291	N	Ungraded students - Asian - female.
HIUGM	292	N	Ungraded students - Hispanic - male.
HIUGF	293	N	Ungraded students - Hispanic - female.
BLUGM	294	N	Ungraded students - Black, not Hispanic - male.
BLUGF	295	N	Ungraded students - Black, not Hispanic - female.
WHUGM	296	N	Ungraded students - White, not Hispanic - male.
WHUGF	297	N	Ungraded students - White, not Hispanic - female.
HPUGM	298	N	Ungraded students - Hawaiian Native/Pacific Islander - male.
HPUGF	299	N	Ungraded students - Hawaiian Native/Pacific Islander - female.
TRUGM	300	N	Ungraded students - Two or more races - male.
TRUGF	301	N	Ungraded students - Two or more races - female.

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Variable Name	Data Order	Data Type	Description
MEMBER	302	N	Total students, all grades: The reported total membership of the LEA.
AM	303	N	American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM and AMALF fields.
AMALM	304	N	Total students, all grades - American Indian/Alaska Native - male.
AMALF	305	N	Total students, all grades - American Indian/Alaska Native - female.
ASIAN	306	N	Asian students. If not reported, this field was calculated by summing the ASALM and ASALF fields.
ASALM	307	N	Total students, all grades - Asian - male.
ASALF	308	N	Total students, all grades - Asian - female.
HISP	309	N	Hispanic students. If not reported, this field was calculated by summing the HIALM and HIALF fields.
HIALM	310	N	Total students, all grades - Hispanic - male.
HIALF	311	N	Total students, all grades - Hispanic - female.
BLACK	312	N	Black, non-Hispanic students. If not reported, this field was calculated by summing the BLALM and BLALF fields.
BLALM	313	N	Total students, all grades - Black, non-Hispanic - male.
BLALF	314	N	Total students, all grades - Black, non-Hispanic - female.
WHITE	315	N	White, non-Hispanic students. If not reported, this field was calculated by summing the WHALM and WHALF fields.
WHALM	316	N	Total students, all grades - White, non-Hispanic - male.
WHALF	317	N	Total students, all grades - White, non-Hispanic - female.
PACIFIC	318	N	Hawaiian Native / Pacific Islander students. If not reported, this field was calculated by summing the HPALM and HPALF fields.
HPALM	319	N	Total students, all grades - Hawaiian Native/Pacific Islander - male.
HPALF	320	N	Total students, all grades - Hawaiian Native/Pacific Islander - female.
TR	321	N	Two or more races students. If not reported, this field was calculated by summing the TRALM and TRALF fields.
TRALM	322	N	Total students, all grades - Two or more races - male.
TRALF	323	N	Total students, all grades - Two or more races - female.

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Variable Name	Data Order	Data Type	Description
TOTETH	324	N	Calculated agency 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 and Field Frequencies for the Common Core of Data Local Education Agency Universe Survey: School Year 2011–12

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APPENDIX B—Value Distribution and Field Frequencies for the Common
Core of Data Local Education Agency 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	Reported
LEAID	NCES Agency Identification Number	0	0	0	18,541
FIPST	ANSI State Code	0	0	0	18,541
STID	State Local Education Number	0	0	0	18,541
NAME	Education Agency Name	0	0	0	18,541
PHONE	Telephone Number	0	5	2	18,534
MSTREE	Mailing Address - first line	0	0	0	18,541
MCITY	Mailing City	0	0	0	18,541
MSTATE	Mailing State	0	0	0	18,541
MZIP	Mailing Five Digit Zip Code	0	0	0	18,541
MZIP4	Mailing Secondary Zip Code	3,432	0	0	15,109
LSTREE	Location Address	0	19	0	18,522
LCITY	Location City	0	0	0	18,541
LSTATE	Location State	0	0	0	18,541
LZIP	Location Five Digit Zip Code	0	1	0	18,540
LZIP4	Location Secondary Zip Code	3,527	0	0	15,014
UNION	Supervisory Union Identification Number	0	2	293	18,246
CONUM	ANSI County Code	0	0	8	18,533
CONAME	County Name	0	0	8	18,533
CSA	Combined Statistical Area	0	0	10,167	8,374
CBSA	Core Based Statistical Area	0	0	4,242	14,299
METMIC	Metropolitan or Micropolitan Area	0	0	0	18,541
CDCODE	Congressional District Code	0	0	8	18,533
CDCODE_112	2003 Congressional District Code	0	0	8	18,533
LATCOD	Latitude	0	8	0	18,533
LONCOD	Longitude	0	8	0	18,533

NOTE: LATCOD and LONCOD are coded as 0.000000 when missing.

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

APPENDIX B—Value Distribution and Field Frequencies for the Common
Core of Data Local Education Agency 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
SCH	Aggregate Number of Schools Associated with Agency	0.0	1,486.0	5.6	0	293	0
SPECED	Special Education - Individualized Education Program (IEP) Students	0.0	129,314.0	387.3	354	1,341	39
ELL	English Language Learner Students	0.0	152,592.0	266.5	340	1,323	39
PKTCH	Teachers - Prekindergarten	0.0	603.0	3.3	2,605	293	41
KGTCH	Teachers - Kindergarten	0.0	2,356.8	10.7	1,423	293	41
ELMTCH	Teachers - Elementary	0.0	16,842.2	86.0	632	293	94
SECTCH	Teachers - Secondary	0.0	12,618.0	68.7	635	293	94
UGTCH	Teachers - Ungraded	0.0	5,321.0	16.6	0	7,654	66
TOTTCH	Teachers - Total	0.0	33,079.0	180.1	857	293	41
AIDES	Instructional Aides / Paraprofessionals	0.0	9,232.5	41.0	1,720	293	0
CORSUP	Instructional Coordinators and Supervisors	0.0	2,980.6	3.9	980	293	0
ELMGUI	Guidance Counselors - Elementary	0.0	408.0	2.2	4,430	293	0
SECGUI	Guidance Counselors - Secondary	0.0	534.4	3.7	4,441	293	0
OTHGUI	Guidance Counselors - Other	0.0	756.0	2.5	13	8,399	0
TOTGUI	Guidance Counselors - Total	0.0	1,247.4	6.4	1,696	293	0
LIBSPE	Librarians / Media Specialists	0.0	1,047.0	2.8	633	293	0
LIBSUP	Librarians / Media Support Staff	0.0	222.5	2.0	4,164	293	0
LEAADM	LEA Administrators	0.0	752.6	3.6	633	293	0
LEASUP	LEA Administrative Support Staff	0.0	4,727.5	11.8	2,480	293	0
SCHADM	School Administrators	0.0	2,409.8	9.5	631	293	0
SCHSUP	School Administrative Support Staff	0.0	2,849.5	15.0	2,480	293	0
STUSUP	Student Support Services Staff	0.0	4,688.0	16.1	928	293	0
OTHSUP	All Other Support Staff	0.0	39,699.5	70.1	2,202	293	0
PK	PK Students - Total	0.0	23,827.0	110.7	94	7,484	23
AMPKM	PK Students - American Indian/Alaska Native - Male	0.0	384.0	0.9	95	7,484	23
AMPKF	PK Students - American Indian/Alaska Native - Female	0.0	213.0	0.7	95	7,484	23
ASPKM	PK Students - Asian - Male	0.0	404.0	1.7	95	7,484	23
ASPKF	PK Students - Asian - Female	0.0	361.0	1.5	95	7,484	23
HIPKM	PK Students - Hispanic - Male	0.0	5,790.0	16.5	95	7,484	23
HIPKF	PK Students - Hispanic - Female	0.0	5,903.0	14.6	95	7,484	23
BLPKM	PK Students - Black - Male	0.0	4,284.0	11.6	95	7,484	23
BLPKF	PK Students - Black - Female	0.0	4,475.0	10.4	95	7,484	23
WHPKM	PK Students - White - Male	0.0	1,453.0	27.6	95	7,484	23
WHPKF	PK Students - White - Female	0.0	1,382.0	21.6	95	7,484	23

See notes at end of table.

APPENDIX B—Value Distribution and Field Frequencies for the Common
Core of Data Local Education Agency 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
HPPKM	PK Students - Hawaiian Native/Pacific Islander - Male	0.0	337.0	0.2	74	7,505	23
HPPKF	PK Students - Hawaiian Native/Pacific Islander - Female	0.0	144.0	0.1	74	7,505	23
TRPKM	PK Students - Two or More Races - Male	0.0	234.0	1.7	74	7,505	23
TRPKF	PK Students - Two or More Races - Female	0.0	249.0	1.4	74	7,505	23
KG	KG Students - Total	0.0	56,900.0	252.1	213	3,307	28
AMKGM	KG Students - American Indian/Alaska Native - Male	0.0	411.0	1.4	213	3,307	28
AMKGF	KG Students - American Indian/Alaska Native - Female	0.0	424.0	1.3	213	3,307	28
ASKGM	KG Students - Asian - Male	0.0	2,065.0	5.6	213	3,307	28
ASKGF	KG Students - Asian - Female	0.0	1,840.0	5.3	213	3,307	28
HIKGM	KG Students - Hispanic - Male	0.0	21,340.0	34.7	213	3,307	28
HIKGF	KG Students - Hispanic - Female	0.0	20,137.0	32.9	213	3,307	28
BLKGM	KG Students - Black - Male	0.0	5,364.0	19.5	213	3,307	28
BLKGF	KG Students - Black - Female	0.0	5,406.0	18.3	213	3,307	28
WHKGM	KG Students - White - Male	0.0	3,602.0	64.0	213	3,307	28
WHKGF	KG Students - White - Female	0.0	3,293.0	59.0	213	3,307	28
HPKGM	KG Students - Hawaiian Native/Pacific Islander - Male	0.0	2,515.0	0.6	50	3,470	28
HPKGF	KG Students - Hawaiian Native/Pacific Islander - Female	0.0	2,125.0	0.5	50	3,470	28
TRKGM	KG Students - Two or More Races - Male	0.0	1,431.0	4.5	50	3,470	28
TRKGF	KG Students - Two or More Races - Female	0.0	1,286.0	4.2	50	3,470	28
G01	Grade 1 Students - Total	0.0	63,749.0	253.5	219	3,258	27
AM01M	Grade 1 Students - American Indian/Alaska Native - Male	0.0	422.0	1.4	219	3,258	27
AM01F	Grade 1 Students - American Indian/Alaska Native - Female	0.0	416.0	1.3	219	3,258	27
AS01M	Grade 1 Students - Asian - Male	0.0	2,414.0	6.0	219	3,258	27
AS01F	Grade 1 Students - Asian - Female	0.0	2,190.0	5.8	219	3,258	27
HI01M	Grade 1 Students - Hispanic - Male	0.0	22,694.0	34.7	219	3,258	27
HI01F	Grade 1 Students - Hispanic - Female	0.0	21,536.0	32.9	219	3,258	27
BL01M	Grade 1 Students - Black - Male	0.0	6,105.0	19.7	219	3,258	27
BL01F	Grade 1 Students - Black - Female	0.0	5,845.0	18.6	219	3,258	27

See notes at end of table.

APPENDIX B—Value Distribution and Field Frequencies for the Common
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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
WH01M	Grade 1 Students - White - Male	0.0	4,021.0	64.2	219	3,258	27
WH01F	Grade 1 Students - White - Female	0.0	3,856.0	59.8	219	3,258	27
HP01M	Grade 1 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,919.0	0.6	55	3,422	27
HP01F	Grade 1 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,678.0	0.6	55	3,422	27
TR01M	Grade 1 Students - Two or More Races - Male	0.0	816.0	4.0	55	3,422	27
TR01F	Grade 1 Students - Two or More Races - Female	0.0	755.0	3.9	55	3,422	27
G02	Grade 2 Students - Total	0.0	52,186.0	249.6	219	3,269	29
AM02M	Grade 2 Students - American Indian/Alaska Native - Male	0.0	359.0	1.4	219	3,269	29
AM02F	Grade 2 Students - American Indian/Alaska Native - Female	0.0	322.0	1.3	219	3,269	29
AS02M	Grade 2 Students - Asian - Male	0.0	2,364.0	6.1	219	3,269	29
AS02F	Grade 2 Students - Asian - Female	0.0	2,298.0	6.0	219	3,269	29
HI02M	Grade 2 Students - Hispanic - Male	0.0	19,318.0	33.0	219	3,269	29
HI02F	Grade 2 Students - Hispanic - Female	0.0	18,433.0	31.5	219	3,269	29
BL02M	Grade 2 Students - Black - Male	0.0	5,831.0	19.2	219	3,269	29
BL02F	Grade 2 Students - Black - Female	0.0	5,885.0	18.3	219	3,269	29
WH02M	Grade 2 Students - White - Male	0.0	3,599.0	64.1	219	3,269	29
WH02F	Grade 2 Students - White - Female	0.0	3,388.0	60.1	219	3,269	29
HP02M	Grade 2 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,852.0	0.6	55	3,433	29
HP02F	Grade 2 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,586.0	0.5	55	3,433	29
TR02M	Grade 2 Students - Two or More Races - Male	0.0	746.0	3.8	55	3,433	29
TR02F	Grade 2 Students - Two or More Races - Female	0.0	739.0	3.7	55	3,433	29
G03	Grade 3 Students - Total	0.0	50,259.0	248.9	223	3,269	29
AM03M	Grade 3 Students - American Indian/Alaska Native - Male	0.0	393.0	1.4	223	3,269	29
AM03F	Grade 3 Students - American Indian/Alaska Native - Female	0.0	396.0	1.3	223	3,269	29
AS03M	Grade 3 Students - Asian - Male	0.0	2,475.0	6.1	223	3,269	29
AS03F	Grade 3 Students - Asian - Female	0.0	2,325.0	6.0	223	3,269	29
HI03M	Grade 3 Students - Hispanic - Male	0.0	18,726.0	32.4	223	3,269	29

See notes at end of table.

APPENDIX B—Value Distribution and Field Frequencies for the Common
Core of Data Local Education Agency 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
HI03F	Grade 3 Students - Hispanic - Female	0.0	17,805.0	30.9	223	3,269	29
BL03M	Grade 3 Students - Black - Male	0.0	6,491.0	19.5	223	3,269	29
BL03F	Grade 3 Students - Black - Female	0.0	6,313.0	18.6	223	3,269	29
WH03M	Grade 3 Students - White - Male	0.0	3,597.0	64.3	223	3,269	29
WH03F	Grade 3 Students - White - Female	0.0	3,427.0	60.5	223	3,269	29
HP03M	Grade 3 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,787.0	0.6	60	3,432	29
HP03F	Grade 3 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,436.0	0.5	60	3,432	29
TR03M	Grade 3 Students - Two or More Races - Male	0.0	736.0	3.5	60	3,432	29
TR03F	Grade 3 Students - Two or More Races - Female	0.0	712.0	3.4	60	3,432	29
G04	Grade 4 Students - Total	0.0	50,094.0	247.4	227	3,293	28
AM04M	Grade 4 Students - American Indian/Alaska Native - Male	0.0	367.0	1.4	227	3,293	28
AM04F	Grade 4 Students - American Indian/Alaska Native - Female	0.0	364.0	1.3	227	3,293	28
AS04M	Grade 4 Students - Asian - Male	0.0	2,520.0	6.0	227	3,293	28
AS04F	Grade 4 Students - Asian - Female	0.0	2,266.0	5.9	227	3,293	28
HI04M	Grade 4 Students - Hispanic - Male	0.0	18,594.0	31.7	227	3,293	28
HI04F	Grade 4 Students - Hispanic - Female	0.0	17,864.0	30.4	227	3,293	28
BL04M	Grade 4 Students - Black - Male	0.0	5,854.0	19.6	227	3,293	28
BL04F	Grade 4 Students - Black - Female	0.0	5,815.0	18.8	227	3,293	28
WH04M	Grade 4 Students - White - Male	0.0	3,738.0	64.3	227	3,293	28
WH04F	Grade 4 Students - White - Female	0.0	3,311.0	60.5	227	3,293	28
HP04M	Grade 4 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,647.0	0.5	65	3,455	28
HP04F	Grade 4 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,481.0	0.5	65	3,455	28
TR04M	Grade 4 Students - Two or More Races - Male	0.0	688.0	3.3	65	3,455	28
TR04F	Grade 4 Students - Two or More Races - Female	0.0	646.0	3.3	65	3,455	28
G05	Grade 5 Students - Total	0.0	38,634.0	248.2	224	3,227	28
AM05M	Grade 5 Students - American Indian/Alaska Native - Male	0.0	423.0	1.4	224	3,227	28
AM05F	Grade 5 Students - American Indian/Alaska Native - Female	0.0	398.0	1.3	224	3,227	28

See notes at end of table.

APPENDIX B—Value Distribution and Field Frequencies for the Common
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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
AS05M	Grade 5 Students - Asian - Male	0.0	2,327.0	5.9	224	3,227	28
AS05F	Grade 5 Students - Asian - Female	0.0	2,382.0	5.8	224	3,227	28
HI05M	Grade 5 Students - Hispanic - Male	0.0	17,783.0	31.2	224	3,227	28
HI05F	Grade 5 Students - Hispanic - Female	0.0	17,063.0	30.0	224	3,227	28
BL05M	Grade 5 Students - Black - Male	0.0	5,964.0	19.6	224	3,227	28
BL05F	Grade 5 Students - Black - Female	0.0	5,861.0	18.9	224	3,227	28
WH05M	Grade 5 Students - White - Male	0.0	3,613.0	65.2	224	3,227	28
WH05F	Grade 5 Students - White - Female	0.0	3,496.0	61.5	224	3,227	28
HP05M	Grade 5 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,449.0	0.5	65	3,386	28
HP05F	Grade 5 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,397.0	0.5	65	3,386	28
TR05M	Grade 5 Students - Two or More Races - Male	0.0	699.0	3.2	65	3,386	28
TR05F	Grade 5 Students - Two or More Races - Female	0.0	670.0	3.2	65	3,386	28
G06	Grade 6 Students - Total	0.0	47,359.0	248.8	242	3,147	29
AM06M	Grade 6 Students - American Indian/Alaska Native - Male	0.0	444.0	1.4	242	3,147	29
AM06F	Grade 6 Students - American Indian/Alaska Native - Female	0.0	441.0	1.3	242	3,147	29
AS06M	Grade 6 Students - Asian - Male	0.0	2,567.0	6.0	242	3,147	29
AS06F	Grade 6 Students - Asian - Female	0.0	2,372.0	5.8	242	3,147	29
HI06M	Grade 6 Students - Hispanic - Male	0.0	17,962.0	30.6	242	3,147	29
HI06F	Grade 6 Students - Hispanic - Female	0.0	17,500.0	29.3	242	3,147	29
BL06M	Grade 6 Students - Black - Male	0.0	6,379.0	20.1	242	3,147	29
BL06F	Grade 6 Students - Black - Female	0.0	6,195.0	19.3	242	3,147	29
WH06M	Grade 6 Students - White - Male	0.0	3,733.0	65.9	242	3,147	29
WH06F	Grade 6 Students - White - Female	0.0	3,425.0	61.9	242	3,147	29
HP06M	Grade 6 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,542.0	0.5	83	3,306	29
HP06F	Grade 6 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,350.0	0.5	83	3,306	29
TR06M	Grade 6 Students - Two or More Races - Male	0.0	665.0	3.1	83	3,306	29
TR06F	Grade 6 Students - Two or More Races - Female	0.0	629.0	3.0	83	3,306	29
G07	Grade 7 Students - Total	0.0	47,942.0	252.1	234	3,446	32

See notes at end of table.

APPENDIX B—Value Distribution and Field Frequencies for the Common
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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
AM07M	Grade 7 Students - American Indian/Alaska Native - Male	0.0	395.0	1.4	234	3,446	32
AM07F	Grade 7 Students - American Indian/Alaska Native - Female	0.0	407.0	1.4	234	3,446	32
AS07M	Grade 7 Students - Asian - Male	0.0	2,491.0	5.8	234	3,446	32
AS07F	Grade 7 Students - Asian - Female	0.0	2,116.0	5.6	234	3,446	32
HI07M	Grade 7 Students - Hispanic - Male	0.0	19,638.0	30.7	234	3,446	32
HI07F	Grade 7 Students - Hispanic - Female	0.0	18,278.0	29.2	234	3,446	32
BL07M	Grade 7 Students - Black - Male	0.0	6,172.0	20.4	234	3,446	32
BL07F	Grade 7 Students - Black - Female	0.0	5,985.0	19.5	234	3,446	32
WH07M	Grade 7 Students - White - Male	0.0	3,735.0	67.6	234	3,446	32
WH07F	Grade 7 Students - White - Female	0.0	3,522.0	63.5	234	3,446	32
HP07M	Grade 7 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,546.0	0.6	94	3,586	32
HP07F	Grade 7 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,314.0	0.5	94	3,586	32
TR07M	Grade 7 Students - Two or More Races - Male	0.0	723.0	3.0	94	3,586	32
TR07F	Grade 7 Students - Two or More Races - Female	0.0	683.0	3.0	94	3,586	32
G08	Grade 8 Students - Total	0.0	47,896.0	250.3	237	3,414	32
AM08M	Grade 8 Students - American Indian/Alaska Native - Male	0.0	390.0	1.4	237	3,414	32
AM08F	Grade 8 Students - American Indian/Alaska Native - Female	0.0	385.0	1.4	237	3,414	32
AS08M	Grade 8 Students - Asian - Male	0.0	2,466.0	5.8	237	3,414	32
AS08F	Grade 8 Students - Asian - Female	0.0	2,279.0	5.6	237	3,414	32
HI08M	Grade 8 Students - Hispanic - Male	0.0	18,154.0	29.9	237	3,414	32
HI08F	Grade 8 Students - Hispanic - Female	0.0	18,305.0	28.7	237	3,414	32
BL08M	Grade 8 Students - Black - Male	0.0	6,086.0	20.1	237	3,414	32
BL08F	Grade 8 Students - Black - Female	0.0	6,095.0	19.4	237	3,414	32
WH08M	Grade 8 Students - White - Male	0.0	3,627.0	67.5	237	3,414	32
WH08F	Grade 8 Students - White - Female	0.0	3,532.0	63.7	237	3,414	32
HP08M	Grade 8 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,301.0	0.5	98	3,553	32
HP08F	Grade 8 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,121.0	0.5	98	3,553	32
TR08M	Grade 8 Students - Two or More Races - Male	0.0	698.0	2.8	98	3,553	32

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APPENDIX B—Value Distribution and Field Frequencies for the Common
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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
TR08F	Grade 8 Students - Two or More Races - Female	0.0	643.0	2.8	98	3,553	32
G09	Grade 9 Students - Total	0.0	62,211.0	300.8	187	5,031	35
AM09M	Grade 9 Students - American Indian/Alaska Native - Male	0.0	495.0	1.7	187	5,031	35
AM09F	Grade 9 Students - American Indian/Alaska Native - Female	0.0	408.0	1.6	187	5,031	35
AS09M	Grade 9 Students - Asian - Male	0.0	2,902.0	7.1	187	5,031	35
AS09F	Grade 9 Students - Asian - Female	0.0	2,551.0	6.7	187	5,031	35
HI09M	Grade 9 Students - Hispanic - Male	0.0	24,528.0	36.8	187	5,031	35
HI09F	Grade 9 Students - Hispanic - Female	0.0	22,060.0	34.2	187	5,031	35
BL09M	Grade 9 Students - Black - Male	0.0	6,862.0	26.3	187	5,031	35
BL09F	Grade 9 Students - Black - Female	0.0	6,565.0	24.2	187	5,031	35
WH09M	Grade 9 Students - White - Male	0.0	3,730.0	79.7	187	5,031	35
WH09F	Grade 9 Students - White - Female	0.0	3,663.0	74.5	187	5,031	35
HP09M	Grade 9 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,731.0	0.7	109	5,109	35
HP09F	Grade 9 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,303.0	0.6	109	5,109	35
TR09M	Grade 9 Students - Two or More Races - Male	0.0	692.0	3.4	109	5,109	35
TR09F	Grade 9 Students - Two or More Races - Female	0.0	722.0	3.4	109	5,109	35
G10	Grade 10 Students - Total	0.0	54,036.0	285.6	184	5,052	34
AM10M	Grade 10 Students - American Indian/Alaska Native - Male	0.0	434.0	1.6	184	5,052	34
AM10F	Grade 10 Students - American Indian/Alaska Native - Female	0.0	408.0	1.5	184	5,052	34
AS10M	Grade 10 Students - Asian - Male	0.0	2,707.0	7.1	184	5,052	34
AS10F	Grade 10 Students - Asian - Female	0.0	2,475.0	6.8	184	5,052	34
HI10M	Grade 10 Students - Hispanic - Male	0.0	20,124.0	33.0	184	5,052	34
HI10F	Grade 10 Students - Hispanic - Female	0.0	18,983.0	31.6	184	5,052	34
BL10M	Grade 10 Students - Black - Male	0.0	7,409.0	23.1	184	5,052	34
BL10F	Grade 10 Students - Black - Female	0.0	7,263.0	22.4	184	5,052	34
WH10M	Grade 10 Students - White - Male	0.0	3,772.0	77.6	184	5,052	34
WH10F	Grade 10 Students - White - Female	0.0	3,714.0	73.6	184	5,052	34
HP10M	Grade 10 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,164.0	0.6	108	5,128	34

See notes at end of table.

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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
HP10F	Grade 10 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,156.0	0.6	108	5,128	34
TR10M	Grade 10 Students - Two or More Races - Male	0.0	914.0	3.1	108	5,128	34
TR10F	Grade 10 Students - Two or More Races - Female	0.0	822.0	3.1	108	5,128	34
G11	Grade 11 Students - Total	0.0	46,842.0	269.7	193	5,043	32
AM11M	Grade 11 Students - American Indian/Alaska Native - Male	0.0	367.0	1.5	193	5,043	32
AM11F	Grade 11 Students - American Indian/Alaska Native - Female	0.0	367.0	1.4	193	5,043	32
AS11M	Grade 11 Students - Asian - Male	0.0	2,558.0	6.9	193	5,043	32
AS11F	Grade 11 Students - Asian - Female	0.0	2,480.0	6.6	193	5,043	32
HI11M	Grade 11 Students - Hispanic - Male	0.0	16,832.0	29.7	193	5,043	32
HI11F	Grade 11 Students - Hispanic - Female	0.0	16,714.0	29.2	193	5,043	32
BL11M	Grade 11 Students - Black - Male	0.0	5,660.0	20.5	193	5,043	32
BL11F	Grade 11 Students - Black - Female	0.0	6,546.0	20.8	193	5,043	32
WH11M	Grade 11 Students - White - Male	0.0	3,690.0	74.8	193	5,043	32
WH11F	Grade 11 Students - White - Female	0.0	3,677.0	71.8	193	5,043	32
HP11M	Grade 11 Students - Hawaiian Native/Pacific Islander - Male	0.0	1,897.0	0.5	117	5,119	32
HP11F	Grade 11 Students - Hawaiian Native/Pacific Islander - Female	0.0	1,879.0	0.5	117	5,119	32
TR11M	Grade 11 Students - Two or More Races - Male	0.0	653.0	2.7	117	5,119	32
TR11F	Grade 11 Students - Two or More Races - Female	0.0	697.0	2.8	117	5,119	32
G12	Grade 12 Students - Total	0.0	41,528.0	263.3	191	5,089	35
AM12M	Grade 12 Students - American Indian/Alaska Native - Male	0.0	403.0	1.5	191	5,089	35
AM12F	Grade 12 Students - American Indian/Alaska Native - Female	0.0	424.0	1.4	191	5,089	35
AS12M	Grade 12 Students - Asian - Male	0.0	2,377.0	6.8	191	5,089	35
AS12F	Grade 12 Students - Asian - Female	0.0	2,371.0	6.4	191	5,089	35
HI12M	Grade 12 Students - Hispanic - Male	0.0	14,366.0	28.0	191	5,089	35
HI12F	Grade 12 Students - Hispanic - Female	0.0	15,121.0	27.7	191	5,089	35
BL12M	Grade 12 Students - Black - Male	0.0	5,101.0	19.5	191	5,089	35
BL12F	Grade 12 Students - Black - Female	0.0	6,071.0	20.3	191	5,089	35
WH12M	Grade 12 Students - White - Male	0.0	3,652.0	74.5	191	5,089	35

See notes at end of table.

APPENDIX B—Value Distribution and Field Frequencies for the Common
Core of Data Local Education Agency 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
WH12F	Grade 12 Students - White - Female	0.0	3,335.0	71.3	191	5,089	35
HP12M	Grade 12 Students - Hawaiian Native/Pacific Islander - Male	0.0	1,616.0	0.5	116	5,164	35
HP12F	Grade 12 Students - Hawaiian Native/Pacific Islander - Female	0.0	1,598.0	0.5	116	5,164	35
TR12M	Grade 12 Students - Two or More Races - Male	0.0	561.0	2.4	116	5,164	35
TR12F	Grade 12 Students - Two or More Races - Female	0.0	611.0	2.5	116	5,164	35
UG	Ungraded Students - Total	0.0	14,996.0	34.0	8	14,620	18
AMUGM	Ungraded Students - American Indian/Alaska Native - Male	0.0	92.0	0.1	8	14,620	18
AMUGF	Ungraded Students - American Indian/Alaska Native - Female	0.0	49.0	0.1	8	14,620	18
ASUGM	Ungraded Students - Asian - Male	0.0	674.0	0.9	8	14,620	18
ASUGF	Ungraded Students - Asian - Female	0.0	313.0	0.4	8	14,620	18
HIUGM	Ungraded Students - Hispanic - Male	0.0	10,589.0	7.9	8	14,620	18
HIUGF	Ungraded Students - Hispanic - Female	0.0	4,375.0	3.7	8	14,620	18
BLUGM	Ungraded Students - Black - Male	0.0	3,701.0	5.7	8	14,620	18
BLUGF	Ungraded Students - Black - Female	0.0	1,493.0	2.6	8	14,620	18
WHUGM	Ungraded Students - White - Male	0.0	1,401.0	8.0	8	14,620	18
WHUGF	Ungraded Students - White - Female	0.0	530.0	4.2	8	14,620	18
HPUGM	Ungraded Students - Hawaiian Native/Pacific Islander - Male	0.0	63.0	0.1	8	14,620	18
HPUGF	Ungraded Students - Hawaiian Native/Pacific Islander - Female	0.0	25.0	#	8	14,620	18
TRUGM	Ungraded Students - Two or More Races - Male	0.0	31.0	0.2	8	14,620	18
TRUGF	Ungraded Students - Two or More Races - Female	0.0	22.0	0.1	8	14,620	18
MEMBER	All Students - Total	0.0	659,639.0	2,972.1	317	1,383	38
AM	All Students - American Indian/Alaska Native	0.0	10,751.0	32.6	317	1,412	38
AMALM	All Students - American Indian/Alaska Native - Male	0.0	5,559.0	16.7	317	1,412	38
AMALF	All Students - American Indian/Alaska Native - Female	0.0	5,192.0	15.9	317	1,412	38
ASIAN	All Students - Asian	0.0	62,521.0	139.3	317	1,412	38
ASALM	All Students - Asian - Male	0.0	32,482.0	71.0	317	1,412	38
ASALF	All Students - Asian - Female	0.0	30,039.0	68.3	317	1,412	38

See notes at end of table.

APPENDIX B—Value Distribution and Field Frequencies for the Common
Core of Data Local Education Agency 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
HISP	All Students - Hispanic	0.0	483,918.0	725.8	317	1,412	38
HIALM	All Students - Hispanic - Male	0.0	247,223.0	371.8	317	1,412	38
HIALF	All Students - Hispanic - Female	0.0	236,695.0	354.0	317	1,412	38
BLACK	All Students - Black	0.0	167,882.0	466.9	317	1,412	38
BLALM	All Students - Black - Male	0.0	83,562.0	238.5	317	1,412	38
BLALF	All Students - Black - Female	0.0	84,320.0	228.5	317	1,412	38
WHITE	All Students - White	0.0	94,463.0	1,524.5	317	1,412	38
WHALM	All Students - White - Male	0.0	48,828.0	787.2	317	1,412	38
WHALF	All Students - White - Female	0.0	45,635.0	737.3	317	1,412	38
PACIFIC	All Students - Hawaiian Native / Pacific Islander	0.0	61,959.0	12.4	127	1,602	38
HPALM	All Students - Hawaiian Native/Pacific Islander - Male	0.0	32,366.0	6.4	127	1,602	38
HPALF	All Students - Hawaiian Native/Pacific Islander - Female	0.0	29,593.0	6.0	127	1,602	38
TR	All Students - Two or More Races	0.0	18,452.0	75.8	127	1,602	38
TRALM	All Students - Two or More Races - Male	0.0	9,352.0	38.3	127	1,602	38
TRALF	All Students - Two or More Races - Female	0.0	9,100.0	37.5	127	1,602	38
TOTETH	Total Ethnic	0.0	659,639.0	2,977.2	317	1,412	38

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), "Local Education Agency Universe Survey," 2011-12, Version Provisional 1a.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency 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
Agency type (TYPE)				
1—Regular local school district	13,071	70.5	13,071	70.5
2—Local school district that is a component of a supervisory union	770	4.2	13,841	74.7
3—Supervisory union	230	1.2	14,071	75.9
4—Regional education service agency	1,357	7.3	15,428	83.2
5—State-operated agency	287	1.5	15,715	84.8
6—Federally-operated agency	17	0.1	15,732	84.8
7—Charter agency	2,688	14.5	18,420	99.3
8—Other education agency	121	0.7	18,541	100.0
NCES urban-centric locale code (ULOCAL)				
11—City, large	1,504	8.1	1,504	8.1
12—City, midsize	509	2.7	2,013	10.9
13—City, small	801	4.3	2,814	15.2
21—Suburb, large	2,881	15.5	5,695	30.7
22—Suburb, midsize	403	2.2	6,098	32.9
23—Suburb, small	311	1.7	6,409	34.6
31—Town, fringe	366	2.0	6,775	36.5
32—Town, distant	1,399	7.5	8,174	44.1
33—Town, remote	1,229	6.6	9,403	50.7
41—Rural, fringe	2,656	14.3	12,059	65.0
42—Rural, distant	3,584	19.3	15,643	84.4
43—Rural, remote	2,890	15.6	18,533	100.0
N—Not applicable	8	#	18,541	100.0
Operational status code (BOUND)				
1—Continuing	17,990	97.0	17,990	97.0
2—Closed	163	0.9	18,153	97.9
3—New	211	1.1	18,364	99.0
4—Added	22	0.1	18,386	99.2
5—Changed boundary	18	0.1	18,404	99.3
6—Inactive	31	0.2	18,435	99.4
7—Future	99	0.5	18,534	100.0
8—Reopened	7	#	18,541	100.0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2011-12

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agency low grade offered (GSLO)				
01—1st grade students	86	0.5	86	0.5
02—2nd grade students	24	0.1	110	0.6
03—3rd grade students	42	0.2	152	0.8
04—4th grade students	31	0.2	183	1.0
05—5th grade students	124	0.7	307	1.7
06—6th grade students	243	1.3	550	3.0
07—7th grade students	233	1.3	783	4.2
08—8th grade students	44	0.2	827	4.5
09—9th grade students	953	5.1	1,780	9.6
10—10th grade students	62	0.3	1,842	9.9
11—11th grade students	52	0.3	1,894	10.2
12—12th grade students	6	#	1,900	10.2
KG—Kindergarten students	4,718	25.4	6,618	35.7
N—Not applicable	1,228	6.6	7,846	42.3
PK—Prekindergarten students	10,663	57.5	18,509	99.8
UG—Ungraded students	32	0.2	18,541	100.0
Agency high grade offered (GSHI)				
01—1st grade students	9	#	9	#
02—2nd grade students	29	0.2	38	0.2
03—3rd grade students	41	0.2	79	0.4
04—4th grade students	73	0.4	152	0.8
05—5th grade students	163	0.9	315	1.7
06—6th grade students	508	2.7	823	4.4
07—7th grade students	59	0.3	882	4.8
08—8th grade students	2,481	13.4	3,363	18.1
09—9th grade students	89	0.5	3,452	18.6
10—10th grade students	42	0.2	3,494	18.8
11—11th grade students	74	0.4	3,568	19.2
12—12th grade students	13,630	73.5	17,198	92.8
KG—Kindergarten students	15	0.1	17,213	92.8
N—Not applicable	1,228	6.6	18,441	99.5
PK—Prekindergarten students	68	0.4	18,509	99.8
UG—Ungraded students	32	0.2	18,541	100.0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2011-12

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
BIE agency flag (BIEA)				
1—Yes	7	#	7	#
2—No	18,534	100.0	18,541	100.0
PK Grade Offered (PKOFFRD)				
1—Yes	10,677	57.6	10,677	57.6
2—No	7,864	42.4	18,541	100.0
KG Grade Offered (KGOFFRD)				
1—Yes	15,264	82.3	15,264	82.3
2—No	3,277	17.7	18,541	100.0
Grade 01 Offered (G01OFFRD)				
1—Yes	15,310	82.6	15,310	82.6
2—No	3,231	17.4	18,541	100.0
Grade 02 Offered (G02OFFRD)				
1—Yes	15,299	82.5	15,299	82.5
2—No	3,242	17.5	18,541	100.0
Grade 03 Offered (G03OFFRD)				
1—Yes	15,300	82.5	15,300	82.5
2—No	3,241	17.5	18,541	100.0
Grade 04 Offered (G04OFFRD)				
1—Yes	15,275	82.4	15,275	82.4
2—No	3,266	17.6	18,541	100.0
Grade 05 Offered (G05OFFRD)				
1—Yes	15,347	82.8	15,347	82.8
2—No	3,194	17.2	18,541	100.0
Grade 06 Offered (G06OFFRD)				
1—Yes	15,427	83.2	15,427	83.2
2—No	3,114	16.8	18,541	100.0
Grade 07 Offered (G07OFFRD)				
1—Yes	15,134	81.6	15,134	81.6
2—No	3,407	18.4	18,541	100.0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2011-12

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Grade 08 Offered (G08OFFRD)				
1—Yes	15,133	81.6	15,133	81.6
2—No	3,408	18.4	18,541	100.0
Grade 09 Offered (G09OFFRD)				
1—Yes	13,607	73.4	13,607	73.4
2—No	4,934	26.6	18,541	100.0
Grade 10 Offered (G10OFFRD)				
1—Yes	13,596	73.3	13,596	73.3
2—No	4,945	26.7	18,541	100.0
Grade 11 Offered (G11OFFRD)				
1—Yes	13,617	73.4	13,617	73.4
2—No	4,924	26.6	18,541	100.0
Grade 12 Offered (G12OFFRD)				
1—Yes	13,572	73.2	13,572	73.2
2—No	4,969	26.8	18,541	100.0
UG Grade Offered (UGOFFRD)				
1—Yes	3,514	19.0	3,514	19.0
2—No	15,027	81.0	18,541	100.0
Agency Charter (AGCHRT)				
1—All schools are charters	2,583	13.9	2,583	13.9
2—Some but not all schools are charters	753	4.1	3,336	18.0
3—No schools are charters	13,983	75.4	17,319	93.4
N—Not applicable	1,222	6.6	18,541	100.0
Race/ethnicities categories indicator (RACECAT)				
5—five race/ethnicity categories used in reporting	213	1.1	213	1.1
7—seven race/ethnicity categories used in reporting	18,328	98.9	18,541	100.0
Agency Membership Edit (AMEMPUP)				
1—Failed the edit	82	0.4	82	0.4
2—Passed the edit	18,459	99.6	18,541	100.0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2011-12

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agency Membership Edit Flag (IAMEMPUP)				
FA—Analyst accepts anomalous data as correct; data not suppressed	18	0.1	18	0.1
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	1	#	19	0.1
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	23	0.1	42	0.2
FN—State did not provide a response as to why anomalous data are correct; data suppressed	40	0.2	82	0.4
PS—Passed the edit	18,459	99.6	18,541	100.0
Agency Teacher Edit (AFTEPUP)				
1—Failed the edit	122	0.7	122	0.7
2—Passed the edit	18,419	99.4	18,541	100.0
Agency Teacher Edit Flag (IAFTEPUP)				
FA—Analyst accepts anomalous data as correct; data not suppressed	55	0.3	55	0.3
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	12	0.1	67	0.4
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	26	0.1	93	0.5
FN—State did not provide a response as to why anomalous data are correct; data suppressed	29	0.2	122	0.7
PS—Passed the edit	18,419	99.4	18,541	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). "Local Education Agency Universe Survey," 2011-12, Version Provisional 1a.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2011-12

Table B-4. Frequency of Suppressed Cells: School Year 2011-12

State or jurisdiction	Total membership	Total teachers
United States ¹	38	41
Alabama	0	0
Alaska	0	0
Arizona	0	0
Arkansas	0	0
California	1	3
Colorado	0	0
Connecticut	0	0
Delaware	0	0
District of Columbia	1	3
Florida	0	0
Georgia	0	0
Hawaii	0	0
Idaho	0	1
Illinois	0	0
Indiana	0	7
Iowa	0	0
Kansas	0	0
Kentucky	0	0
Louisiana	1	0
Maine	1	1
Maryland	0	0
Massachusetts	0	0
Michigan	16	2
Minnesota	0	0
Mississippi	0	0
Missouri	0	1
Montana	0	0
Nebraska	0	0
Nevada	0	0
New Hampshire	4	0
New Jersey	1	1
New Mexico	0	0
New York	1	0
North Carolina	0	0
North Dakota	0	0
Ohio	1	4
Oklahoma	0	0
Oregon	1	0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency 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
Pennsylvania	0	0
Rhode Island	0	0
South Carolina	0	0
South Dakota	0	0
Tennessee	0	0
Texas	0	0
Utah	0	0
Vermont	10	0
Virginia	0	8
Washington	0	0
West Virginia	0	0
Wisconsin	0	0
Wyoming	0	10
Department of Defense schools, Bureau of Indian Education, and other jurisdictions		
Department of Defense (DoDEA)	0	0
Bureau of Indian Education	0	0
American Samoa	0	0
Guam	0	0
Commonwealth of the Northern Mariana Islands	0	0
Puerto Rico	0	0
U.S. Virgin Islands	0	0

¹ 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), "Local Education Agency 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 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.

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.

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.

Elementary

A general level of instruction classified by state and local practice as elementary, 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 unless the whole school consists of ungraded students, and in this case, the grade span is reported as UGUG.

APPENDIX C— Glossary for the Common Core of Data: School year 2011–12

“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 3 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.”

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, CentralCentral, 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.”

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.

Local Education Agency (LEA)

A governmental administrative unit at the local level which exists primarily to operate schools or to contract for educational services. These units may or may not be coterminous with county, city, or town boundaries. 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 districtwide 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.

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

APPENDIX C— Glossary for the Common Core of Data: School year 2011–12

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.

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.

APPENDIX C— Glossary for the Common Core of Data: School year 2011–12

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.

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.

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 SY 1997–98; combined with “Regular Diploma Recipient” in SY 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” Last reported in 1997–98; combined with “Other Diploma Recipient” in 1998–99, with both categories reported as “Diploma Recipient.”

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).

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
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.”)

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 on the basis of 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 designated under appropriate state and federal regulations as being high poverty and eligible for participation in programs authorized by Title I of P.L. 107-110. A Title I eligible school is one in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the LEA as a whole or that the LEA has designated as Title I eligible because 35 percent or more of the children are from low-income families.

Town Locale

See “Locale, Urban-Centric.”

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

Alabama

None.

Alaska

The number of 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 these data in the past). This data element was set to Missing on the LEA file, and imputed on the State Non-Fiscal file.

Arizona

The number of Prekindergarten students on the State Non-Fiscal and LEA files (8,860) exceeds the number on 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.”

The number of School Administrative Support Staff increased from 3,254 in 2010-2011 to 4,701 in 2011-2012. The state confirmed the data as accurate.

California

State did not report Prekindergarten students. This data element was imputed on the State Non-Fiscal file and set to Missing for each LEA on the LEA file.

The number of 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, and the data were included as reported.

The number of Free Lunch Eligible students decreased from 3,337,426 in 2010-2011 to 2,227,377 in 2011-2012. As a result, school-level Free Lunch data were extensively suppressed by Census.

Colorado

None.

Connecticut

None.

Delaware

The data this year show 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 these data on the LEA file.

The number of 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 Elementary Teachers and Kindergarten Teachers on the LEA and SEA files. The value of Elementary Teachers on the LEA file exceeds the value of Elementary Teachers on the SEA file because the SEA file was edited to remove the Kindergarten Teachers count from the Elementary Teachers count. No edit was made to the LEA file.

Idaho

None.

Illinois

The number of 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 element was imputed on the State Non-Fiscal file and set to Missing for each LEA on the LEA file.

The number of Free Lunch Eligible students decreased from 811,917 in 2010-2011 to 446,469 in 2011-2012; the number of Reduced Price Lunch Eligible students 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. These new collections are 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 to have few, if any, anomalies."

Iowa

The number of Prekindergarten students on the school file is 46.8% lower than the numbers on 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 for 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 element was set to Missing.

The number of Kindergarten Teachers increased from 1,696 in 2010-2011 to 8,456 in 2011-2012; the number of 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 (Prekindergarten Teachers, Aides, and all other Staff data). State confirmed the data as accurate.

Maine

The number of 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.

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

The number of Free Lunch Eligible students decreased from 78,916 in 2010-2011 to 11,789 in 2011-2012. Maine did not address this issue. Most of these data have been suppressed.

Maryland

None.

Massachusetts

None.

Michigan

The number of 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. These data were set to Missing.

Minnesota

The number of 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

The number of 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 (or report) data on the number of PK Teachers, KG Teachers, Library/Media Support, LEA Admin Support, School Admin Support, or All Other Support. They have never had these data. The data element was imputed on the State Non-Fiscal file and set to Missing for each LEA 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 ED*Facts*' file:

- PKTCH - Some of PK included in Elem.
- KGTCH- KG included in Elem.
- 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 $ELMTCH = \text{Sum}(ELMTCH, PKTCH)$ at the LEA and SNF levels. PKTCH and KGTCH were set to missing at the LEA and SNF levels. PKTCH and KGTCH were imputed at the SNF level, disaggregating from ELMTCH and decreasing ELMTCH.

Nevada

State does not report the number of Aides, Instructional Coordinators, Library / Media Support, LEA Admin support, and School Admin Support. The data element 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 STITLE1 were set to Missing.

New Hampshire

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

The number of School prekindergarten students is larger than the number of 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 element was imputed on the State Non-Fiscal file and set to Missing for each LEA on the LEA file.

New Mexico

None.

New York

When compared to 2010-2011, the number of 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—The New York City Public Schools agency has been assigned a supervisory union number and its component sub-districts are identified as components of the supervisory union. The supervisory union component number can be used in aggregating data to a single observation for the New York City Public Schools district.

Table D-1 Local education agency identification numbers (LEAID) used in the Common Core of Data (CCD) for the 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

The number of 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.

Ohio

The number of 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 the number of Prekindergarten Students on the school file. These data were set to Missing.

Pennsylvania

The number of Prekindergarten students that is on the school file is 47.5% lower than the State Non-Fiscal and LEA files; and the number of Ungraded students is 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

The number of 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

The number of 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

The number of English Language Learners decreased from 42,804 in 2010-2011 to 33,766 in 2011-2012. The state confirmed the data as accurate.

The number of 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

The number of 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.”

The number of 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.

Starting with school year 2011-12, Vermont no longer reports student membership or counts of IEP students in supervisory unions (TYPE=3). Instead, all students are now reported in the fiscally responsible LEA, i.e., the town district or the union district (if the town district belongs to a union district). This is a change from previous school years when Vermont reported membership or counts of IEP students in all LEA types, including supervisory unions.

Virginia

The number of Elementary Teachers increased from 28,008 in 2010-2011 to 35,737 in 2011-2012; the number of Secondary teachers increased from 36,778 in 2010-2011 to 44,285 in 2011-2012; the number of 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 the 2011-12 school year 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.” Teacher and staff data for Virginia published prior to the this CCD nonfiscal data release (that is, 2011-12 Provisional Version 1a in February 2014) may not be comparable due to this change in how Virginia counts and reports teacher data.

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 were set to Missing.

There are 7 agencies that contain 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 students, NCES created the BIEA flag. This flag has a value of either ‘1’ or ‘2’; a value of ‘1’ indicates an agency that

contains a school that was reported by a state that is also reported by BIE. All other agencies, including all BIE agencies, have a value of '2' in this field.

Department of Defense Dependents Schools (combined overseas and domestic)

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

American Samoa

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

Guam

None.

Commonwealth of the Northern Mariana Islands

None.

Puerto Rico

The number of 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

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