

# Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2012-13

Provisional Version 1a

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Provisional Version 1a

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**National Center for  
Education Statistics**

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**CCD**  
COMMON CORE OF DATA

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## **I. Introduction to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2012-13, 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 School Year (SY) 2012-13. 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 free, public elementary and secondary schools and school districts<sup>1</sup> in the United States. There are five annual surveys that comprise the CCD: the Public Elementary/Secondary School Universe Survey, Local Education Agency Universe Survey, the State Nonfiscal Survey of Public Elementary/Secondary Education, the National Public Education Finance Survey, and the School District Finance Survey. The Education Sciences Reform Act of 2002 (20 U.S.C. § 9543) requires NCES to collect, 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.

The scope of the CCD public LEA universe covers the 50 states, the District of Columbia, and five U.S. Island Areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands). Public education agencies and schools within the Department of Defense Education Activity (DoDEA) and the Bureau of Indian Education (BIE) are also included in the universe. SEAs report school-, agency-, and state-level education data for each school year through the U.S. Department of Education's *EDFacts* Submission System (ESS). While each SEA maintains its own public education data systems, NCES and SEAs work cooperatively to develop and accept common data items and definitions in the goal of producing consistent and comparable statistical data that are critical to NCES' mission to report complete statistics on the condition of education in the United States.

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 administrative data collections within *EDFacts* that collect data at the agency level. These include data that are used by NCES to produce official statistics and data that are used by other offices within the Department of Education to administer federal education programs. Additionally, the LEA directory data are frequently used for developing sampling frames for surveys such as NCES' National Assessment of Education Progress or the Schools and Staffing Survey. The LEA universe data are also useful to (1) chief officers of state education agencies, (2) policymakers in the executive and legislative branches of federal and state governments, (3) education policy and public policy researchers, (4) the press, and (5) citizens

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<sup>1</sup> The term school district may be used interchangeably with the term local education agency, abbreviated as LEA.

interested in information about public 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* Submission System (ESS) is the primary collection system for the CCD. Coordinators from SEAs submit the CCD data at the school, agency, and state levels. Prior to submitting CCD files into ESS, SEAs must collect and compile information from their respective LEAs via administrative records systems within their state or jurisdiction. SEAs then assemble the data files per the reporting requirements and guidance available via file specifications provided by the Department of Education. For more information on the file specifications, visit [www.ed.gov/edfacts](http://www.ed.gov/edfacts).

Once SEAs complete their submissions, CCD survey analysts review and verify the CCD for quality assurance. CCD survey analysts routinely verify data through edit and consistency checks, as well as checking SEA or LEA public websites (if necessary), and then refer discrepancies to SEA coordinators for resolution. NCES does not contact LEAs to verify data, except in unusual circumstances. 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 to *EDFacts* on a reporting schedule throughout the year by submitting a series of data groups (or data files) through ESS. The school year (SY) 2012-13 *EDFacts* collection opened in January 2013, with the Directory file having a due date of January 31, 2013. NCES extracted the directory data from *EDFacts* between January 2013 and November 2013. CCD survey staff processed each state’s submission on a flow basis, so the date of the extract for each state’s file may vary depending on when SEAs completed their submission. Once a file was edited and verified for a particular state, CCD survey staff did not continue to incorporate late submissions or updates unless these late submissions or updates resulted in a major change of the reported data. Late submissions or update from SEAs may be included in subsequent file releases. The requested reporting schedule for the SY 2012-13 collection cycle is summarized in Table 1. The specifications for these data files are available online at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>.

**Table 1: Due Dates for CCD Data File Groups, SY 2012-13 Collection Cycle**

CCD-Related Data File Groups	<i>EDFacts</i> Due Date	NCES Due Date for Revised Data
2012-13 N029 (Directory)	01/31/2013	02/28/2013
2012-13 C002 (Children with disabilities school age data )	01/31/2013	06/30/2013
2012-13 N039 (Grades Offered)	01/31/2013	06/30/2013
2012-13 C129 (CCD School – Shared Time; Title I status; Magnet school status)	03/31/2013	06/30/2013
2012-13 C052 (Membership)	03/31/2013	06/30/2013
2012-13 C046 (English language learner data)	04/30/2013	06/30/2013
2012-13 C059 (Staff)	05/31/2013	06/30/2013

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.

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* reporting guidance does not require states to report all data groups for all entities when those data values are not applicable; states are required to report for entities where the count is applicable (i.e., 0, missing, >0). However, some states do not follow strict adherence to the guidance. For the data files it publishes, NCES uses business rules based on *EDFacts* reporting requirements to set these values to ‘-1’ (missing), ‘-2’ (not applicable), or 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 2012-13 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. 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 with the business rules and data definitions established for reporting LEA data.

At multiple points throughout the collection CCD survey staff contact ED*Facts* 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.

*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 2012-13 CCD LEA Universe Survey, there are 18,638 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 2011-12 file, but coded as closed for SY 2012-13 (174 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 18,464 agencies on the 2012-13 file. Of these 18,464 agencies, 13,741 are regular local school districts, 1,564 are supervisory unions or regional educational centers, 265 are state-operated agencies, 2,726 are charter school agencies, and 168 are federally operated or other agencies. For a count of all agency types, including closed agencies, see Table B-3. The DoDEA and American Samoa did not report data for SY 2012-13. 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 entities providing free, elementary/secondary public education in their state regardless of who administers the districts. CCD coverage of traditional public LEAs is very complete (close to 100 percent). However, coverage of publicly funded education outside of traditional school districts has varying levels of coverage within different states and jurisdictions. Some states do not report LEAs that are administered by state organizations other

than SEAs. In recent years *EDFacts* and CCD have increased efforts to work with other Department of Education offices and other federal agencies to use additional administrative data sources to identify schools and LEAs that may be underreported by SEAs.

*Response.* The DoDEA and American Samoa did not report data for SY 2012-13; 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.

*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 not 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 could not be assigned a geographic longitude/latitude were given latitude and longitude values 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 ag121a_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 6 agencies that contain schools that are reported by both the Bureau of Indian Education and state education agencies, leading to duplicate records on the school 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.

(FIPST) ANSI State Codes.<sup>2</sup> 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.

(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. If a valid phone number was not provided for the current school year, NCES researched prior year data files to determine if a valid phone number was reported for the LEA in a prior year. If a valid number was found in a prior year, this phone number was carried forward to the current data file.

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

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<sup>2</sup> American National Standards Institute (ANSI) codes replace the Federal Information Processing Standards (FIPS) codes previously issued by the National Institute of Standards and Technology (NIST) for the 50 states, the District of Columbia, and the U.S. Island Areas. ANSI code values map directly to the retired FIPS code values.

(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. The location address describes the physical location (e.g. where an overnight delivery can be made) of the education entity. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields may have been inserted. In some instances, SEAs did not report physical locations for the location street field, but rather reported Post Office boxes and other addresses that did not represent the location of an LEA. In order to determine the physical location (and latitude and longitude coordinates) of these LEAs, NCES researched prior year's data files to determine if a valid location street address had ever been reported. If a valid location was found in a prior year, this value was carried forward to the current year's file. If no valid location was found in prior years, the SEA, LEA, or school websites were researched to find the physical location. If this search results in no identifiable address, LSTREE is set to 'M'.

(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 New York and Virginia are exceptions and report 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.

For more information on the geographical classifications, please refer to Census’s Geographic Terms and Concepts page: <http://www.census.gov/geo/reference/terms.html>.

(ULOCAL) District Urban-Centric Locale Code. The locale code is an indicator of a district’s location relative to a populous area. 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 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) 113<sup>th</sup> Congressional District Code. The Congressional District Code denotes legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. Starting in 2006–07, the Congressional Districts of the United States Code was added to the LEA 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. When the Census Bureau updates Congressional District boundaries, CCD also updates the congressional codes to the most current version on the next published universe file. The SY 2011-12 LEA universe file included the congressional codes for both the 112<sup>th</sup> Congress and the 113<sup>th</sup> Congress, but the SY 2012-13 file will only include the congressional codes for the 113<sup>th</sup> Congress

(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 the 2012-13 school year. 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 fluctuated in the current year as compared to previous 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 fluctuated in the current year as compared to previous 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

(ASPECED) Agency Special Education Edit. This field indicates whether both special education students and the percentage of special education students fluctuated in the current year as compared to previous years.

1 = Failed the edit

2 = Passed the edit

(IASPECED) Agency Special Education 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

(AELL) Agency English Language Learner Edit. This field indicates whether both English Language Learners and the percentage of English Language Learners fluctuated in the current year as compared to previous years.

1 = Failed the edit

2 = Passed the edit

(IAELL) Agency English Language Learner 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

(AAIDCORSUP) Agency Aides and Instructional Coordinators Edit. This field indicates whether the number of both aides and instructional coordinators fluctuated in the current year as compared to previous years.

1 = Failed the edit

2 = Passed the edit

(IAAIDCORSUP) Agency Aides and Instructional Coordinators 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

(AGUID) Agency Guidance Counselor Edit. This field indicates whether guidance counselor counts fluctuated in the current year as compared to previous years.

1 = Failed the edit

2 = Passed the edit

(IAGUID) Agency Guidance Counselor 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

(ALIBSTF) Agency Library Staff Edit. This field indicates whether both library specialists and library support staff fluctuated in the current year as compared to previous years.

1 = Failed the edit

2 = Passed the edit

(IALIBSTF) Agency Library Staff 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

(ALEAADM) Agency LEA Administrator Edit. This field indicates whether both LEA administrators and the percentage of LEA administrators fluctuated in the current year as compared to previous years.

1 = Failed the edit

2 = Passed the edit

(IALEAADM) Agency LEA Administrator 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

(ASCHADM) Agency School Administrator Edit. This field indicates whether both school administrators and the percentage of school administrators fluctuated in the current year as compared to previous years.

1 = Failed the edit

2 = Passed the edit

(IASCHADM) Agency School Administrator 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

(ASUPSTF) Agency Support Staff Edit. This field indicates whether both student support staff and other support staff fluctuated in the current year as compared to previous years.

1 = Failed the edit

2 = Passed the edit

(IASUPSTF) Agency Support Staff 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 adjusted.

(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 school year 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 2008–09, NCES asked states to report student enrollment counts by five racial/ethnic categories. In school years 2008–09 and 2009–10, NCES gave SEAs the option to choose between 5-category reporting and 7-category reporting. For the 2008–09 school year, five states reported their race/ethnicity data in the seven categories and in the 2009–10 school year, fourteen states reported data in the 7-category reporting. Since the 2010–11 school year, 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 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 school year 2008–09, CCD survey staff began editing 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, Washington, West Virginia, Wisconsin, Wyoming, American Samoa, the Bureau of Indian Education, Department of Defense Education Activity, Guam, and the U.S. Virgin Islands.



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

State name/jurisdiction	ANSI <sup>1</sup>	Abbreviation <sup>2</sup>	State name/jurisdiction	ANSI <sup>1</sup>	Abbreviation <sup>2</sup>
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 <sup>3</sup>	DD
Michigan	26	MI			
Minnesota	27	MN	Bureau of		
Mississippi	28	MS	Indian Education	59 <sup>3</sup>	BI
Missouri	29	MO			
Montana	30	MT	American Samoa	60	AS
Nebraska	31	NE			
Nevada	32	NV	Guam	66	GU
New Hampshire	33	NH			
New Jersey	34	NJ	Commonwealth of the		
New Mexico	35	NM	Northern 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

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

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

<sup>3</sup> Not official U.S. ANSI code. The state abbreviations for Department of Defense Education Activity are AA, AE and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. For Department of Defense domestic schools and Bureau of Indian Education schools, state abbreviations correspond to the state in which the school is located.

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 2012-13

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 for Integrated Academics and Technologies Institute	Oceanside	CA
	0400427	Arizona Connections Academy Charter School Inc.	Baltimore	MD
	0400854	Graymark Schools Corporation	Duluth	MN
	0400876	George Gervin Youth Center Inc.	San Antonio	TX
District of Columbia	1100051	Hope Community Academy PCS	Laurel	MD
	1100074	Imagine Southeast PCS	Laurel	MD
Idaho	1602610	Pleasant Valley Elementary District	Jordan Valley	OR
Indiana	1800112	Csusa Manual	Fort Lauderdale	FL
	1800124	The George & Veronica Phalen Academy	Quincy	MA
	1800126	Csusa Howe	Fort Lauderdale	FL
	1800127	Csusa Donnan	Fort Lauderdale	FL
North Dakota	3805670	Earl 18	Sidney	MT
	3820340	Yellowstone 14	Fairview	MT
Ohio	3901497	Urban Pathways Youngtown	Pittsburgh	PA
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
	5000384	Rivendell Interstate Supervisory 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," 2012-13, 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 2012-13 Public Elementary/Secondary Agency Universe Survey SAS file is named AG121A\_supp.SAS7bDAT. The flat ASCII file is named AG121A\_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 (12 = 2012-13 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 2012-13 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.

**APPENDIX A—Record Layout for the Common Core of Data Local  
Education Agency Universe Survey: School Year 2012–13**

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**APPENDIX A - Record Layout for the Common Core of Data  
Local Education Agency Universe Survey: School Year 2012-13**

LRECL = 2269

(\*)Fields have one explicit decimal place

(^)Fields have six explicit decimal places

(+)Fields represent sub-fields of the fields immediately preceding them

The file contains data for the school year 2012-13 sorted by the NCES assigned local education identification code (LEAID).

NOTE: All numeric fields contain a (-1) to indicate Missing and a (-2) to indicate Not Applicable. Character fields will use "M" for Missing and "N" for Not Applicable.

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
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.
TYPE	17	AN	Agency type code:

1 = Regular local school district - Locally governed agency responsible for providing free public elementary or secondary

**APPENDIX A - Record Layout for the Common Core of Data  
Local Education Agency Universe Survey: School Year 2012-13**

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
			education; includes independent school districts and those that are a dependent segment of a local government such as a city or county.
			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.
			3 = Supervisory Union - An education agency that performs administrative services for more than one school district, providing a common superintendent for participating districts.
			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.
			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.
			6 = Federally-Operated Agency - A federal agency that is charged, at least in part, with providing elementary or secondary instruction or support services.
			7 = Independent Charter District - Agency that consists entirely of one or more charter schools.
			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.
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.

**APPENDIX A - Record Layout for the Common Core of Data  
Local Education Agency Universe Survey: School Year 2012-13**

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 2006-07, this field will contain the CSA code for all areas. Prior to 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 2006-07, this field will contain the CBSA code for all areas. Prior to 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.
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 a agency's metro status. See Appendix C Glossary for more detail.



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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
			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.
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

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
			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	26^	N	Latitude. Based on the location of the administrative office, the value of LATCOD ranges from 15 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	27^	N	Longitude. Based on the location of the administrative office, the value of LONCOD ranges from 146 to -177. 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	28	AN	Bureau of Indian Education (BIE) agency. Flag indicating whether agency contains schools also reported as operated by the BIE. 1- Yes 2 - No
BOUND	29	AN	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:  1 = No significant boundary change for this agency since last report. Currently in operation.  2 = Education agency has closed with no effect on another agency's boundaries.  3 = This is a new education agency formed with no effect on another agency's boundaries.  4 = Agency was in existence, but not reported in a previous year's CCD agency universe, and is now being added.  5 = Agency has undergone a significant change in geographical boundaries or instructional responsibility.  6 = Agency is temporarily closed and may reopen within three years.  7 = Agency is scheduled to be operational within two years.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
			8 = Agency was closed on a previous year's file but has reopened.
AMEMPUP	30	AN	Multi-year edit - Agency Membership
IAMEMPUP	31	AN	Multi-year edit flag- Agency Membership
AFTEPUP	32	AN	Multi-year edit - Agency Teacher
IAFTEPUP	33	AN	Multi-year edit flag - Agency Teacher
ASPECED	34	AN	Multi-year edit - Agency Special Education
IASPECED	35	AN	Multi-year edit flag - Agency Special Education
AELL	36	AN	Multi-year edit - Agency English Language Learners
IAELL	37	AN	Multi-year edit flag - Agency English Language Learners
AAIDCORSUP	38	AN	Multi-year edit - Agency Aides and Instructional Coordinators
IAAIDCORSUP	39	AN	Multi-year edit flag - Agency Aides and Instructional Coordinators
AGUID	40	AN	Multi-year edit - Agency Guidance Counselors
IAGUID	41	AN	Multi-year edit flag - Agency Guidance Counselors
ALIBSTF	42	AN	Multi-year edit - Agency Library Staff
IALIBSTF	43	AN	Multi-year edit flag - Agency Library Staff
ALEAADM	44	AN	Multi-year edit - Agency LEA Admin
IALEAADM	45	AN	Multi-year edit flag - Agency LEA Admin
ASCHADM	46	AN	Multi-year edit - Agency School Admin
IASCHADM	47	AN	Multi-year edit flag - Agency School Admin
ASUPSTF	48	AN	Multi-year edit - Agency Support Staff
IASUPSTF	49	AN	Multi-year edit flag - Agency Support Staff
GSLO	50	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	51	AN	Agency high grade offered. This field was calculated from the high grade spans of the associated schools on the CCD school universe file.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
PKOFFRD	52	AN	Prekindergarten offered. 1 - Yes 2 - No
KGOFFRD	53	AN	Kindergarten offered. 1 - Yes 2 - No
G01OFFRD	54	AN	First grade offered. 1 - Yes 2 - No
G02OFFRD	55	AN	Second grade offered. 1 - Yes 2 - No
G03OFFRD	56	AN	Third grade offered. 1 - Yes 2 - No
G04OFFRD	57	AN	Fourth grade offered. 1 - Yes 2 - No
G05OFFRD	58	AN	Fifth grade offered. 1 - Yes 2 - No
G06OFFRD	59	AN	Sixth grade offered. 1 - Yes 2 - No
G07OFFRD	60	AN	Seventh grade offered. 1 - Yes 2 - No
G08OFFRD	61	AN	Eighth grade offered. 1 - Yes 2 - No
G09OFFRD	62	AN	Ninth grade offered. 1 - Yes 2 - No
G10OFFRD	63	AN	Tenth grade offered. 1 - Yes 2 - No
G11OFFRD	64	AN	Eleventh grade offered. 1 - Yes 2 - No

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
G12OFFRD	65	AN	Twelfth grade offered. 1 - Yes 2 - No
UGOFFRD	66	AN	Ungraded offered. 1 - Yes 2 - No
AGCHRT	67	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	68	N	Aggregate number of all schools associated with this agency on the CCD school universe survey file.
SPECED	69	N	Count of all students having a written Individual Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA), Part B.
ELL	70	N	The number of English language learner (ELL) students served in appropriate programs.
PKTCH	71*	N	Prekindergarten teachers. Full-time equivalency reported to the nearest hundredth; the field includes two explicit decimal point.
KGTCH	72*	N	Kindergarten teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
ELMTCH	73*	N	Elementary teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
SECTCH	74*	N	Secondary teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
UGTCH	75*	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 decimals.
TOTTCH	76*	N	Total teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
AIDES	77*	N	Instructional aides. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
CORSUP	78*	N	Instructional coordinators & supervisors. Full-time equivalency reported to the nearest hundredth; includes two explicit decimals.

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Variable Name	Data Order	Data Type	Description
ELMGUI	79*	N	Elementary guidance counselors. Full-time equivalency reported to the nearest hundredth; includes two explicit decimals.
SECGUI	80*	N	Secondary guidance counselors. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
OTHGUI	81*	N	Other guidance counselors. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
TOTGUI	82*	N	Total guidance counselors. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
LIBSPE	83*	N	Librarians/media specialists. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
LIBSUP	84*	N	Library/media support staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals
LEAADM	85*	N	LEA administrators. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
LEASUP	86*	N	LEA administrative support staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
SCHADM	87*	N	School administrators. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
SCHSUP	88*	N	School administrative support staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
STUSUP	89*	N	Student support services staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
OTHSUP	90*	N	All other support services staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
RACECAT	91	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.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
PK	92	N	Total prekindergarten students.
AMPKM	93	N	Prekindergarten students - American Indian/Alaska Native - male.
AMPKF	94	N	Prekindergarten students - American Indian/Alaska Native - female.
ASPKM	95	N	Prekindergarten students - Asian - male.
ASPKF	96	N	Prekindergarten students - Asian - female.
HIPKM	97	N	Prekindergarten students - Hispanic - male.
HIPKF	98	N	Prekindergarten students - Hispanic - female.
BLPKM	99	N	Prekindergarten students - Black, not Hispanic - male.
BLPKF	100	N	Prekindergarten students - Black, not Hispanic - female.
WHPKM	101	N	Prekindergarten students - White, not Hispanic - male.
WHPKF	102	N	Prekindergarten students - White, not Hispanic - female.
HPPKM	103	N	Prekindergarten students - Hawaiian Native/Pacific Islander - male.
HPPKF	104	N	Prekindergarten students - Hawaiian Native/Pacific Islander - female.
TRPKM	105	N	Prekindergarten students - Two or more races - male.
TRPKF	106	N	Prekindergarten students - Two or more races - female.
KG	107	N	Total kindergarten students.
AMKGM	108	N	Kindergarten students - American Indian/Alaska Native - male.
AMKGF	109	N	Kindergarten students - American Indian/Alaska Native - female.
ASKGM	110	N	Kindergarten students - Asian - male.
ASKGF	111	N	Kindergarten students - Asian - female.
HIKGM	112	N	Kindergarten students - Hispanic - male.
HIKGF	113	N	Kindergarten students - Hispanic - female.
BLKGM	114	N	Kindergarten students - Black, not Hispanic - male.
BLKGF	115	N	Kindergarten students - Black, not Hispanic - female.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
WHKGM	116	N	Kindergarten students - White, not Hispanic - male.
WHKGF	117	N	Kindergarten students - White, not Hispanic - female.
HPKGM	118	N	Kindergarten students - Hawaiian Native/Pacific Islander - male.
HPKGF	119	N	Kindergarten students - Hawaiian Native/Pacific Islander - female.
TRKGM	120	N	Kindergarten students - Two or more races - male.
TRKGF	121	N	Kindergarten students - Two or more races - female.
G01	122	N	Total grade 1 students.
AM01M	123	N	Grade 1 students - American Indian/Alaska Native - male.
AM01F	124	N	Grade 1 students - American Indian/Alaska Native - female.
AS01M	125	N	Grade 1 students - Asian - male.
AS01F	126	N	Grade 1 students - Asian - female.
HI01M	127	N	Grade 1 students - Hispanic - male.
HI01F	128	N	Grade 1 students - Hispanic - female.
BL01M	129	N	Grade 1 students - Black, not Hispanic - male.
BL01F	130	N	Grade 1 students - Black, not Hispanic - female.
WH01M	131	N	Grade 1 students - White, not Hispanic - male.
WH01F	132	N	Grade 1 students - White, not Hispanic - female.
HP01M	133	N	Grade 1 students - Hawaiian Native/Pacific Islander - male.
HP01F	134	N	Grade 1 students - Hawaiian Native/Pacific Islander - female.
TR01M	135	N	Grade 1 students - Two or more races - male.
TR01F	136	N	Grade 1 students - Two or more races - female.
G02	137	N	Total grade 2 students.
AM02M	138	N	Grade 2 students - American Indian/Alaska Native - male.
AM02F	139	N	Grade 2 students - American Indian/Alaska Native - female.
AS02M	140	N	Grade 2 students - Asian - male.
AS02F	141	N	Grade 2 students - Asian - female.



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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
HI02M	142	N	Grade 2 students - Hispanic - male.
HI02F	143	N	Grade 2 students - Hispanic - female.
BL02M	144	N	Grade 2 students - Black, not Hispanic - male.
BL02F	145	N	Grade 2 students - Black, not Hispanic - female.
WH02M	146	N	Grade 2 students - White, not Hispanic - male.
WH02F	147	N	Grade 2 students - White, not Hispanic - female.
HP02M	148	N	Grade 2 students - Hawaiian Native/Pacific Islander - male.
HP02F	149	N	Grade 2 students - Hawaiian Native/Pacific Islander - female.
TR02M	150	N	Grade 2 students - Two or more races - male.
TR02F	151	N	Grade 2 students - Two or more races - female.
G03	152	N	Total grade 3 students.
AM03M	153	N	Grade 3 students - American Indian/Alaska Native - male.
AM03F	154	N	Grade 3 students - American Indian/Alaska Native - female.
AS03M	155	N	Grade 3 students - Asian - male.
AS03F	156	N	Grade 3 students - Asian - female.
HI03M	157	N	Grade 3 students - Hispanic - male.
HI03F	158	N	Grade 3 students - Hispanic - female.
BL03M	159	N	Grade 3 students - Black, not Hispanic - male.
BL03F	160	N	Grade 3 students - Black, not Hispanic - female.
WH03M	161	N	Grade 3 students - White, not Hispanic - male.
WH03F	162	N	Grade 3 students - White, not Hispanic - female.
HP03M	163	N	Grade 3 students - Hawaiian Native/Pacific Islander - male.
HP03F	164	N	Grade 3 students - Hawaiian Native/Pacific Islander - female.
TR03M	165	N	Grade 3 students - Two or more races - male.
TR03F	166	N	Grade 3 students - Two or more races - female.
G04	167	N	Total grade 4 students.
AM04M	168	N	Grade 4 students - American Indian/Alaska Native - male.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
AM04F	169	N	Grade 4 students - American Indian/Alaska Native - female.
AS04M	170	N	Grade 4 students - Asian - male.
AS04F	171	N	Grade 4 students - Asian - female.
HI04M	172	N	Grade 4 students - Hispanic - male.
HI04F	173	N	Grade 4 students - Hispanic - female.
BL04M	174	N	Grade 4 students - Black, not Hispanic - male.
BL04F	175	N	Grade 4 students - Black, not Hispanic - female.
WH04M	176	N	Grade 4 students - White, not Hispanic - male.
WH04F	177	N	Grade 4 students - White, not Hispanic - female.
HP04M	178	N	Grade 4 students - Hawaiian Native/Pacific Islander - male.
HP04F	179	N	Grade 4 students - Hawaiian Native/Pacific Islander - female.
TR04M	180	N	Grade 4 students - Two or more races - male.
TR04F	181	N	Grade 4 students - Two or more races - female.
G05	182	N	Total grade 5 students.
AM05M	183	N	Grade 5 students - American Indian/Alaska Native - male.
AM05F	184	N	Grade 5 students - American Indian/Alaska Native - female.
AS05M	185	N	Grade 5 students - Asian - male.
AS05F	186	N	Grade 5 students - Asian - female.
HI05M	187	N	Grade 5 students - Hispanic - male.
HI05F	188	N	Grade 5 students - Hispanic - female.
BL05M	189	N	Grade 5 students - Black, not Hispanic - male.
BL05F	190	N	Grade 5 students - Black, not Hispanic - female.
WH05M	191	N	Grade 5 students - White, not Hispanic - male.
WH05F	192	N	Grade 5 students - White, not Hispanic - female.
HP05M	193	N	Grade 5 students - Hawaiian Native/Pacific Islander - male.
HP05F	194	N	Grade 5 students - Hawaiian Native/Pacific Islander - female.
TR05M	195	N	Grade 5 students - Two or more races - male.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
TR05F	196	N	Grade 5 students - Two or more races - female.
G06	197	N	Total grade 6 students.
AM06M	198	N	Grade 6 students - American Indian/Alaska Native - male.
AM06F	199	N	Grade 6 students - American Indian/Alaska Native - female.
AS06M	200	N	Grade 6 students - Asian - male.
AS06F	201	N	Grade 6 students - Asian - female.
HI06M	202	N	Grade 6 students - Hispanic - male.
HI06F	203	N	Grade 6 students - Hispanic - female.
BL06M	204	N	Grade 6 students - Black, not Hispanic - male.
BL06F	205	N	Grade 6 students - Black, not Hispanic - female.
WH06M	206	N	Grade 6 students - White, not Hispanic - male.
WH06F	207	N	Grade 6 students - White, not Hispanic - female.
HP06M	208	N	Grade 6 students - Hawaiian Native/Pacific Islander - male.
HP06F	209	N	Grade 6 students - Hawaiian Native/Pacific Islander - female.
TR06M	210	N	Grade 6 students - Two or more races - male.
TR06F	211	N	Grade 6 students - Two or more races - female.
G07	212	N	Total grade 7 students.
AM07M	213	N	Grade 7 students - American Indian/Alaska Native - male.
AM07F	214	N	Grade 7 students - American Indian/Alaska Native - female.
AS07M	215	N	Grade 7 students - Asian - male.
AS07F	216	N	Grade 7 students - Asian - female.
HI07M	217	N	Grade 7 students - Hispanic - male.
HI07F	218	N	Grade 7 students - Hispanic - female.
BL07M	219	N	Grade 7 students - Black, not Hispanic - male.
BL07F	220	N	Grade 7 students - Black, not Hispanic - female.
WH07M	221	N	Grade 7 students - White, not Hispanic - male.
WH07F	222	N	Grade 7 students - White, not Hispanic - female.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
HP07M	223	N	Grade 7 students - Hawaiian Native/Pacific Islander - male.
HP07F	224	N	Grade 7 students - Hawaiian Native/Pacific Islander - female.
TR07M	225	N	Grade 7 students - Two or more races - male.
TR07F	226	N	Grade 7 students - Two or more races - female.
G08	227	N	Total grade 8 students.
AM08M	228	N	Grade 8 students - American Indian/Alaska Native - male.
AM08F	229	N	Grade 8 students - American Indian/Alaska Native - female.
AS08M	230	N	Grade 8 students - Asian - male.
AS08F	231	N	Grade 8 students - Asian - female.
HI08M	232	N	Grade 8 students - Hispanic - male.
HI08F	233	N	Grade 8 students - Hispanic - female.
BL08M	234	N	Grade 8 students - Black, not Hispanic - male.
BL08F	235	N	Grade 8 students - Black, not Hispanic - female.
WH08M	236	N	Grade 8 students - White, not Hispanic - male.
WH08F	237	N	Grade 8 students - White, not Hispanic - female.
HP08M	238	N	Grade 8 students - Hawaiian Native/Pacific Islander - male.
HP08F	239	N	Grade 8 students - Hawaiian Native/Pacific Islander - female.
TR08M	240	N	Grade 8 students - Two or more races - male.
TR08F	241	N	Grade 8 students - Two or more races - female.
G09	242	N	Total grade 9 students.
AM09M	243	N	Grade 9 students - American Indian/Alaska Native - male.
AM09F	244	N	Grade 9 students - American Indian/Alaska Native - female.
AS09M	245	N	Grade 9 students - Asian - male.
AS09F	246	N	Grade 9 students - Asian - female.
HI09M	247	N	Grade 9 students - Hispanic - male.
HI09F	248	N	Grade 9 students - Hispanic - female.
BL09M	249	N	Grade 9 students - Black, not Hispanic - male.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
BL09F	250	N	Grade 9 students - Black, not Hispanic - female.
WH09M	251	N	Grade 9 students - White, not Hispanic - male.
WH09F	252	N	Grade 9 students - White, not Hispanic - female.
HP09M	253	N	Grade 9 students - Hawaiian Native/Pacific Islander - male.
HP09F	254	N	Grade 9 students - Hawaiian Native/Pacific Islander - female.
TR09M	255	N	Grade 9 students - Two or more races - male.
TR09F	256	N	Grade 9 students - Two or more races - female.
G10	257	N	Total grade 10 students.
AM10M	258	N	Grade 10 students - American Indian/Alaska Native - male.
AM10F	259	N	Grade 10 students - American Indian/Alaska Native - female.
AS10M	260	N	Grade 10 students - Asian - male.
AS10F	261	N	Grade 10 students - Asian - female.
HI10M	262	N	Grade 10 students - Hispanic - male.
HI10F	263	N	Grade 10 students - Hispanic - female.
BL10M	264	N	Grade 10 students - Black, not Hispanic - male.
BL10F	265	N	Grade 10 students - Black, not Hispanic - female.
WH10M	266	N	Grade 10 students - White, not Hispanic - male.
WH10F	267	N	Grade 10 students - White, not Hispanic - female.
HP10M	268	N	Grade 10 students - Hawaiian Native/Pacific Islander - male.
HP10F	269	N	Grade 10 students - Hawaiian Native/Pacific Islander - female.
TR10M	270	N	Grade 10 students - Two or more races - male.
TR10F	271	N	Grade 10 students - Two or more races - female.
G11	272	N	Total grade 11 students.
AM11M	273	N	Grade 11 students - American Indian/Alaska Native - male.
AM11F	274	N	Grade 11 students - American Indian/Alaska Native - female.
AS11M	275	N	Grade 11 students - Asian - male.
AS11F	276	N	Grade 11 students - Asian - female.

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<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
HI11M	277	N	Grade 11 students - Hispanic - male.
HI11F	278	N	Grade 11 students - Hispanic - female.
BL11M	279	N	Grade 11 students - Black, not Hispanic - male.
BL11F	280	N	Grade 11 students - Black, not Hispanic - female.
WH11M	281	N	Grade 11 students - White, not Hispanic - male.
WH11F	282	N	Grade 11 students - White, not Hispanic - female.
HP11M	283	N	Grade 11 students - Hawaiian Native/Pacific Islander - male.
HP11F	284	N	Grade 11 students - Hawaiian Native/Pacific Islander - female.
TR11M	285	N	Grade 11 students - Two or more races - male.
TR11F	286	N	Grade 11 students - Two or more races - female.
G12	287	N	Total grade 12 students.
AM12M	288	N	Grade 12 students - American Indian/Alaska Native - male.
AM12F	289	N	Grade 12 students - American Indian/Alaska Native - female.
AS12M	290	N	Grade 12 students - Asian - male.
AS12F	291	N	Grade 12 students - Asian - female.
HI12M	292	N	Grade 12 students - Hispanic - male.
HI12F	293	N	Grade 12 students - Hispanic - female.
BL12M	294	N	Grade 12 students - Black, not Hispanic - male.
BL12F	295	N	Grade 12 students - Black, not Hispanic - female.
WH12M	296	N	Grade 12 students - White, not Hispanic - male.
WH12F	297	N	Grade 12 students - White, not Hispanic - female.
HP12M	298	N	Grade 12 students - Hawaiian Native/Pacific Islander - male.
HP12F	299	N	Grade 12 students - Hawaiian Native/Pacific Islander - female.
TR12M	300	N	Grade 12 students - Two or more races- male.
TR12F	301	N	Grade 12 students - Two or more races - female.
UG	302	N	Total ungraded students.
AMUGM	303	N	Ungraded students - American Indian/Alaska Native - male.

**APPENDIX A - Record Layout for the Common Core of Data  
Local Education Agency Universe Survey: School Year 2012-13**

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
AMUGF	304	N	Ungraded students - American Indian/Alaska Native - female.
ASUGM	305	N	Ungraded students - Asian - male.
ASUGF	306	N	Ungraded students - Asian - female.
HIUGM	307	N	Ungraded students - Hispanic - male.
HIUGF	308	N	Ungraded students - Hispanic - female.
BLUGM	309	N	Ungraded students - Black, not Hispanic - male.
BLUGF	310	N	Ungraded students - Black, not Hispanic - female.
WHUGM	311	N	Ungraded students - White, not Hispanic - male.
WHUGF	312	N	Ungraded students - White, not Hispanic - female.
HPUGM	313	N	Ungraded students - Hawaiian Native/Pacific Islander - male.
HPUGF	314	N	Ungraded students - Hawaiian Native/Pacific Islander - female.
TRUGM	315	N	Ungraded students - Two or more races - male.
TRUGF	316	N	Ungraded students - Two or more races - female.
MEMBER	317	N	Total students, all grades: The reported total membership of the school.
AM	318	N	American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM and AMALF fields.
AMALM	319	N	Total students, all grades - American Indian/Alaska Native - male.
AMALF	320	N	Total students, all grades - American Indian/Alaska Native - female.
ASIAN	321	N	Asian students. If not reported, this field was calculated by summing the ASALM and ASALF fields.
ASALM	322	N	Total students, all grades - Asian - male.
ASALF	323	N	Total students, all grades - Asian - female.
HISP	324	N	Hispanic students. If not reported, this field was calculated by summing the HIALM and HIALF fields.
HIALM	325	N	Total students, all grades - Hispanic - male.
HIALF	326	N	Total students, all grades - Hispanic - female.

**APPENDIX A - Record Layout for the Common Core of Data  
Local Education Agency Universe Survey: School Year 2012-13**

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
BLACK	327	N	Black, non-Hispanic students. If not reported, this field was calculated by summing the BLALM and BLALF fields.
BLALM	328	N	Total students, all grades - Black, non-Hispanic - male.
BLALF	329	N	Total students, all grades - Black, non-Hispanic - female.
WHITE	330	N	White, non-Hispanic students. If not reported, this field was calculated by summing the WHALM and WHALF fields.
WHALM	331	N	Total students, all grades - White, non-Hispanic - male.
WHALF	332	N	Total students, all grades - White, non-Hispanic - female.
PACIFIC	333	N	Hawaiian Native / Pacific Islander students. If not reported, this field was calculated by summing the HPALM and HPALF fields.
HPALM	334	N	Total students, all grades - Hawaiian Native/Pacific Islander - male.
HPALF	335	N	Total students, all grades - Hawaiian Native/Pacific Islander - female.
TR	336	N	Two or more races students. If not reported, this field was calculated by summing the TRALM and TRALF fields.
TRALM	337	N	Total students, all grades - Two or more races - male.
TRALF	338	N	Total students, all grades - Two or more races - female.
TOTETH	339	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 2012–13**

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**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data  
Local Education Agency Universe Survey: School Year 2012–13**

Table B-1. Distribution of responses of character variable data, by response value: School Year 2012-13

Variable	Variable label	Blank	Missing	Not applicable	Not Reported
LEAID	NCES Agency Identification Number	0	0	0	18,638
FIPST	ANSI State Code	0	0	0	18,638
STID	State Local Education Number	0	0	0	18,638
NAME	Education Agency Name	0	0	0	18,638
PHONE	Telephone Number	0	3	2	18,633
MSTREE	Mailing Address - first line	0	0	0	18,638
MCITY	Mailing City	0	0	0	18,638
MSTATE	Mailing State	0	0	0	18,638
MZIP	Mailing Five Digit Zip Code	0	0	0	18,638
MZIP4	Mailing Secondary Zip Code	3,467	0	0	15,171
LSTREE	Location Address	0	13	0	18,625
LCITY	Location City	0	0	0	18,638
LSTATE	Location State	0	0	0	18,638
LZIP	Location Five Digit Zip Code	0	0	0	18,638
LZIP4	Location Secondary Zip Code	3,594	0	0	15,044
UNION	Supervisory Union Identification Number	0	2	294	18,342
CONUM	ANSI County Code	0	0	11	18,627
CONAME	County Name	0	0	11	18,627
CSA	Combined Statistical Area	0	0	8,193	10,445
CBSA	Core Based Statistical Area	0	0	4,191	14,447
METMIC	Metropolitan or Micropolitan Area	0	0	0	18,638
CDCODE	Congressional District Code	0	0	11	18,627
LATCOD	Latitude	0	0	0	18,638
LONCOD	Longitude	0	0	0	18,638

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," 2012-13, Version Provisional 1a.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data  
Local Education Agency Universe Survey: School Year 2012–13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
SCH	Aggregate Number of Schools Associated with Agency	0.0	1,477.0	5.6	0	294	0
SPECED	Special Education - Individualized Education Program (IEP) Students	0.0	130,212.0	384.9	388	1,234	49
ELL	English Language Learner Students	0.0	186,593.0	260.5	595	1,219	94
PKTCH	Teachers - Prekindergarten	0.0	558.4	3.2	1,900	294	1,121
KGTCH	Teachers - Kindergarten	0.0	2,456.5	10.9	811	294	1,121
ELMTCH	Teachers - Elementary	0.0	16,655.4	81.9	27	294	1,121
SECTCH	Teachers - Secondary	0.0	11,764.7	68.7	27	294	1,121
UGTCH	Teachers - Ungraded	0.0	4,928.0	15.1	185	6,585	61
TOTTCH	Teachers - Total	0.0	30,986.0	176.9	281	294	1,121
AIDES	Instructional Aides / Paraprofessionals	0.0	8,549.0	39.8	45	294	174
CORSUP	Instructional Coordinators and Supervisors	0.0	3,899.3	4.2	387	294	1,393
ELMGUI	Guidance Counselors - Elementary	0.0	387.0	2.0	4,699	294	174
SECGUI	Guidance Counselors - Secondary	0.0	440.5	3.5	4,699	294	174
OTHGUI	Guidance Counselors - Other	0.0	728.0	2.7	25	7,877	174
TOTGUI	Guidance Counselors - Total	0.0	1,082.5	6.0	1,003	294	174
LIBSPE	Librarians / Media Specialists	0.0	1,004.0	2.6	27	294	1,247
LIBSUP	Librarians / Media Support Staff	0.0	223.0	1.6	2,470	294	177
LEAADM	LEA Administrators	0.0	742.5	3.7	223	294	1,285
LEASUP	LEA Administrative Support Staff	0.0	1,710.0	10.6	737	294	356
SCHADM	School Administrators	0.0	2,308.6	9.4	27	294	1,285
SCHSUP	School Administrative Support Staff	0.0	2,906.0	14.3	541	294	215
STUSUP	Student Support Services Staff	0.0	4,865.0	16.3	315	294	1,439
OTHSUP	All Other Support Staff	0.0	11,159.0	63.7	523	294	369
PK	PK Students - Total	0.0	22,917.0	116.4	146	7,909	12
AMPKM	PK Students - American Indian/Alaska Native - Male	0.0	249.0	0.9	146	7,909	12
AMPKF	PK Students - American Indian/Alaska Native - Female	0.0	219.0	0.7	146	7,909	12
ASPKM	PK Students - Asian - Male	0.0	394.0	1.9	146	7,909	12
ASPKF	PK Students - Asian - Female	0.0	354.0	1.6	146	7,909	12
HIPKM	PK Students - Hispanic - Male	0.0	5,822.0	17.7	146	7,909	12
HIPKF	PK Students - Hispanic - Female	0.0	5,584.0	15.5	146	7,909	12
BLPKM	PK Students - Black - Male	0.0	4,026.0	11.9	146	7,909	12
BLPKF	PK Students - Black - Female	0.0	4,179.0	10.8	146	7,909	12
WHPKM	PK Students - White - Male	0.0	8,711.0	28.9	146	7,909	12
WHPKF	PK Students - White - Female	0.0	5,234.0	22.6	146	7,909	12

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 2012–13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13 — Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
HPPKM	PK Students - Hawaiian Native/Pacific Islander - Male	0.0	290.0	0.2	142	7,913	12
HPPKF	PK Students - Hawaiian Native/Pacific Islander - Female	0.0	131.0	0.1	142	7,913	12
TRPKM	PK Students - Two or More Races - Male	0.0	279.0	2.0	142	7,913	12
TRPKF	PK Students - Two or More Races - Female	0.0	275.0	1.7	142	7,913	12
KG	KG Students - Total	0.0	54,855.0	257.4	247	3,374	15
AMKGM	KG Students - American Indian/Alaska Native - Male	0.0	426.0	1.4	248	3,374	15
AMKGF	KG Students - American Indian/Alaska Native - Female	0.0	420.0	1.3	248	3,374	15
ASKGM	KG Students - Asian - Male	0.0	2,011.0	5.8	248	3,374	15
ASKGF	KG Students - Asian - Female	0.0	1,797.0	5.4	248	3,374	15
HIKGM	KG Students - Hispanic - Male	0.0	20,821.0	35.9	248	3,374	15
HIKGF	KG Students - Hispanic - Female	0.0	19,809.0	34.1	248	3,374	15
BLKGM	KG Students - Black - Male	0.0	5,433.0	20.0	248	3,374	15
BLKGF	KG Students - Black - Female	0.0	5,438.0	19.0	248	3,374	15
WHKGM	KG Students - White - Male	0.0	3,632.0	64.5	248	3,374	15
WHKGF	KG Students - White - Female	0.0	3,329.0	59.2	248	3,374	15
HPKGM	KG Students - Hawaiian Native/Pacific Islander - Male	0.0	2,360.0	0.6	102	3,520	15
HPKGF	KG Students - Hawaiian Native/Pacific Islander - Female	0.0	2,116.0	0.5	102	3,520	15
TRKGM	KG Students - Two or More Races - Male	0.0	1,692.0	5.0	102	3,520	15
TRKGF	KG Students - Two or More Races - Female	0.0	1,464.0	4.7	102	3,520	15
G01	Grade 1 Students - Total	0.0	53,592.0	256.6	250	3,328	15
AM01M	Grade 1 Students - American Indian/Alaska Native - Male	0.0	443.0	1.4	250	3,328	15
AM01F	Grade 1 Students - American Indian/Alaska Native - Female	0.0	436.0	1.3	250	3,328	15
AS01M	Grade 1 Students - Asian - Male	0.0	1,992.0	6.0	250	3,328	15
AS01F	Grade 1 Students - Asian - Female	0.0	1,805.0	5.7	250	3,328	15
HI01M	Grade 1 Students - Hispanic - Male	0.0	20,259.0	35.6	250	3,328	15
HI01F	Grade 1 Students - Hispanic - Female	0.0	19,139.0	33.8	250	3,328	15
BL01M	Grade 1 Students - Black - Male	0.0	5,647.0	20.1	250	3,328	15
BL01F	Grade 1 Students - Black - Female	0.0	5,616.0	19.0	250	3,328	15

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 2012–13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13 – Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
WH01M	Grade 1 Students - White - Male	0.0	3,738.0	63.8	250	3,328	15
WH01F	Grade 1 Students - White - Female	0.0	3,399.0	59.7	250	3,328	15
HP01M	Grade 1 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,300.0	0.6	102	3,476	15
HP01F	Grade 1 Students - Hawaiian Native/Pacific Islander - Female	0.0	1,965.0	0.5	102	3,476	15
TR01M	Grade 1 Students - Two or More Races - Male	0.0	1,232.0	4.6	102	3,476	15
TR01F	Grade 1 Students - Two or More Races - Female	0.0	1,208.0	4.4	102	3,476	15
G02	Grade 2 Students - Total	0.0	51,944.0	250.4	250	3,339	15
AM02M	Grade 2 Students - American Indian/Alaska Native - Male	0.0	388.0	1.3	251	3,339	15
AM02F	Grade 2 Students - American Indian/Alaska Native - Female	0.0	388.0	1.3	251	3,339	15
AS02M	Grade 2 Students - Asian - Male	0.0	2,449.0	6.0	251	3,339	15
AS02F	Grade 2 Students - Asian - Female	0.0	2,236.0	5.9	251	3,339	15
HI02M	Grade 2 Students - Hispanic - Male	0.0	19,519.0	34.0	251	3,339	15
HI02F	Grade 2 Students - Hispanic - Female	0.0	18,763.0	32.5	251	3,339	15
BL02M	Grade 2 Students - Black - Male	0.0	5,710.0	19.4	251	3,339	15
BL02F	Grade 2 Students - Black - Female	0.0	5,479.0	18.4	251	3,339	15
WH02M	Grade 2 Students - White - Male	0.0	3,571.0	63.1	251	3,339	15
WH02F	Grade 2 Students - White - Female	0.0	3,272.0	59.2	251	3,339	15
HP02M	Grade 2 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,843.0	0.6	103	3,487	15
HP02F	Grade 2 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,629.0	0.6	103	3,487	15
TR02M	Grade 2 Students - Two or More Races - Male	0.0	842.0	4.1	103	3,487	15
TR02F	Grade 2 Students - Two or More Races - Female	0.0	758.0	4.0	103	3,487	15
G03	Grade 3 Students - Total	0.0	50,528.0	249.9	251	3,352	15
AM03M	Grade 3 Students - American Indian/Alaska Native - Male	0.0	341.0	1.3	253	3,352	15
AM03F	Grade 3 Students - American Indian/Alaska Native - Female	0.0	311.0	1.3	253	3,352	15
AS03M	Grade 3 Students - Asian - Male	0.0	2,406.0	6.2	253	3,352	15
AS03F	Grade 3 Students - Asian - Female	0.0	2,301.0	6.1	253	3,352	15
HI03M	Grade 3 Students - Hispanic - Male	0.0	19,013.0	33.0	253	3,352	15

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 2012–13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13 – Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
HI03F	Grade 3 Students - Hispanic - Female	0.0	18,097.0	31.6	253	3,352	15
BL03M	Grade 3 Students - Black - Male	0.0	6,124.0	19.3	253	3,352	15
BL03F	Grade 3 Students - Black - Female	0.0	6,116.0	18.4	253	3,352	15
WH03M	Grade 3 Students - White - Male	0.0	3,464.0	63.9	253	3,352	15
WH03F	Grade 3 Students - White - Female	0.0	3,276.0	60.0	253	3,352	15
HP03M	Grade 3 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,846.0	0.6	106	3,499	15
HP03F	Grade 3 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,524.0	0.5	106	3,499	15
TR03M	Grade 3 Students - Two or More Races - Male	0.0	736.0	3.9	106	3,499	15
TR03F	Grade 3 Students - Two or More Races - Female	0.0	753.0	3.8	106	3,499	15
G04	Grade 4 Students - Total	0.0	50,000.0	248.6	256	3,387	15
AM04M	Grade 4 Students - American Indian/Alaska Native - Male	0.0	388.0	1.3	258	3,387	15
AM04F	Grade 4 Students - American Indian/Alaska Native - Female	0.0	385.0	1.3	258	3,387	15
AS04M	Grade 4 Students - Asian - Male	0.0	2,482.0	6.2	258	3,387	15
AS04F	Grade 4 Students - Asian - Female	0.0	2,364.0	6.1	258	3,387	15
HI04M	Grade 4 Students - Hispanic - Male	0.0	18,760.0	32.3	258	3,387	15
HI04F	Grade 4 Students - Hispanic - Female	0.0	17,795.0	30.9	258	3,387	15
BL04M	Grade 4 Students - Black - Male	0.0	5,671.0	19.2	258	3,387	15
BL04F	Grade 4 Students - Black - Female	0.0	5,596.0	18.4	258	3,387	15
WH04M	Grade 4 Students - White - Male	0.0	3,525.0	64.2	258	3,387	15
WH04F	Grade 4 Students - White - Female	0.0	3,339.0	60.4	258	3,387	15
HP04M	Grade 4 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,696.0	0.6	112	3,533	15
HP04F	Grade 4 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,375.0	0.5	112	3,533	15
TR04M	Grade 4 Students - Two or More Races - Male	0.0	763.0	3.6	112	3,533	15
TR04F	Grade 4 Students - Two or More Races - Female	0.0	736.0	3.5	112	3,533	15
G05	Grade 5 Students - Total	0.0	49,298.0	246.4	254	3,318	15
AM05M	Grade 5 Students - American Indian/Alaska Native - Male	0.0	360.0	1.3	255	3,318	15
AM05F	Grade 5 Students - American Indian/Alaska Native - Female	0.0	353.0	1.3	255	3,318	15

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 2012–13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13 – Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
AS05M	Grade 5 Students - Asian - Male	0.0	2,528.0	6.0	255	3,318	15
AS05F	Grade 5 Students - Asian - Female	0.0	2,258.0	5.9	255	3,318	15
HI05M	Grade 5 Students - Hispanic - Male	0.0	18,473.0	31.7	255	3,318	15
HI05F	Grade 5 Students - Hispanic - Female	0.0	17,701.0	30.4	255	3,318	15
BL05M	Grade 5 Students - Black - Male	0.0	5,633.0	19.3	255	3,318	15
BL05F	Grade 5 Students - Black - Female	0.0	5,664.0	18.5	255	3,318	15
WH05M	Grade 5 Students - White - Male	0.0	3,628.0	64.0	255	3,318	15
WH05F	Grade 5 Students - White - Female	0.0	3,220.0	60.2	255	3,318	15
HP05M	Grade 5 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,642.0	0.5	112	3,461	15
HP05F	Grade 5 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,465.0	0.5	112	3,461	15
TR05M	Grade 5 Students - Two or More Races - Male	0.0	704.0	3.4	112	3,461	15
TR05F	Grade 5 Students - Two or More Races - Female	0.0	662.0	3.3	112	3,461	15
G06	Grade 6 Students - Total	0.0	48,245.0	248.9	288	3,233	16
AM06M	Grade 6 Students - American Indian/Alaska Native - Male	0.0	407.0	1.3	289	3,233	16
AM06F	Grade 6 Students - American Indian/Alaska Native - Female	0.0	377.0	1.3	289	3,233	16
AS06M	Grade 6 Students - Asian - Male	0.0	2,262.0	6.0	289	3,233	16
AS06F	Grade 6 Students - Asian - Female	0.0	2,310.0	5.8	289	3,233	16
HI06M	Grade 6 Students - Hispanic - Male	0.0	18,411.0	31.5	289	3,233	16
HI06F	Grade 6 Students - Hispanic - Female	0.0	17,858.0	30.2	289	3,233	16
BL06M	Grade 6 Students - Black - Male	0.0	5,944.0	19.9	289	3,233	16
BL06F	Grade 6 Students - Black - Female	0.0	5,817.0	19.0	289	3,233	16
WH06M	Grade 6 Students - White - Male	0.0	3,529.0	65.1	289	3,233	16
WH06F	Grade 6 Students - White - Female	0.0	3,360.0	61.3	289	3,233	16
HP06M	Grade 6 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,386.0	0.5	146	3,376	16
HP06F	Grade 6 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,349.0	0.4	146	3,376	16
TR06M	Grade 6 Students - Two or More Races - Male	0.0	699.0	3.3	146	3,376	16
TR06F	Grade 6 Students - Two or More Races - Female	0.0	676.0	3.3	146	3,376	16
G07	Grade 7 Students - Total	0.0	48,349.0	255.6	278	3,538	16

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 2012–13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13 – Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
AM07M	Grade 7 Students - American Indian/Alaska Native - Male	0.0	451.0	1.4	284	3,538	16
AM07F	Grade 7 Students - American Indian/Alaska Native - Female	0.0	422.0	1.3	284	3,538	16
AS07M	Grade 7 Students - Asian - Male	0.0	2,575.0	6.2	284	3,538	16
AS07F	Grade 7 Students - Asian - Female	0.0	2,319.0	6.0	284	3,538	16
HI07M	Grade 7 Students - Hispanic - Male	0.0	18,638.0	31.7	284	3,538	16
HI07F	Grade 7 Students - Hispanic - Female	0.0	17,652.0	30.3	284	3,538	16
BL07M	Grade 7 Students - Black - Male	0.0	5,971.0	20.6	284	3,538	16
BL07F	Grade 7 Students - Black - Female	0.0	5,936.0	19.8	284	3,538	16
WH07M	Grade 7 Students - White - Male	0.0	3,673.0	67.5	284	3,538	16
WH07F	Grade 7 Students - White - Female	0.0	3,403.0	63.4	284	3,538	16
HP07M	Grade 7 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,489.0	0.5	161	3,661	16
HP07F	Grade 7 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,285.0	0.5	161	3,661	16
TR07M	Grade 7 Students - Two or More Races - Male	0.0	655.0	3.3	161	3,661	16
TR07F	Grade 7 Students - Two or More Races - Female	0.0	637.0	3.2	161	3,661	16
G08	Grade 8 Students - Total	0.0	47,571.0	252.6	278	3,555	17
AM08M	Grade 8 Students - American Indian/Alaska Native - Male	0.0	387.0	1.4	284	3,555	17
AM08F	Grade 8 Students - American Indian/Alaska Native - Female	0.0	398.0	1.3	284	3,555	17
AS08M	Grade 8 Students - Asian - Male	0.0	2,422.0	5.9	284	3,555	17
AS08F	Grade 8 Students - Asian - Female	0.0	2,101.0	5.7	284	3,555	17
HI08M	Grade 8 Students - Hispanic - Male	0.0	18,073.0	30.8	284	3,555	17
HI08F	Grade 8 Students - Hispanic - Female	0.0	17,680.0	29.5	284	3,555	17
BL08M	Grade 8 Students - Black - Male	0.0	5,807.0	20.2	284	3,555	17
BL08F	Grade 8 Students - Black - Female	0.0	5,785.0	19.5	284	3,555	17
WH08M	Grade 8 Students - White - Male	0.0	3,691.0	67.6	284	3,555	17
WH08F	Grade 8 Students - White - Female	0.0	3,487.0	63.6	284	3,555	17
HP08M	Grade 8 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,358.0	0.5	162	3,677	17
HP08F	Grade 8 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,187.0	0.4	162	3,677	17
TR08M	Grade 8 Students - Two or More Races - Male	0.0	686.0	3.1	162	3,677	17

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 2012–13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13 – Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
TR08F	Grade 8 Students - Two or More Races - Female	0.0	674.0	3.1	162	3,677	17
G09	Grade 9 Students - Total	0.0	60,084.0	303.2	262	5,137	18
AM09M	Grade 9 Students - American Indian/Alaska Native - Male	0.0	463.0	1.7	266	5,137	18
AM09F	Grade 9 Students - American Indian/Alaska Native - Female	0.0	452.0	1.6	266	5,137	18
AS09M	Grade 9 Students - Asian - Male	0.0	2,817.0	7.0	266	5,137	18
AS09F	Grade 9 Students - Asian - Female	0.0	2,467.0	6.6	266	5,137	18
HI09M	Grade 9 Students - Hispanic - Male	0.0	23,923.0	38.0	266	5,137	18
HI09F	Grade 9 Students - Hispanic - Female	0.0	21,245.0	35.2	266	5,137	18
BL09M	Grade 9 Students - Black - Male	0.0	6,400.0	26.5	266	5,137	18
BL09F	Grade 9 Students - Black - Female	0.0	6,259.0	24.3	266	5,137	18
WH09M	Grade 9 Students - White - Male	0.0	3,665.0	79.4	266	5,137	18
WH09F	Grade 9 Students - White - Female	0.0	3,599.0	74.3	266	5,137	18
HP09M	Grade 9 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,744.0	0.6	203	5,200	18
HP09F	Grade 9 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,394.0	0.5	203	5,200	18
TR09M	Grade 9 Students - Two or More Races - Male	0.0	669.0	3.7	203	5,200	18
TR09F	Grade 9 Students - Two or More Races - Female	0.0	654.0	3.7	203	5,200	18
G10	Grade 10 Students - Total	0.0	52,622.0	285.2	282	5,153	18
AM10M	Grade 10 Students - American Indian/Alaska Native - Male	0.0	416.0	1.5	287	5,153	18
AM10F	Grade 10 Students - American Indian/Alaska Native - Female	0.0	386.0	1.5	287	5,153	18
AS10M	Grade 10 Students - Asian - Male	0.0	2,668.0	7.1	287	5,153	18
AS10F	Grade 10 Students - Asian - Female	0.0	2,475.0	6.8	287	5,153	18
HI10M	Grade 10 Students - Hispanic - Male	0.0	19,751.0	33.8	287	5,153	18
HI10F	Grade 10 Students - Hispanic - Female	0.0	18,742.0	32.4	287	5,153	18
BL10M	Grade 10 Students - Black - Male	0.0	6,662.0	22.9	287	5,153	18
BL10F	Grade 10 Students - Black - Female	0.0	6,853.0	22.2	287	5,153	18
WH10M	Grade 10 Students - White - Male	0.0	3,724.0	76.6	287	5,153	18
WH10F	Grade 10 Students - White - Female	0.0	3,672.0	72.8	287	5,153	18
HP10M	Grade 10 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,273.0	0.5	226	5,214	18

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 2012–13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13 – Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
HP10F	Grade 10 Students - Hawaiian Native/Pacific Islander - Female	0.0	1,993.0	0.5	226	5,214	18
TR10M	Grade 10 Students - Two or More Races - Male	0.0	679.0	3.2	226	5,214	18
TR10F	Grade 10 Students - Two or More Races - Female	0.0	699.0	3.3	226	5,214	18
G11	Grade 11 Students - Total	0.0	45,967.0	270.1	305	5,149	18
AM11M	Grade 11 Students - American Indian/Alaska Native - Male	0.0	372.0	1.4	309	5,149	18
AM11F	Grade 11 Students - American Indian/Alaska Native - Female	0.0	363.0	1.4	309	5,149	18
AS11M	Grade 11 Students - Asian - Male	0.0	2,531.0	7.0	309	5,149	18
AS11F	Grade 11 Students - Asian - Female	0.0	2,404.0	6.8	309	5,149	18
HI11M	Grade 11 Students - Hispanic - Male	0.0	16,663.0	30.7	309	5,149	18
HI11F	Grade 11 Students - Hispanic - Female	0.0	16,420.0	30.0	309	5,149	18
BL11M	Grade 11 Students - Black - Male	0.0	5,498.0	20.1	309	5,149	18
BL11F	Grade 11 Students - Black - Female	0.0	6,097.0	20.4	309	5,149	18
WH11M	Grade 11 Students - White - Male	0.0	3,671.0	74.1	309	5,149	18
WH11F	Grade 11 Students - White - Female	0.0	3,564.0	71.2	309	5,149	18
HP11M	Grade 11 Students - Hawaiian Native/Pacific Islander - Male	0.0	1,871.0	0.5	248	5,210	18
HP11F	Grade 11 Students - Hawaiian Native/Pacific Islander - Female	0.0	1,850.0	0.5	248	5,210	18
TR11M	Grade 11 Students - Two or More Races - Male	0.0	673.0	2.9	248	5,210	18
TR11F	Grade 11 Students - Two or More Races - Female	0.0	648.0	3.0	248	5,210	18
G12	Grade 12 Students - Total	0.0	42,400.0	266.3	305	5,165	18
AM12M	Grade 12 Students - American Indian/Alaska Native - Male	0.0	355.0	1.4	309	5,165	18
AM12F	Grade 12 Students - American Indian/Alaska Native - Female	0.0	378.0	1.4	309	5,165	18
AS12M	Grade 12 Students - Asian - Male	0.0	2,330.0	7.0	309	5,165	18
AS12F	Grade 12 Students - Asian - Female	0.0	2,341.0	6.7	309	5,165	18
HI12M	Grade 12 Students - Hispanic - Male	0.0	14,880.0	29.5	309	5,165	18
HI12F	Grade 12 Students - Hispanic - Female	0.0	15,315.0	29.1	309	5,165	18
BL12M	Grade 12 Students - Black - Male	0.0	4,869.0	19.6	309	5,165	18
BL12F	Grade 12 Students - Black - Female	0.0	5,770.0	20.1	309	5,165	18
WH12M	Grade 12 Students - White - Male	0.0	3,576.0	74.2	309	5,165	18

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 2012–13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13 – Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
WH12F	Grade 12 Students - White - Female	0.0	3,469.0	71.1	309	5,165	18
HP12M	Grade 12 Students - Hawaiian Native/Pacific Islander - Male	0.0	1,569.0	0.5	249	5,225	18
HP12F	Grade 12 Students - Hawaiian Native/Pacific Islander - Female	0.0	1,602.0	0.4	249	5,225	18
TR12M	Grade 12 Students - Two or More Races - Male	0.0	626.0	2.7	249	5,225	18
TR12F	Grade 12 Students - Two or More Races - Female	0.0	662.0	2.8	249	5,225	18
UG	Ungraded Students - Total	0.0	14,647.0	33.2	17	14,607	8
AMUGM	Ungraded Students - American Indian/Alaska Native - Male	0.0	105.0	0.1	17	14,607	8
AMUGF	Ungraded Students - American Indian/Alaska Native - Female	0.0	52.0	0.1	17	14,607	8
ASUGM	Ungraded Students - Asian - Male	0.0	685.0	1.0	17	14,607	8
ASUGF	Ungraded Students - Asian - Female	0.0	323.0	0.4	17	14,607	8
HIUGM	Ungraded Students - Hispanic - Male	0.0	10,367.0	7.8	17	14,607	8
HIUGF	Ungraded Students - Hispanic - Female	0.0	4,260.0	3.6	17	14,607	8
BLUGM	Ungraded Students - Black - Male	0.0	3,771.0	5.5	17	14,607	8
BLUGF	Ungraded Students - Black - Female	0.0	1,509.0	2.6	17	14,607	8
WHUGM	Ungraded Students - White - Male	0.0	1,439.0	7.6	17	14,607	8
WHUGF	Ungraded Students - White - Female	0.0	555.0	4.0	17	14,607	8
HPUGM	Ungraded Students - Hawaiian Native/Pacific Islander - Male	0.0	73.0	0.1	17	14,607	8
HPUGF	Ungraded Students - Hawaiian Native/Pacific Islander - Female	0.0	33.0	#	17	14,607	8
TRUGM	Ungraded Students - Two or More Races - Male	0.0	68.0	0.2	17	14,607	8
TRUGF	Ungraded Students - Two or More Races - Female	0.0	53.0	0.1	17	14,607	8
MEMBER	All Students - Total	0.0	655,455.0	2,966.9	448	1,270	24
AM	All Students - American Indian/Alaska Native	0.0	10,417.0	31.6	425	1,299	24
AMALM	All Students - American Indian/Alaska Native - Male	0.0	5,343.0	16.2	425	1,299	23
AMALF	All Students - American Indian/Alaska Native - Female	0.0	5,074.0	15.4	425	1,299	23
ASIAN	All Students - Asian	0.0	61,002.0	140.1	425	1,299	24
ASALM	All Students - Asian - Male	0.0	31,717.0	71.6	425	1,299	23
ASALF	All Students - Asian - Female	0.0	29,285.0	69.0	425	1,299	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 2012–13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13 – Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
HISP	All Students - Hispanic	0.0	482,768.0	739.9	425	1,299	24
HIALM	All Students - Hispanic - Male	0.0	246,828.0	379.0	425	1,299	23
HIALF	All Students - Hispanic - Female	0.0	235,940.0	360.8	425	1,299	23
BLACK	All Students - Black	0.0	160,000.0	462.2	425	1,299	24
BLALM	All Students - Black - Male	0.0	79,395.0	236.1	425	1,299	23
BLALF	All Students - Black - Female	0.0	80,605.0	226.1	425	1,299	23
WHITE	All Students - White	0.0	93,055.0	1,500.8	425	1,299	24
WHALM	All Students - White - Male	0.0	48,143.0	774.9	425	1,299	23
WHALF	All Students - White - Female	0.0	44,912.0	725.9	425	1,299	23
PACIFIC	All Students - Hawaiian Native / Pacific Islander	0.0	60,613.0	11.0	251	1,473	24
HPALM	All Students - Hawaiian Native/Pacific Islander - Male	0.0	31,715.0	6.4	251	1,473	23
HPALF	All Students - Hawaiian Native/Pacific Islander - Female	0.0	28,898.0	6.0	251	1,473	23
TR	All Students - Two or More Races	0.0	18,979.0	82.3	251	1,473	24
TRALM	All Students - Two or More Races - Male	0.0	9,615.0	41.7	251	1,473	23
TRALF	All Students - Two or More Races - Female	0.0	9,364.0	40.7	251	1,473	23
TOTETH	Total Ethnic	0.0	655,455.0	2,967.9	425	1,299	24

#Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2012-13, Version Provisional 1a.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data  
Local Education Agency Universe Survey: School Year 2012–13**

Table B-3. Frequencies of categorical variables: School Year 2012-13

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Survey year (SURVYEAR)				
2012	18,638	100.0	18,638	100.0
Agency type (TYPE)				
1—Regular local school district	13,105	70.3	13,105	70.3
2—Local school district that is a component of a supervisory union	701	3.8	13,806	74.1
3—Supervisory union	219	1.2	14,025	75.3
4—Regional education service agency	1,354	7.3	15,379	82.5
5—State-operated agency	282	1.5	15,661	84.0
6—Federally-operated agency	19	0.1	15,680	84.1
7—Charter agency	2,808	15.1	18,488	99.2
8—Other education agency	150	0.8	18,638	100.0
NCES urban-centric locale code (ULOCAL)				
11—City, large	1,655	8.9	1,655	8.9
12—City, midsize	533	2.9	2,188	11.7
13—City, small	819	4.4	3,007	16.1
21—Suburb, large	3,339	17.9	6,346	34.1
22—Suburb, midsize	460	2.5	6,806	36.5
23—Suburb, small	356	1.9	7,162	38.4
31—Town, fringe	646	3.5	7,808	41.9
32—Town, distant	1,360	7.3	9,168	49.2
33—Town, remote	1,211	6.5	10,379	55.7
41—Rural, fringe	2,039	10.9	12,418	66.6
42—Rural, distant	3,463	18.6	15,881	85.2
43—Rural, remote	2,757	14.8	18,638	100.0
Operational status code (BOUND)				
1—Continuing	18,075	97.0	18,075	97.0
2—Closed	174	0.9	18,249	97.9
3—New	243	1.3	18,492	99.2
4—Added	11	0.1	18,503	99.3
5—Changed boundary	10	0.1	18,513	99.3
6—Inactive	36	0.2	18,549	99.5
7— Future	84	0.5	18,633	100.0
8— Reopened	5	#	18,638	100.0

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data  
Local Education Agency Universe Survey: School Year 2012–13**

Table B-3. Frequencies of categorical variables: School Year 2012-13 – Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Agency low grade offered (GSLO)</b>				
01—1st grade students	79	0.4	79	0.4
02—2nd grade students	26	0.1	105	0.6
03—3rd grade students	34	0.2	139	0.8
04—4th grade students	35	0.2	174	0.9
05—5th grade students	136	0.7	310	1.7
06—6th grade students	293	1.6	603	3.2
07—7th grade students	226	1.2	829	4.5
08—8th grade students	36	0.2	865	4.6
09—9th grade students	1,088	5.8	1,953	10.5
10—10th grade students	92	0.5	2,045	11.0
11—11th grade students	63	0.3	2,108	11.3
12—12th grade students	7	#	2,115	11.4
KG—Kindergarten students	4,991	26.8	7,106	38.1
N—Not applicable	959	5.2	8,065	43.3
PK—Prekindergarten students	10,543	56.6	18,608	99.8
UG—Ungraded students	30	0.2	18,638	100.0
<b>Agency high grade offered (GSHI)</b>				
01—1st grade students	20	0.1	20	0.1
02—2nd grade students	25	0.1	45	0.2
03—3rd grade students	57	0.3	102	0.6
04—4th grade students	69	0.4	171	0.9
05—5th grade students	214	1.2	385	2.1
06—6th grade students	529	2.8	914	4.9
07—7th grade students	66	0.4	980	5.3
08—8th grade students	2,596	13.9	3,576	19.2
09—9th grade students	106	0.6	3,682	19.8
10—10th grade students	48	0.3	3,730	20.0
11—11th grade students	62	0.3	3,792	20.4
12—12th grade students	13,785	74.0	17,577	94.3
KG—Kindergarten students	7	#	17,584	94.3
N—Not applicable	959	5.2	18,543	99.5
PK—Prekindergarten students	65	0.4	18,608	99.8
UG—Ungraded students	30	0.2	18,638	100.0

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data  
Local Education Agency Universe Survey: School Year 2012–13**

Table B-3. Frequencies of categorical variables: School Year 2012-13 — Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>BIE agency flag (BIEA)</b>				
1—Yes	6	#	6	#
2—No	18,632	100.0	18,638	100.0
<b>PK Grade Offered (PKOFFRD)</b>				
1—Yes	10,549	56.6	10,549	56.6
2—No	8,089	43.4	18,638	100.0
<b>KG Grade Offered (KGOFFRD)</b>				
1—Yes	15,400	82.6	15,400	82.6
2—No	3,238	17.4	18,638	100.0
<b>Grade 01 Offered (G01OFFRD)</b>				
1—Yes	15,450	82.9	15,450	82.9
2—No	3,188	17.1	18,638	100.0
<b>Grade 02 Offered (G02OFFRD)</b>				
1—Yes	15,438	82.8	15,438	82.8
2—No	3,200	17.2	18,638	100.0
<b>Grade 03 Offered (G03OFFRD)</b>				
1—Yes	15,427	82.8	15,427	82.8
2—No	3,211	17.2	18,638	100.0
<b>Grade 04 Offered (G04OFFRD)</b>				
1—Yes	15,396	82.6	15,396	82.6
2—No	3,242	17.4	18,638	100.0
<b>Grade 05 Offered (G05OFFRD)</b>				
1—Yes	15,462	83.0	15,462	83.0
2—No	3,176	17.0	18,638	100.0
<b>Grade 06 Offered (G06OFFRD)</b>				
1—Yes	15,546	83.4	15,546	83.4
2—No	3,092	16.6	18,638	100.0
<b>Grade 07 Offered (G07OFFRD)</b>				
1—Yes	15,243	81.8	15,243	81.8
2—No	3,395	18.2	18,638	100.0

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 2012–13**

Table B-3. Frequencies of categorical variables: School Year 2012-13 — Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Grade 08 Offered (G08OFFRD)</b>				
1—Yes	15,203	81.6	15,203	81.6
2—No	3,435	18.4	18,638	100.0
<b>Grade 09 Offered (G09OFFRD)</b>				
1—Yes	13,708	73.6	13,708	73.6
2—No	4,930	26.5	18,638	100.0
<b>Grade 10 Offered (G10OFFRD)</b>				
1—Yes	13,708	73.6	13,708	73.6
2—No	4,930	26.5	18,638	100.0
<b>Grade 11 Offered (G11OFFRD)</b>				
1—Yes	13,730	73.7	13,730	73.7
2—No	4,908	26.3	18,638	100.0
<b>Grade 12 Offered (G12OFFRD)</b>				
1—Yes	13,709	73.6	13,709	73.6
2—No	4,929	26.5	18,638	100.0
<b>UG Grade Offered (UGOFFRD)</b>				
1—Yes	3,835	20.6	3,835	20.6
2—No	14,803	79.4	18,638	100.0
<b>Agency Charter (AGCHRT)</b>				
1—All schools are charters	2,719	14.6	2,719	14.6
2—Some but not all schools are charters	753	4.0	3,472	18.6
3—No schools are charters	13,953	74.9	17,425	93.5
N—Not applicable	1,213	6.5	18,638	100.0
<b>Race/ethnicities categories indicator (RACECAT)</b>				
5—five race/ethnicity categories used in reporting	213	1.1	213	1.1
7—seven race/ethnicity categories used in reporting	18,425	98.9	18,638	100.0
<b>Agency Membership Edit (AMEMPUP)</b>				
1—Failed the edit	116	0.6	116	0.6
2—Passed the edit	18,522	99.4	18,638	100.0

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data  
Local Education Agency Universe Survey: School Year 2012–13**

Table B-3. Frequencies of categorical variables: School Year 2012-13 — Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Agency Membership Edit Flag (IAMEMPUP)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	67	0.4	67	0.4
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	3	#	70	0.4
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	26	0.1	96	0.5
FN—State did not provide a response as to why anomalous data are correct; data suppressed	20	0.1	116	0.6
PS—Passed the edit	18,522	99.4	18,638	100.0
<b>Agency Teacher Edit (AFTEPUP)</b>				
1—Failed the edit	295	1.6	295	1.6
2—Passed the edit	18,343	98.4	18,638	100.0
<b>Agency Teacher Edit Flag (IAFTEPUP)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	209	1.1	209	1.1
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	5	#	214	1.2
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	18	0.1	232	1.2
FN—State did not provide a response as to why anomalous data are correct; data suppressed	63	0.3	295	1.6
PS—Passed the edit	18,343	98.4	18,638	100.0
<b>Agency Special Education Edit (ASPECED)</b>				
1—Failed the edit	115	0.6	115	0.6
2—Passed the edit	18,523	99.4	18,638	100.0
<b>Agency Special Education Edit Flag (IASPECED)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	67	0.4	67	0.4
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	5	#	72	0.4
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	22	0.1	94	0.5
FN—State did not provide a response as to why anomalous data are correct; data suppressed	21	0.1	115	0.6
PS—Passed the edit	18,523	99.4	18,638	100.0

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 2012–13**

Table B-3. Frequencies of categorical variables: School Year 2012-13 — Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Agency English Language Learners Edit (AELL)</b>				
1—Failed the edit	172	0.9	172	0.9
2—Passed the edit	18,466	99.1	18,638	100.0
<b>Agency English Language Learners Edit Flag (IAELL)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	48	0.3	48	0.3
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	4	#	52	0.3
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	53	0.3	105	0.6
FN—State did not provide a response as to why anomalous data are correct; data suppressed	67	0.4	172	0.9
PS—Passed the edit	18,466	99.1	18,638	100.0
<b>Agency Aides and Instructional Coordinators Edit (AAIDCORSUP)</b>				
2—Passed the edit	18,638	100.0	18,638	100.0
<b>Agency Aides and Instructional Coordinators Edit Flag (IAAIDCORSUP)</b>				
PS—Passed the edit	18,638	100.0	18,638	100.0
<b>Agency Guidance Counselors Edit (AGUID)</b>				
1—Failed the edit	7	#	7	#
2—Passed the edit	18,631	100.0	18,638	100.0
<b>Agency Guidance Counselors Edit Flag (IAGUID)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	5	#	5	#
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	2	#	7	#
PS—Passed the edit	18,631	100.0	18,638	100.0
<b>Agency Library Staff Edit (ALIBSTF)</b>				
1—Failed the edit	56	0.3	56	0.3
2—Passed the edit	18,582	99.7	18,638	100.0

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 2012–13**

Table B-3. Frequencies of categorical variables: School Year 2012-13 — Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Agency Library Staff Edit Flag (IALIBSTF)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	22	0.1	22	0.1
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	31	0.2	53	0.3
FN—State did not provide a response as to why anomalous data are correct; data suppressed	3	#	56	0.3
PS—Passed the edit	18,582	99.7	18,638	100.0
<b>Agency LEA Admin Edit (ALEAADM)</b>				
1—Failed the edit	157	0.8	157	0.8
2—Passed the edit	18,481	99.2	18,638	100.0
<b>Agency LEA Admin Edit Flag (IALEAADM)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	75	0.4	75	0.4
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	3	#	78	0.4
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	41	0.2	119	0.6
FN—State did not provide a response as to why anomalous data are correct; data suppressed	38	0.2	157	0.8
PS—Passed the edit	18,481	99.2	18,638	100.0
<b>Agency School Admin Edit (ASCHADM)</b>				
1—Failed the edit	162	0.9	162	0.9
2—Passed the edit	18,476	99.1	18,638	100.0
<b>Agency School Admin Edit Flag (IASCHADM)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	83	0.5	83	0.5
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	4	#	87	0.5
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	38	0.2	125	0.7
FN—State did not provide a response as to why anomalous data are correct; data suppressed	37	0.2	162	0.9
PS—Passed the edit	18,476	99.1	18,638	100.0

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 2012–13**

Table B-3. Frequencies of categorical variables: School Year 2012-13 — Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Agency Support Staff Edit (ASUPSTF)</b>				
1—Failed the edit	372	2.0	372	2.0
2—Passed the edit	18,266	98.0	18,638	100.0
<b>Agency Support Staff Edit Flag (IASUPSTF)</b>				
FA—Analyst accepts anomalous data as correct; data not suppressed	265	1.4	265	1.4
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	9	0.1	274	1.5
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	52	0.3	326	1.8
FN—State did not provide a response as to why anomalous data are correct; data suppressed	45	0.2	371	2.0
PS—Passed the edit	18,267	98.0	18,638	100.0

# Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). "Local Education Agency Universe Survey," 2012-13, Version Provisional 1a.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data  
Local Education Agency Universe Survey: School Year 2012–13**

Table B-4. Frequency of Suppressed Cells: School Year 2012-13

State or jurisdiction	Total membership	Total teachers
<b>United States<sup>1</sup></b>	<b>23</b>	<b>1,120</b>
Alabama	0	0
Alaska	0	0
Arizona	0	0
Arkansas	0	0
California	0	2
Colorado	0	0
Connecticut	0	3
Delaware	1	0
District of Columbia	0	0
Florida	0	0
Georgia	0	0
Hawaii	0	0
Idaho	0	3
Illinois	8	1,070
Indiana	2	3
Iowa	0	0
Kansas	2	24
Kentucky	0	0
Louisiana	0	2
Maine	0	0
Maryland	0	0
Massachusetts	0	0
Michigan	4	2
Minnesota	0	0
Mississippi	0	0
Missouri	0	0
Montana	0	0
Nebraska	0	0
Nevada	0	0
New Hampshire	0	0
New Jersey	3	9
New Mexico	0	0
New York	0	0
North Carolina	0	0
North Dakota	0	0
Ohio	0	0
Oklahoma	0	0
Oregon	0	0

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 2012–13**

Table B-4. Frequency of Suppressed Cells: School Year 2012-13 — Continued

State or jurisdiction	Total membership	Total teachers
Pennsylvania	1	0
Rhode Island	0	0
South Carolina	0	0
South Dakota	0	0
Tennessee	0	0
Texas	2	2
Utah	0	0
Vermont	0	0
Virginia	0	0
Washington	0	0
West Virginia	0	0
Wisconsin	0	0
Wyoming	0	0
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	1	1
Commonwealth of the Northern Mariana Islands	0	0
Puerto Rico	0	0
U.S. Virgin Islands	0	0

<sup>1</sup> U.S. totals include the 50 states and the District of Columbia.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2012-13, Version Provisional 1a.

**APPENDIX C—Glossary for the Common Core of Data: School Year  
2012–13**



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## **APPENDIX C— Glossary for the Common Core of Data: School Year 2012–13**

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

### **Agency Charter Status**

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

### **Alternative Education School**

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

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

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

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

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

### **Asian**

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

### **Asian/Pacific Islander**

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

### **Black or African American**

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

### **Boundary Change**

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

### **Charter School**

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

## **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 2012–13

“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.”

## APPENDIX C— Glossary for the Common Core of Data: School Year 2012–13

### **Latitude**

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

### **Librarian or Media Specialist**

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

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

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

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

See “English Language Learner (ELL).”

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

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

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

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

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

Chief executive officers of education agencies, including superintendents, deputies, and assistant superintendents; other persons with 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 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.

## **APPENDIX C— Glossary for the Common Core of Data: School Year 2012–13**

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

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

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

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

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

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

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

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

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

### **Longitude**

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

### **Magnet School or Program**

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

### **Media Specialist**

See "Library and Media Support Staff."

### **Membership**

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

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

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

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

### **Other High School Completer**

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

### **Other Support Staff**

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

### **Prekindergarten Student**

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

### **Prekindergarten Teacher**

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

### **Public School**

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

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

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

### **Regional Education Service Agency**

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

### **Regular Diploma Recipient**

See “High School Graduate, Regular Day School.” Last” 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

## APPENDIX C— Glossary for the Common Core of Data: School Year 2012–13

### 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.

## APPENDIX C— Glossary for the Common Core of Data: School Year 2012–13

### **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  
2012–13**

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## **APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13**

The following text provides information on known anomalies and comments for data users for individual states. These notes concern all three data files for SY 2012-13 (i.e., school, LEA and state.)

### Alabama

It appears that the state submitted the same staff data in the current year that they submitted in the prior year. Data were imputed on the state file and suppressed on the LEA file. PK Teachers (+12%) and Elementary Teachers (+14%) increased in the current year. State did not report English Language Learner (ELL) data.

### Alaska

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

### Arizona

State was questioned on the following issues:

- Instructional Coordinators increased from 96 in the prior year to 592 in the current year
- Library/Media Support decreased from 1,276 in the prior year to 94 in the current year
- LEA Admin increased from 425 in the prior year to 1,230 in the current year
- LEA Admin Support increased from 881 in the prior year to 4,160 in the current year
- School Admin Support decreased from 4,563 in the prior year to 3,808 in the current year
- Student Support increased from 7,649 in the prior year to 11,526 in the current year

State responded - We revised our submissions in June 2013 for several previous years going back to 2008-2009.

### Arkansas

The state reported noticeable changes from the prior year for the following staff categories: Instructional Coordinators (+20%), Elementary Guidance Counselors (-22%), Secondary Guidance Counselors (-13%), Library/Media Specialists (-12%), Library/Media Support (-20%), and School Administrators (-19%). State confirmed the data as accurate.

### California

State did not report Pre-kindergarten Students, Prekindergarten Teachers, or Library Support Staff. These data were imputed on the State Non-Fiscal file and set to Missing on the LEA file.

Magnet schools increased from 282 in the prior year to 421 in the current year. State confirmed the data as accurate.

Ungraded Teachers (UGTCH) decreased 31% and Instructional Coordinators (CORSUP) increased 25%. State responded – ‘In 11-12, there were Ungraded Teachers that should have been counted in the CORSUP. In 12-13, corrections were made to properly identify the CORSUP, which effectively reduced the Ungraded teachers count and increased the CORSUP count.’

### Colorado

None.

### Connecticut

None.

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13**

### Delaware

The state reported large increases compared to the prior year in the total number of LEA Administrators (+505%), LEA Administrative Support Staff (+467%), and Student Support Staff (+43%). The state responded the prior year data are incorrect, and that the current year data are accurate.

### District of Columbia

Elementary Teachers, Secondary Teachers, and Ungraded Teachers were reported correctly this year; Census imputed these data in 2011-12 on the State file and set the LEA data to Missing.

UG Students decreased 35%; LEA Admin Support increased 521%. State verified the data as accurate.

According to state, the 48.4% increase in ELL students is due to state giving LEAs more guidance and assistance with identifying ELL students.

According to state, the increase in magnet schools is due to receiving guidance from specifications and including both tier 1 and tier 2 schools, unlike prior year when only tier 1 schools included.

According to state, the 36.2% decrease in reduced price lunch students is due to changes in community eligibility rules.

### Florida

None.

### Georgia

None.

### Hawaii

English Language Learners decreased 33%. State explained that prior year data were revised in Feb 2013; and that the current year data are correct.

### Idaho

Instructional coordinators decreased 70%; LEA Admin Support decreased 79%; Student Support decreased 40%; and Other Support Staff decreased 38%. State said there is a problem with the data, and they are looking into it. Data were imputed at the state level, and suppressed at the LEA level.

The state-reported count of Prekindergarten Students increased 100%. The state did not respond to requests for clarification. PK Students to fluctuate in Idaho (2009-10 = 2,646, 2010-11 = 1,821, 2011-12 = 1,338, 2012-13 = 2,683); therefore Census left the data as reported.

English Language Learners increased 48%. State did not respond; therefore Census suppressed this count for individual districts that failed the multi-year edit report.

### Illinois

The following counts for teachers and staff decreased in the current year in comparison to the prior year: PK Teachers (-76%), KG Teachers (-38%), Library/Media Specialists (-17%); the following teacher and staff data increased in the current year: Secondary Teachers (44%), Instructional Coordinators (506%), LEA Admin (148%), School Admin (27%), Student Support (342%) - state did not address these issues. Data were imputed at the state level and suppressed at the LEA level.

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13**

Free Lunch increased 105% and Reduced Lunch decreased 80%; however Total Free and Reduced Lunch only had a 1% increase. State went to the community eligibility option which explains the data.

### Indiana

Compared to prior year data, Prekindergarten Teachers decreased 17%; Elementary Teachers decreased 30%; Secondary Teachers increased 45% - state addressed other issues but not these. Data were left as reported.

### Iowa

Noticeable increase for Instructional Coordinators (40%) – state confirmed data as accurate.

Prekindergarten Students at the school level is 45.6% lower than state and LEAs. This is similar to the concern addressed in the prior year and the state provided the explained in 2011-12 indicating, “Iowa has implemented a Statewide Voluntary PK program for 4 year olds. This means districts are responsible for the program and making sure the teachers are qualified. Some of these programs are located off site from the district and therefore are not reported in any school building.” Census left the data as reported.

### Kansas

State and LEA Prekindergarten Students exceed School by 14%; State and LEA Ungraded Students exceed School by 38%. State said - 'Our LEAs have the ability to enter some groups of students at the district level, without assigning them to a specific building in the district'.

Student Support staff counts decreased 41% from prior year. State said - 'Changes in reporting systems allowed districts to more accurately report staff assignments'.

### Kentucky

Prekindergarten Teachers (25%), Kindergarten Teachers (56%), and Library/Media Support (20%) increased from prior year - state did not address these issues. Census left the data as reported.

### Louisiana

The state reported Student Support staff counts that were 41% lower than prior year – state did not address this issue. Census left the data as reported.

### Maine

Counts of Free lunch students increased 584% over the prior year. State said data are correct. State responded “the current year figures are correct. A new data collection method invoked in 11-12 caused unreliable data collection.”

Aides decreased 33%, Instructional Coordinators increased 53%, Guidance Counselors decreased 47%, Library/Media Specialists decreased 43%, Library/Media Support decreased 47%; LEA Admin increased 900%, School Admin decreased 44%, Student Support decreased 18%, All Other Support decreased 34% - state said the prior year values are wrong. Census analysts found that the CY values match closely to the 2010-2011 values; which supports the state’s claim that the prior year data are wrong and the current year data are correct.

### Maryland

None.

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13**

### Massachusetts

None.

### Michigan

State did not report PK students at the school level - they did not report in the prior year either. The data were set to Missing.

Kindergarten Teachers increased 15%; LEA Admin increased 30%; School Admin increased 41%; Instructional Coordinators decreased 62% - state confirmed the data as correct.

Ungraded Students decreased 55% - state did not address this issue. Data left as reported.

### Minnesota

None.

### Mississippi

English Language Learners increased 37% - state confirmed the data as accurate.

### Missouri

LEA Support staff had a 36% decrease - state did not respond. Data left as reported.

### Montana

State does not historically report Prekindergarten Teachers, Kindergarten Teachers, Library/Media Support, LEA Admin Support, School Admin Support, or Other Support. Data were imputed on the state file and set to Missing on the LEA file.

### Nebraska

State did not report Kindergarten Teachers in the current year or the prior year. Data were imputed on the state file and set to Missing on the LEA file.

### Nevada

State did not report Instructional Aides, Instructional Coordinators, Library/Media Support, LEA Admin Support, or School Admin Support - the state has not submitted these data in the past. Data were imputed on the state file and set to Missing on the LEA file.

All Other Support Staff increased 29% - State confirmed the data as accurate. Data left as reported.

### New Hampshire

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

School-level counts of Prekindergarten Students is larger than LEA by 750 students. State said - The reason why there is a large difference is because 750 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

Aides increased 26%, School Support staff increased 27%, and Other Support Staff increased 35% - state said: 'State of NJ moved to Longitudinal Portal System, with better collection of data, and districts have

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13**

reported better data.'

### New Mexico

In many cases, the total number of students at the agency level is significantly larger than the number of students at the school level. The state responded to this issue last year:

"NMPED designates schools with a school type. When reporting State and District all school types (Central Office, Charter, Home School, Off-Site, Private, Public, State Supported) are reported. When reporting schools only types Charter, Public, State Supported are reported. All of these students represent special ED students who are receiving education in locations other than Public, Charter or State supported."

### New York

Instructional Aides increased 20%, All Other Support staff decreased 38% - state did not respond to these issues. Data were left as reported. English Language Learners decreased 68% because many LEA's have null data - state did not respond. The null data were set to Missing.

New York City Public Schools—The New York City Public Schools agency has been assigned a supervisory union number (300) 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.

## APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

Table D-1 Local education agency identification numbers (LEAID) used in the Common Core of Data (CCD) for the 33 geographic districts associated with the New York City Public Schools district: School year 2012–13

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," 2012–13, Version Provisional 1a.

### North Carolina

State has Ungraded Students (UG) valid for the state, however they did not report UG students - state said: 'NC does offer UG as an accepted value for a school, but the students in the UG schools have a grade level that is not UG.'

State and LEA Total Prekindergarten Students exceeds sum of School's Total Prekindergarten Students by about 12,000 students - state said: 'These data are correct; the discrepancy between the state total and the School total is due to the fact that PK students are reported in "000" (central office) schools, and data for



## APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

those schools are not submitted to *EDFacts*.’

Kindergarten Teachers increased 21% - state did not respond to this issue. Data were left as reported.

### North Dakota

None.

### Ohio

None

### Oklahoma

None.

### Oregon

State and LEA PK student counts increased by 228%. The state responded "Between 2011-2012 and 2012-2013 I had all the PK offices review the federal specs and determine if we should be including their PK students in the counts. Previously we were not counting Migrant students from our OMSIS system and we determined that we should have been doing this. We also reviewed and verified the sources to use for Head Start and Early Childhood Special Education. The programs reviewed their data and approved it - so I believe this is the most accurate counts we have had to date."

The count of English Language Learners decreased 21%. State did not respond. Data were left as reported.

### Pennsylvania

The count of Prekindergarten Students at the school level is 20% lower than State & LEA. This is a historical trend that occurs every year. The state was asked to confirm the verification provided in 2009-10, which stated, "Pennsylvania had a substantial difference between the state total and sum of schools for PK 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. " The state made the following remark for 2012-13 "Yes, it is the same this year. Most of these students are preschool early intervention students. School level data are collected and managed by a different agency; these programs are on funded by the PA Dept. of Education. Totals are included in Special Education data files at a state level only. "

The school-level count of Ungraded Students is 60% lower than State & LEA. This concern was not specifically addressed/re-confirmed for 2012-13 but it is a historical trend that occurs every year. The verification provided in 2009-10 that was confirmed in 2011-12 stated, "Pennsylvania had a substantial difference between the state total and sum of schools for 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

Secondary Teachers decreased 24%. State did not respond. Data were left as reported.

### South Carolina

Library/Media Support increased 18%; LEA Admin Support increased 20%; School Admin Support increased 24%; Other Support increased 25%. State did not respond. Data were left as reported.

## APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

### South Dakota

LEA Ungraded Teachers were not reported; therefore LEA teacher counts are consistently lower than the aggregated school-level count of teachers. Census left the data as reported.

### Tennessee

None.

### Texas

The current year value for “Eligible for Free Lunch” is 2,709,695, a 23% increase over the previous year. The reason for this increase is that in 2011-12 and earlier, Texas provided data for this count using Economic indicator ‘01 – Eligible for Free Meals’. As the result of a telephone conversation on October 17, 2012 with PSC, Texas agreed to begin including the economic indicator ‘99 – Other Economic Disadvantage’ in the free lunch count, since most of the conditions match eligibility for free lunches. TEA (Texas Education Agency) agreed to recreate and resubmit the 2011-12 files in January 2013. The 2012-13 data reflect the additional counts coded under ‘99 – Other Economic Disadvantage’.

### Utah

There was a 31% increase in free lunch data. State did not respond. Data were left as reported.

### Vermont

None.

### Virginia

State and LEA Teachers exceed School FTE by 10%. The state did not respond to this question. Data were left as reported.

Compared to published, prior year data, Prekindergarten Teachers decreased 16%, Elementary Teachers increased 20%; Instructional Coordinators decreased 87%; Guidance Counselors decreased 17%; School Administrators decreased 13%, Student Support decreased 33%, Other Support decreased 32% - Virginia submitted revised, prior year data to *EDFacts* which was not received in time for publication by NCES. Their current year data are close to their revised prior year data.

Year-to-year comparisons of Virginia’s staff data should be made with caution. For the SY 2011-12 collection, Virginia reported, “Virginia has modified the way it collects its teacher data for the SY 2011-12 to comply with the teacher-student linkage. Virginia’s LEAs are now required to submit teacher information linked to all students.”

### Washington

None.

### West Virginia

Noticeable decrease for Reduced-Price Lunch (-35%) “West Virginia is using a community option for school meals. This means that all students in a school eat free if a certain criteria is met. You will notice a significant increase in the number of students eligible for free lunch which offset the decrease in reduced-price lunch.” Upon further discussion, the state has indicated that “If a county elects to use the option (the Community Option for meals) and they have a large percentage of directly certified students all students in certain schools eat free. If they use this option they cannot request free and reduced meal applications from the families in that school.”

## APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

### Wisconsin

Noticeable increase for Ungraded Teachers (114%). State said - “Wisconsin realized last year that we were excluding small amounts of FTE for 3 valid licensed teacher codes for ungraded teaching, mentoring, and academic support tasks. We were thus not fully reporting our teacher FTE in previous years. Most of this increase came in the ungraded category for licensed teaching staff that is noticeable here. This number is accurate.”

### Wyoming

State did not report School-level teacher FTE. These data were set to Missing.

Prekindergarten Teachers decreased 48%; Kindergarten Teachers decreased 26%; LEA Admin decreased 20%; LEA Support Staff decreased 65% - state did not address these issues. Data were left as reported.

### Bureau of Indian Education (BIE)

BIE did not submit student data. These data were set to Missing.

### Department of Defense Education Activity (combined overseas and domestic)

DOD did not submit data in 2012-2013. Their 2011-2012 Directory data were pulled forward for 2012-2013, and their membership and teacher data were set to Missing.

### American Samoa

American Samoa did not submit data in 2012-2013. Their 2011-2012 Directory data were pulled forward for 2012-2013, and their membership and teacher data were set to Missing.

### Guam

Did not report School FTE, English Language Learners, Special Education Students, or Free Lunch data. These data were set to Missing.

Teacher and Staff data are the same as prior year. Respondent did not answer requests for clarification. Census suppressed these values on the LEA and school file but left the data as reported on the state file.

Most of the membership data (Grades 6-12) is the same as prior year. Census suppressed these values on the LEA and school file but left the data as reported on the state file.

### Commonwealth of the Northern Mariana Islands

None.

### Puerto Rico

Instructional Coordinators increased 21%, School Admin increased 26%, and School Admin Support increased 18% - respondent did not answer requests for clarification. Census left the data as reported.

### U.S. Virgin Islands

ELL increased 41% - respondent did not answer requests for clarification. Census left the data as reported.

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