

INSTRUCTIONS FOR COMPLETING

**THE NONFISCAL SURVEYS OF THE  
COMMON CORE OF DATA**

**SCHOOL UNIVERSE SURVEY  
AGENCY UNIVERSE SURVEY  
STATE NONFISCAL SURVEY**

**2004 - 2005**

National Center for Education Statistics  
Institute for Education Sciences  
U.S. Department of Education

Revised April 5, 2005

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**National Center for Education Statistics**

The purpose of the Center is to collect and report "statistics and information showing the condition and progress of education in the United States and other nations in order to promote and accelerate the improvement of American Education." Section 402 (b) of the National Education Statistics Act of 1994 (20 U.S.C. 9001).

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The time required to complete this information collection for all Common Core of Data Surveys is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improvement, please write to: U.S. Department of Education, Washington, DC 20202-4651.

## 2004 - 2005 CCD INSTRUCTION MANUAL CHANGES

There are major changes on how the Common Core of Data (CCD) survey data will be processed this year. All three surveys are **Web applications** that each state will use to report the School Universe, Agency Universe, and State Nonfiscal Surveys. The URL for the Web applications is:

**<http://surveys.nces.ed.gov/ccdsurvey>**

The states will be taking a more proactive role in processing CCD data. Each state will: upload data files; match school and agency records from prior year (PY) files to current year (CY) files; report schools/agencies that have closed; report new or never before reported school/agencies (**the Web applications assign the "new" schools/agencies NCES identification numbers**); run the CCD critical and non-critical edit checks; generate match, summary, and cross-file consistency reports, as well as the edit reject listings (previously e-mailed to the states by Census Bureau). The state will review the generated critical and non-critical edit listings and correct the CCD data to resolve any data discrepancies. The states are expected to resolve all critical edit failures. The reviewed and edited data will be sent directly to NCES from your browser.

In order for the 2004 - 2005 CCD processing to be successful, changes need to be implemented. Listed below are a summary of those changes and where more information can be found in this instruction manual for the 2004 - 2005 Nonfiscal Surveys of the Common Core of Data (School Universe Survey, Education Agency Universe Survey, and State Nonfiscal Survey).

- Record layouts have been revised for the State Nonfiscal Survey (SNF) long format. The data field lengths have been revised for the following data items: STREET (30 characters); CITY (30 characters); STAFF (6 characters); and students (8 characters). The following data items are no longer required: SURVYEAR; STFIPS; and STABR. [Appendix B-3]
- A **new multiple record layout** is now available for loading SNF data. [Appendix B-3]
- The Census Bureau will no longer e-mail Excel workbooks to the state coordinators listing all the edit failures generated by each state's agency, school, and SNF files. The edit processing is now an automatic feature of the Web application. The summary and match reports, cross-file consistency report, and dropout verification form will also be obtained directly from the CCD Web applications.
- The School record layout has been revised to include the new data field indicator for vocational and technical schools that "share time" (**SHARED**) of their students with "home" schools on a "part-day" basis. [Appendix B-1 and Glossary]

**PLEASE NOTE:** Other data fields are also affected by the revision to the school record layout.

- NCES will now accept the following data items for "**Closed Agencies**" (BOUND = 2):
  1. Dropout Students by Grade, Race/Ethnicity and by Gender - Closed agencies should report students who dropped out of grades 07 thru 12 in 2003 - 04.
  2. Diploma Recipients and Other High School Completers by Race/Ethnicity and by Gender - Closed agencies should report counts of students who graduated in 2003 - 2004.
  3. Migrant Students Served in a Summer Program - Closed agencies should report the number of migrant students enrolled in summer programs immediately prior to the current school year (2004 - 2005).

- NCES will now accept the following data item for “**Closed Schools**” (STATUS = 2):  

Migrant Students Enrolled in the Previous Year - Closed schools should report migrant students enrolled at any time during the previous regular school year.
- Several appendices have been deleted in the instruction manual since the Web application is the **only method** of submitting the nonfiscal CCD data this year. These appendices dealt with the CCD Edit Software; electronic file formats; data submission methods; correcting submitted data; and SNF, other than Web form submission. The appendices have been renumbered, please use the Table of Contents for the correct page number of the desired appendix.

The 2004 - 2005 CCD Survey materials will be mailed out in late January, 2005. The Web applications will be available on February 17, 2005. The **Due Date** for this CCD survey year is **March 30, 2005**. However, September 30 remains as the final date Census will accept 2004 - 2005 data submission.

The Census Bureau will continue to provide information and support to the state coordinators. Please access the Census CCD Web site for additional helpful information. The Census URL is:

**<http://www.census.gov/govs/www/ccd.html>**

## General Information

**Due Date** - March 30, 2005

### Submission Methods

- Internet

### Census Bureau Contacts

Contact the Census Bureau liaisons Dell Gray, Jane Thomas, or Liz Holland if assistance is needed with the CCD surveys.

PHONE: 800-451-6236  
FAX: 866-394-0138  
E-MAIL: [govs.ccd@census.gov](mailto:govs.ccd@census.gov)

ADDRESS: Census Bureau  
Governments Division, ERSB  
Washington Plaza II, Room 508  
Washington, D.C. 20233-6800

### Respondent Tools

<http://www.census.gov/govs/www/ccd.html>

### NCES Contacts

Lee Hoffman is the project officer for the Nonfiscal Surveys. Lee Hoffman's telephone number is 202-502-7356.

### Coordinator's Corner

An NCES Web site was established for CCD Coordinators and other CCD data reporters and is called the Coordinator's Corner. The information provided on the Corner includes instruction manuals, frequently asked Coordinator Questions, a place to send questions to NCES and receive questions and answers from other Coordinators, new CCD data items or issues up for public comment, and links to other CCD areas. The URL address is:

<http://nces.ed.gov/ccd/corner.html>

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# **I. INTRODUCTION**

## INTRODUCTION

### Goals, Purpose and Objectives of the Nonfiscal Surveys

The National Center for Education Statistics' (NCES) goal for the Common Core of Data (CCD) is to provide a comprehensive and timely national statistical database of all public elementary and secondary schools and education agencies. This database is comparable across all states and territories.

The purpose of the CCD is to collect basic statistical information on all children in the United States and territories receiving a free public education from prekindergarten through twelfth grade. Included is information about the public funds (revenues) collected and expended for providing free public elementary and secondary education.

The CCD contains three information categories: identifying information; basic statistics; and fiscal data. The identifying information includes names, addresses and administrative information; basic statistics include numbers of students and staff, demographic information on students, high school completion rates, and student dropout data; and fiscal data include revenues and current expenditures. **The fiscal data are not collected by these three surveys**, but are collected by two other fiscal surveys of the CCD. The CCD is maintained in three separate, but linked, data sets: public elementary and secondary schools; local education agencies; and states.

The surveys collect nested information. The data in the school universe are reflected in the agency universe, and the school and agency universe data are reflected in the state aggregate surveys, i.e., the count of a school's FTE, **MUST** be equal to or less than the agency's teacher count, which is less than or equal to the state teacher count. The counts in all three surveys may not be equal, but the differences should be consistent and explanations should be provided.

The objectives of the CCD are to maintain:

- Official listings of public elementary and secondary schools, and education agencies in this country;
- Basic information and descriptive statistics of the schools and agencies described above.

### Instruction Manual Coverage

The instruction manual lists common definitions of data elements and related terms for all CCD Nonfiscal Surveys and provides explicit directions for completing and reporting the surveys. The CCD surveys covered by this manual include:

- Public Elementary/Secondary School Universe Survey
- Public Elementary/Secondary Education Agency Universe Survey
- State Nonfiscal Survey (SNF)

### THE STATE AGGREGATE FISCAL SURVEY IS NOT PART OF THIS PACKAGE

#### CCD Coordinator/Certification

The chief state school officer designates the staff member(s) responsible for completing the SNF, the school and agency nonfiscal surveys. A CCD Coordinator is the official contact person for the state/territory and he/she is responsible for confirming data availability and accuracy.

Reported CCD data are certified by the CCD Coordinator or designated higher official as an accurate representation of information and records maintained by the state education agency. Data will **not** be accepted by NCES without appropriate certification.

To revise CCD Coordinator data: the URL to access the Census Bureau Web site is (<http://www.census.gov/govs/www/ccd.html>); click on *Administrative Reports*; logon with the SNF password; press **State Contacts** button; update CCD Coordinator data.

#### Due Date

All CCD survey reports are due on or before **March 30, 2005**. Revisions to 2004 - 2005 CCD reports will be accepted through September 30, 2005.

#### Reference Date

Data are reported as of **October 1**, if that is a school day, or the closest school day to October 1. Exceptions to this rule are noted within the context of individual item instructions. The Education Agency Universe collects data for dropouts and graduates from the prior academic year. The Education Agency and School Universes collect data on migrant students served during the prior academic year. These PY data items can be reported for a closed school/agency (**STATUS/BOUND = 2**) in the 2004 - 2005 Nonfiscal CCD. **(This is a change from the previous policy.)**

#### Abbreviations

Report complete names and addresses when possible. The field lengths specified in Appendix B may not allow the entry of complete names and addresses. Appendix C provides recommended abbreviations for use in the CCD surveys.

## INTRODUCTION

### Missing and Not Applicable Data

Identify missing or not applicable data using the codes listed below. Every item in this survey requires a response unless otherwise indicated.

- **M** indicates data are missing. A value is expected, but no value is measured.
- **N** indicates data are not applicable. A value is neither expected nor measured.
- Enter **0** (zero) only for those cases where a numerical value is measured but no quantity is found.

**Please Note:** Use codes M and N in alphanumeric data fields, while the corresponding "-1" and "-2" indicators should be used only in numeric data fields.

### Item Location Reference

The record layout information for the text files is displayed with every data field description. Displayed are "Field Name" mnemonics, **Multiple** record layout positions, and **Long** record layout positions. Data are reported separately by groupings in the **Multiple** record layout formats, while **Long** record layout formats report both school and agency information in a single record. Either the **Multiple** or the **Long** record layout can be used for the text files. The complete reporting record layout formats for both options are in **Appendix B**.

### General Survey Procedures

The Census Bureau initiates data collection in February. All CCD Coordinators and other persons assigned to complete the CCD surveys are sent an instruction manual and relevant survey materials.

<http://www.census.gov/govs/www/ccd.html>

The following resources are available on the above Census Bureau Web site to facilitate CCD survey reporting:

- A PDF version of this instruction manual for completing the current Nonfiscal Surveys of the CCD
- Administrative reports and time schedules for state coordinators to view the current status of their state's data within the CCD Nonfiscal CY processing cycle.
- Text file record layout options (multiple format or long format) are located in **Appendix B**.

**Appendix E** describes the additional data items NCES adds to the public files.

**II. PUBLIC ELEMENTARY/  
SECONDARY SCHOOL  
UNIVERSE SURVEY**

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

### Purpose

The URL for the Public Elementary/Secondary School Universe Web application is:

<http://surveys.nces.ed.gov/ccdsurvey>

The primary purpose of the Public Elementary/Secondary School Universe Survey is to collect data for:

- A complete listing of all public elementary and secondary schools in the United States and outlying areas, and
- Basic information and descriptive statistics on all schools, the students, and the teachers.

A school is an institution that provides educational services; has one or more grade groups (PK-12) or is ungraded; has one or more teachers; is located in a building; has an assigned administrator; receives public funds; and is operated by an education agency.

**To avoid double counting, EXCLUDE Bureau of Indian Affairs and Department of Defense Dependents schools from your school universe file. These schools are reported separately by the appropriate Federal agencies.**

### Missing and Not Applicable Data

Identify missing or not applicable data using the codes listed below. Every item in this survey requires a response unless otherwise indicated.

- **M** indicates data are missing. A value is expected, but no value is measured.
- **N** indicates data are not applicable. A value is neither expected nor measured.
- Enter **0** (zero) only for those cases where a numerical value is measured but no quantity is found.

### Due Date

This survey is due on March 30 of the school year reported. Revisions and corrections will be accepted through September 30, 2005 unless otherwise noted.

Listed below are the data field name, corresponding mnemonic, alpha/numeric designation, and multiple and long format record layout positions for the Public Elementary/Secondary School Universe Survey.

### NCES Agency/School Identification Numbers

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
LEAID	A	005-011	0001-0007
SCHNO	A	026-030	0022-0026

The NCES agency identification number has seven characters: a two-digit state code followed by a five-digit number - unique to each agency. Schools are assigned a five-digit NCES school identification number. The agency and school identification numbers are combined by NCES to form a unique twelve-digit identifier for individual schools. **Please do not change NCES identification numbers.** If there is a problem with an NCES identification number, call **(800) 451-6236**, the Census Bureau, to discuss the issue. **The NCES identification numbers for new schools that were not reported as "future" in the previous years should be left blank. The new ID will be assigned by the Web application.**

### State Local Education Agency/School Identification Numbers

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
STID	A	012-025	0008-0021
SEASCH	A	031-050	0027-0046

State local education agency identification numbers are assigned by the state education agency. Once assigned, these numbers are maintained and used by NCES to verify record identity. A state's education agency number may be any combination of letters and numbers up to 14 characters.

A state's school identification number may be any combination of letters and numbers up to 20 characters. Provide documentation for any missing state identification numbers. Explain any inconsistencies. For each school, report the assigned school and agency identification numbers. If schools are not assigned state identification numbers, enter code **N**.

### Local Education Agency/School Name

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
LEANM	A	051-110	0047-0106
SCHNAM	A	111-160	0107-0156

Names of schools and agencies are the common designations or titles as they are known by the reporting agency. Report names for all schools. Abbreviate school names longer than 50 characters and agency names longer than 60 characters. **Appendix C** is a listing of recommended abbreviations. Report the entire name of individual schools including the type of grade served. For example, "Jones School" should be specified as **Jones Elementary School, Jones Middle School, or Jones High School**. Codes **M** or **N**, and leaving these data fields blank, are considered invalid entries.

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

### Telephone Number

Field Mnemonic	Alpha/Numeric	Multiple	Long
PHONE	A	161-170	0157-0166

Telephone number is a ten-digit number, including area code, for the school building. If the telephone number is unknown, enter code **M**. Code **N** and leaving this field blank are **invalid** entries for this data field.

### Mailing Address, City, State, ZIP Code

Field Mnemonic	Alpha/Numeric	Multiple	Long
MSTREE	A	171-200	0167-0196
MCITY	A	201-230	0197-0226
MSTATE	A	231-232	0227-0228
MZIP	A	233-237	0229-0233
MZIP4	A	238-241	0234-0237

Mailing address is where the mail is delivered. This may not represent the site of the physical plant. The mailing address should include the building number and street name, Post Office Box number, RFD Route and Box number. The street and city names sometimes exceed 30 characters in length. Abbreviations are acceptable if the street and city names exceed 30 characters. Mailing addresses **must include** the city and state or outlying area abbreviation found in **Appendix C**. If a mailing street address is not required to deliver mail, enter code **N** in MSTREE. **MCITY or LCITY are required to be reported**. If no CITY data are available, the record will be **removed** from the file. Code **M** is invalid for MSTREE, MCITY and MSTATE. ZIP code may be five or nine digits. **The nine-digit ZIP code is reported by combining two data fields, MZIP and MZIP4**. Enter the ZIP + ZIP4 if known. If the last four digits of the ZIP code are unknown, enter the five-digit ZIP, leaving the four spaces to the right blank. (The Census Bureau will no longer fill in the last 4 digits of the 9-digit ZIP code.) Provide address information for all schools.

### Location Address, City, State, ZIP Code

Field Mnemonic	Alpha/Numeric	Multiple	Long
LSTREE	A	242-271	0238-0267
LCITY	A	272-301	0268-0297
LSTATE	A	302-303	0298-0299
LZIP	A	304-308	0300-0304
LZIP4	A	309-312	0305-0308

Location address is the physical location of the school. **The nine-digit ZIP code is reported by combining two data fields, LZIP and LZIP4**. Enter the street name, city, state abbreviation (**Appendix C**), and ZIP + ZIP4, if different from the mailing address. Code **M** is valid for LZIP. Leave ZIP + ZIP4 data fields blank, if ZIP values are unknown. It will be presumed the fields are the same as the MZIP + MZIP4. If the physical location address is the same as the mailing address, leave all location address fields blank. If CY mailing address fields are left blank, PY data are brought forward.

### School Type Code

Field Mnemonic	Alpha/Numeric	Multiple	Long
SCHTYP	A	313-313	0309-0309

Schools must be classified into only one school type category.

School type is a classification of schools conducting elementary and/or secondary instruction or programs according to the ordinary or special instructional needs of students. The four classifications are listed below; see the Glossary for detail:

- 1 Regular School:** A public elementary/secondary school that does **NOT** focus primarily on vocational, special or alternative education although it may provide these programs in addition to a regular curriculum.
- 2 Special Education School:** A public elementary/secondary school that focuses primarily on serving needs of students with disabilities.
- 3 Vocational Education School:** A school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical or professional occupations.
- 4 Alternative Education School:** A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education.

**All schools providing free, public elementary or secondary education should be included.** Include state-operated schools (such as schools for the deaf, the blind, and the arts and sciences); schools operated by agencies other than the state education agency (departments of corrections or health and human services); and Federally operated public schools (**EXCLUDE** Bureau of Indian Affairs and Department of Defense Dependents schools). Charter schools may be of any type, **1** through **4**. Apply the same rules in classifying charter schools that are used in classifying non-charter schools.

Provide written documentation for any charter schools, state operated schools, and/or any Federally operated schools **systematically excluded** from the files, unless such documentation has previously been reported and is on file with the CCD staff.

School type (**SCHTYP**) information will be matched by NCES with agency type (**AGTYP**) information. Codes **M** or **N** and leaving the field blank are invalid for SCHTYP.

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

The additional agency type information will identify each school as a:

- Locally operated public school,
- Regionally operated public school,
- State-operated public school, or
- Federally operated public school

### Operational Status Code

Field Mnemonic	Alpha/Numeric	Multiple	Long
STATUS	A	314-314	0310-0310

Classify schools into only one operational status category.

Operational status is a classification of the operational condition of a school. The seven classifications are:

- 1 Open:** School listed on previous year's CCD School Universe. No significant change in instructional levels and programs. Currently in operation.
- 2 Closed:** School listed on previous year's CCD School Universe. Currently **NOT** in operation, **or never opened**, is not expected to operate in the future, and should be removed from the database. State should report MIGRNT data, if available.
- 3 New:** School not listed on previous year's CCD School Universe **OR** previously listed as status code = 7, Future School. Newly created or completely restructured into the current instructional levels and programs. Currently in operation. (Schools not yet in operation should be coded as Future Schools, status code = 7.)
- 4 Added:** School not listed on previous year's CCD School Universe. In existence and operational but was not reported. Currently in operation and is now being Added to the CCD School Universe.
- 5 Changed Agency:** School in existence and listed on previous year's CCD School Universe as affiliated with a different education agency. The internal organization and instructional level have not changed, but the school is now affiliated with another agency.
- 6 Inactive:** School is temporarily closed (e.g. remodeling) and may reopen within three years. The school cannot report student data. Schools coded as Inactive must either Close or return to Open status within three years.

- 7 Future School:** School is scheduled to be operational within two years. The school cannot report student data. Must report directory information such as grade span and physical location. A New school (status code = 3) would NOT have to be reported first as a Future School. Codes **M** or **N**, and leaving this data field blank are considered **invalid** entries.

**Please Note:** Schools with very small student populations that do not have any students in a given year (i.e., there are no students of the school grade span population) should be reported as Open schools with zero (0) in the student counts.

In the CCD survey system, a school is defined as *an institution that provides education services*. There are many changes that can take place in a school from one year to the next without affecting its status as an **Open** school (Operational Status Code = 1). Listed below are examples where the school's Operational Status Code should still = 1:

- Name change (e.g., from **PS 35** to **General McArthur Elementary School**);
- Change of address or location (e.g., from **47 Landing Road** to **122 Airport Way**). The physical plant may be either new or preexisting. If a school moves out of any old building into a newly constructed building, it is generally not considered a new school. If a new school moves into the old building, the school is considered *New* and should be added to the school file with an Operational Status Code = 3 (New);
- Minor changes in grade span (e.g., from **KG-05** to **PK-06**);

In each case listed above, the NCES school identification number should remain the same as in the prior year (PY) data file. **If an agency associated with a school changes, the corrected agency identification number (LEAID) should be provided.** Use the LEAID, if known. Use the state-assigned agency identification (STID) if the NCES LEAID is not known. Enter the STID for new agencies. **The LEAID for new agencies that were not reported as "future" in the previous years must be left blank. New identification numbers will be assigned by the Agency Web application.**

Listed below are situations that may require the correction of the school Operational Status Code = 2 (Closed) or 3 (New):

- One school is merged with another that provides essentially the same grades. It is recommended that the Operational Status Code for the smaller school be set = 2 (Closed) and the Operational Status Code for the larger school remain = 1 (Open prior year and current year);
- Two schools of about equal size or with different grade spans are merged or consolidated within an existing plant or a new physical location. The Operational Status Codes for both schools should be set = 2 (Closed) and a new school created with an Operational Status Code = 3 (New).

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

### Grade Span Offered

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
GSLO	A	315-316	0311-0312
GSHI	A	317-318	0313-0314

Grade Span is reported by combining two data fields, lowest grade offered (GSLO) and highest grade offered (GSHI).

Report the span of grades served by this school. **INCLUDE** all grades even if students are not currently enrolled. The first two characters designate the lowest grade served. The next two characters designate the highest grade served, as follows: PK, KG, 01 through 12. If a school does not serve students, set grade span = NN. If the school serves ungraded classes only, enter UGUG. **Do not report UG12, if the school has mostly ungraded students. Report the school UGUG, even if there are a few student counts in PK, KG, or numbered grades.**

**Note:** A 09 through 12 school that also serves a PK or KG should report a grade span = 0912.

### Title I Eligible School

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TITLEI	A	319-319	0315-0315

#### Is the school a Title I Eligible School?

A Title I school is designated, under state and Federal regulations, as being eligible for participation in programs authorized by Title I of Public Law 103-382.

**NOTE:** Code **M** is a valid response. Code **N** and blank are invalid responses for this data field; instead set field = 2.

- 1 Yes
- 2 No

### School-wide Title I

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
STITLI	A	320-320	0316-0316

If TITLEI = 1, then is the Title I School school-wide?

If TITLEI = 2, then set STITLI = N.

A school program where all students in a school are designated, under state and Federal regulations, as being eligible for participation in programs authorized by Title I of Public Law 103-382.

**NOTE:** STITLI can be set = M, if TITLEI = 1 or M.

- 1 Yes
- 2 No

### Magnet School

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
MAGNET	A	321-321	0317-0317

#### Is it a magnet school?

Regardless of the source of funding, i.e., Federal, state, or local government, a magnet school or program is defined as a special school or program designed to:

- Attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing or eliminating racial isolation (racial isolation occurs when a school has 50 percent or more minority enrollment); and/or
- Provide an academic or social focus on a particular program (e.g., science/math, performing arts, gifted/talented, or foreign language).

**NOTE:** Code **M** may only be used if Magnet schools are reported but cannot be distinguished. Code **N** or blank are invalid responses for this data field; instead set field = 2.

- 1 Yes
- 2 No

### Charter School

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
CHARTR	A	322-322	0318-0318

#### Is it a charter school?

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

**NOTE:** Code **M** may only be used if Charter schools are reported but cannot be distinguished. Code **N** or blank are invalid responses for this data field; instead set field = 2.

- 1 Yes
- 2 No

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

### Shared Time

Field Mnemonic	Alpha/Numeric	Multiple	Long
SHARED	A	323-323	0319-0319

A school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate "home" school and attend the shared-time school on a part-day basis, e.g., a regional vocational center that enrolls (or serves) students from multiple home high schools on a part-day basis.

- 1 Yes
- 2 No

**NOTE:** Code **M** may only be used if Shared Time schools are reported but cannot be distinguished. Code **N** or blank are invalid responses for this data field; instead set field = 2.

### Classroom Teachers

Field Mnemonic	Alpha/Numeric	Multiple	Long
FTE	N	324-328	0320-0324

The Public Elementary/Secondary School Universe Survey requests information on the total number of classroom teachers for ungraded and all PK-12 graded classes in a school, stated in full-time equivalencies (FTE). Full-time equivalency is the amount of time required to perform an assignment stated as a proportion of a full-time position. FTE is computed by dividing the amount of time employed by the time normally required by a full-time position.

Report classroom teacher FTE counts in the following manner:

- **INCLUDE** only filled positions and contract positions. **EXCLUDE** vacant positions.
- Part-time positions in terms of full-time equivalency. Full-time equivalency should be counted in tenths. For example, if a teaching position is filled by two part-time people, each working a half day, count each person as 0.5.
- Full-time employees with more than one assignment should be counted in terms of FTE in each assignment. For example, a person assigned 4 hours per day teaching and 2 hours per day counseling should be counted 0.7 for teaching and 0.3 for counseling.
- The total FTE counts for classroom teachers must be reported to the **nearest tenth**, with an **EXPLICIT DECIMAL**.

**NOTE:** Codes **M** and **N** are valid responses.

### Free Lunch Eligible Students

Field Mnemonic	Alpha/Numeric	Multiple	Long
FRELCH	N	329-332	0325-0328

Report the number, by school, of **students eligible to participate** for the Free Lunch Program under the National School Lunch Act. This program provides an indicator of the socioeconomic status of the school. **EXCLUDE** students eligible only for reduced price lunch. Enter **0** (zero) if the program exists, but there are currently no students eligible. Enter code **M** if the information is unknown or missing or code **N** if the program does not apply. A school with 3 or less students is given a free lunch eligible entry of "Not Applicable" in order to prevent identification of individual eligible students. A school with 3 or more students that reports "Not Applicable" will be changed to "Missing" a free lunch eligible count. **An entire state's schools CANNOT have a code N for this item since all states participate in the National School Lunch Program.**

### Reduced-Price Lunch Eligible Students

Field Mnemonic	Alpha/Numeric	Multiple	Long
REDLCH	N	333-336	0329-0332

Report the number, by school, of **students eligible to participate** in the Reduced-Price Lunch Program under the National School Lunch Act. Enter **0** (zero) if the program exists, but there are currently no students eligible. Enter code **M** if the information is unknown or missing, or code **N** if the program does not apply. A school with 3 or less students is given a reduced-price lunch eligible entry of "Not Applicable" in order to prevent identification of individual eligible students. A school with 3 or more students that reports "Not Applicable" will be changed to "Missing" a reduced-price lunch eligible count. **An entire state's schools CANNOT report code N for this item since all states participate in the National School Lunch Program.**

### Total of Free Lunch and Reduced-Price Lunch Eligible

Field Mnemonic	Alpha/Numeric	Multiple	Long
FLE	N	337-340	0333-0336

Report the total number of students eligible to participate in Free Lunch and Reduced-Price Lunch Programs under the National School Lunch Act. This field is the sum of the Free Lunch Eligible count and Reduced-Price Lunch Eligible count. Enter code **M** if the information is unknown or missing, or code **N** if the program does not apply. A school with 3 or less students is given a total of free lunch and reduced-price lunch eligible entry of "Not Applicable" in order to prevent identification of individual eligible students. A school with 3 or more students that reports "Not Applicable" will be changed to "Missing" a total of free lunch and reduced-price lunch eligible count. **An entire state's schools CANNOT report code N for this item since all states participate in the National School Lunch Program.**

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

### Migrant Students Enrolled in Previous Year

Field Mnemonic	Alpha/Numeric	Multiple	Long
MIGRNT	N	341-344	0337-0340

Report the cumulative unduplicated (within school) number of migrant students, as defined under 34 CFR 200.40, enrolled at any time during the **previous regular school year**.

A migrant student (as defined under 34 CFR 200.40):

- Is younger than 22 years and has not graduated from high school or does not hold a high school equivalency certificate; and
- Is a migrant agricultural worker or migrant fisher or has a parent, spouse or guardian who is a migrant agricultural worker or a migrant fisher; and
- Performs, or has a parent, spouse, or guardian who performs agricultural or fishing employment as a principal means of livelihood; and
- Has moved within the preceding 36 months to obtain or to accompany or join a parent, spouse, or guardian to obtain temporary or seasonal employment in agricultural or fishing work; and
- Has moved from one school district to another; or in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity (applies only to Alaska).

**NOTE:** Codes **M** and **N** are valid responses

Beginning with the 2004 - 2005 processing year, Migrant student counts should be reported for schools with STATUS = 2 (closed).

### Students by Grade, by Race/Ethnicity, and by Gender

Report the membership data of students by grade, by racial/ethnic grouping, and by gender. Membership Count is the total student enrollment on October 1 (or the closest school day to October 1) for all grade levels (PK, KG, 01-12) and ungraded students. **INCLUDE** students both present and absent on the designated day. **EXCLUDE** duplicate counts of students within a specific school **and** students whose membership is reported by another school.

**NOTE:** Include students enrolled in the school who reside in the attendance area of a different agency. This can occur, for example, when a school district *tuitions out* a student to receive some services the district cannot provide. In this case the *receiving* public school and agency include the student in their membership counts. Also, if the student *tuitions out* to a public school district in a **different state**, count the student where he/she receives educational services. However, students tuitioned out to private schools should **NOT** be included in the CCD.

If a grade level is served but there are currently no students, enter **0** (zero). If the detail (or other value) is not known, enter code **M**, and report Total Values. If a particular grade level is not served, enter code **N**. If using the Multiple record layout, omit records for the grades not within the grade span of the school.

**Prekindergarten** is part of a public school program and is taught during the year or years preceding kindergarten. Prekindergarten includes Head Start students if Head Start is part of an authorized program of the school. If there are currently no prekindergarten students, enter **0** (zero). If the number of prekindergarten students is not known, enter code **M**. If the prekindergarten services are not offered, enter code **N**.

**Ungraded** refers to classes or programs to which students are assigned without standard grade designation. If there are currently no ungraded students, enter **0** (zero). If the number of ungraded students is not known, enter code **M**. If the ungraded classification is not used, enter code **N**.

The **racial/ethnic categories** describe the groups to which individuals belong. Categories do not denote scientific definitions of anthropological origins. **Count each student in only one category**. Please submit the racial/ethnic data in the following manner:

American Indian/Alaska Native  
Asian/Pacific Islander  
Hispanic  
Black, Not Hispanic  
White, Not Hispanic

**Mixed racial/ethnic origins:** Select the category that reflects the individual's recognition in the community for reporting students who are of mixed racial and/or ethnic origins. The category definitions can be found in Chapter VI, Glossary of Terms.

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

### Prekindergarten Students

### 2<sup>nd</sup> Grade Students

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOTPK	N	051-054	0341 - 0344
AMPKM	N	055-058	0345 - 0348
AMPKF	N	059-062	0349 - 0352
AMPKU	N	063-066	0353 - 0356
ASPKM	N	067-070	0357 - 0360
ASPKF	N	071-074	0361 - 0364
ASPKU	N	075-078	0365 - 0368
HIPKM	N	079-082	0369 - 0372
HIPKF	N	083-086	0373 - 0376
HIPKU	N	087-090	0377 - 0380
BLPKM	N	091-094	0381 - 0384
BLPKF	N	095-098	0385 - 0388
BLPKU	N	099-102	0389 - 0392
WHPKM	N	103-106	0393 - 0396
WHPKF	N	107-110	0397 - 0400
WHPKU	N	111-114	0401 - 0404

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT02	N	051-054	0533 - 0536
AM02M	N	055-058	0537 - 0540
AM02F	N	059-062	0541 - 0544
AM02U	N	063-066	0545 - 0548
AS02M	N	067-070	0549 - 0552
AS02F	N	071-074	0553 - 0556
AS02U	N	075-078	0557 - 0560
HI02M	N	079-082	0561 - 0564
HI02F	N	083-086	0565 - 0568
HI02U	N	087-090	0569 - 0572
BL02M	N	091-094	0573 - 0576
BL02F	N	095-098	0577 - 0580
BL02U	N	099-102	0581 - 0584
WH02M	N	103-106	0585 - 0588
WH02F	N	107-110	0589 - 0592
WH02U	N	111-114	0593 - 0596

### Kindergarten Students

### 3<sup>rd</sup> Grade Students

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOTKG	N	051-054	0405 - 0408
AMKGM	N	055-058	0409 - 0412
AMKGF	N	059-062	0413 - 0416
AMKGU	N	063-066	0417 - 0420
ASKGM	N	067-070	0421 - 0424
ASKGF	N	071-074	0425 - 0428
ASKGU	N	075-078	0429 - 0432
HIKGM	N	079-082	0433 - 0436
HIKGF	N	083-086	0437 - 0440
HIKGU	N	087-090	0441 - 0444
BLKGM	N	091-094	0445 - 0448
BLKGF	N	095-098	0449 - 0452
BLKGU	N	099-102	0453 - 0456
WHKGM	N	103-106	0457 - 0460
WHKGF	N	107-110	0461 - 0464
WHKGU	N	111-114	0465 - 0468

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT03	N	051-054	0597 - 0600
AM03M	N	055-058	0601 - 0604
AM03F	N	059-062	0605 - 0608
AM03U	N	063-066	0609 - 0612
AS03M	N	067-070	0613 - 0616
AS03F	N	071-074	0617 - 0620
AS03U	N	075-078	0621 - 0624
HI03M	N	079-082	0625 - 0628
HI03F	N	083-086	0629 - 0632
HI03U	N	087-090	0633 - 0636
BL03M	N	091-094	0637 - 0640
BL03F	N	095-098	0641 - 0644
BL03U	N	099-102	0645 - 0648
WH03M	N	103-106	0649 - 0652
WH03F	N	107-110	0653 - 0656
WH03U	N	111-114	0657 - 0660

### 1<sup>st</sup> Grade Students

### 4<sup>th</sup> Grade Students

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT01	N	051-054	0469 - 0472
AM01M	N	055-058	0473 - 0476
AM01F	N	059-062	0477 - 0480
AM01U	N	063-066	0481 - 0484
AS01M	N	067-070	0485 - 0488
AS01F	N	071-074	0489 - 0492
AS01U	N	075-078	0493 - 0496
HI01M	N	079-082	0497 - 0500
HI01F	N	083-086	0501 - 0504
HI01U	N	087-090	0505 - 0508
BL01M	N	091-094	0509 - 0512
BL01F	N	095-098	0513 - 0516
BL01U	N	099-102	0517 - 0520
WH01M	N	103-106	0521 - 0524
WH01F	N	107-110	0525 - 0528
WH01U	N	111-114	0529 - 0532

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT04	N	051-054	0661 - 0664
AM04M	N	055-058	0665 - 0668
AM04F	N	059-062	0669 - 0672
AM04U	N	063-066	0673 - 0676
AS04M	N	067-070	0677 - 0680
AS04F	N	071-074	0681 - 0684
AS04U	N	075-078	0685 - 0688
HI04M	N	079-082	0689 - 0692
HI04F	N	083-086	0693 - 0696
HI04U	N	087-090	0697 - 0700
BL04M	N	091-094	0701 - 0704
BL04F	N	095-098	0705 - 0708
BL04U	N	099-102	0709 - 0712
WH04M	N	103-106	0713 - 0716
WH04F	N	107-110	0717 - 0720
WH04U	N	111-114	0721 - 0724

**PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY**

5<sup>th</sup> Grade Students

8<sup>th</sup> Grade Students

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT05	N	051-054	0725 - 0728
AM05M	N	055-058	0729 - 0732
AM05F	N	059-062	0733 - 0736
AM05U	N	063-066	0737 - 0740
AS05M	N	067-070	0741 - 0744
AS05F	N	071-074	0745 - 0748
AS05U	N	075-078	0749 - 0752
HI05M	N	079-082	0753 - 0756
HI05F	N	083-086	0757 - 0760
HI05U	N	087-090	0761 - 0764
BL05M	N	091-094	0765 - 0768
BL05F	N	095-098	0769 - 0772
BL05U	N	099-102	0773 - 0776
WH05M	N	103-106	0777 - 0780
WH05F	N	107-110	0781 - 0784
WH05U	N	111-114	0785 - 0788

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT08	N	051-054	0917 - 0920
AM08M	N	055-058	0921 - 0924
AM08F	N	059-062	0925 - 0928
AM08U	N	063-066	0929 - 0932
AS08M	N	067-070	0933 - 0936
AS08F	N	071-074	0937 - 0940
AS08U	N	075-078	0941 - 0944
HI08M	N	079-082	0945 - 0948
HI08F	N	083-086	0949 - 0952
HI08U	N	087-090	0953 - 0956
BL08M	N	091-094	0957 - 0960
BL08F	N	095-098	0961 - 0964
BL08U	N	099-102	0965 - 0968
WH08M	N	103-106	0969 - 0972
WH08F	N	107-110	0973 - 0976
WH08U	N	111-114	0977 - 0980

6<sup>th</sup> Grade Students

9<sup>th</sup> Grade Students

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT06	N	051-054	0789 - 0792
AM06M	N	055-058	0793 - 0796
AM06F	N	059-062	0797 - 0800
AM06U	N	063-066	0801 - 0804
AS06M	N	067-070	0805 - 0808
AS06F	N	071-074	0809 - 0812
AS06U	N	075-078	0813 - 0816
HI06M	N	079-082	0817 - 0820
HI06F	N	083-086	0821 - 0824
HI06U	N	087-090	0825 - 0828
BL06M	N	091-094	0829 - 0832
BL06F	N	095-098	0833 - 0836
BL06U	N	099-102	0837 - 0840
WH06M	N	103-106	0841 - 0844
WH06F	N	107-110	0845 - 0848
WH06U	N	111-114	0849 - 0852

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT09	N	051-054	0981 - 0984
AM09M	N	055-058	0985 - 0988
AM09F	N	059-062	0989 - 0992
AM09U	N	063-066	0993 - 0996
AS09M	N	067-070	0997 - 01000
AS09F	N	071-074	1001 - 1004
AS09U	N	075-078	1005 - 1008
HI09M	N	079-082	1009 - 1012
HI09F	N	083-086	1013 - 1016
HI09U	N	087-090	1017 - 1020
BL09M	N	091-094	1021 - 1024
BL09F	N	095-098	1025 - 1028
BL09U	N	099-102	1029 - 1032
WH09M	N	103-106	1033 - 1036
WH09F	N	107-110	1037 - 1040
WH09U	N	111-114	1041 - 1044

7<sup>th</sup> Grade Students

10<sup>th</sup> Grade Students

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT07	N	051-054	0853 - 0856
AM07M	N	055-058	0857 - 0860
AM07F	N	059-062	0861 - 0864
AM07U	N	063-066	0865 - 0868
AS07M	N	067-070	0869 - 0872
AS07F	N	071-074	0873 - 0876
AS07U	N	075-078	0877 - 0880
HI07M	N	079-082	0881 - 0884
HI07F	N	083-086	0885 - 0888
HI07U	N	087-090	0889 - 0892
BL07M	N	091-094	0893 - 0896
BL07F	N	095-098	0897 - 0900
BL07U	N	099-102	0901 - 0904
WH07M	N	103-106	0905 - 0908
WH07F	N	107-110	0909 - 0912
WH07U	N	111-114	0913 - 0916

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT10	N	051-054	1045 - 1048
AM10M	N	055-058	1049 - 1052
AM10F	N	059-062	1053 - 1056
AM10U	N	063-066	1057 - 1060
AS10M	N	067-070	1061 - 1064
AS10F	N	071-074	1065 - 1068
AS10U	N	075-078	1069 - 1072
HI10M	N	079-082	1073 - 1076
HI10F	N	083-086	1077 - 1080
HI10U	N	087-090	1081 - 1084
BL10M	N	091-094	1085 - 1088
BL10F	N	095-098	1089 - 1092
BL10U	N	099-102	1093 - 1096
WH10M	N	103-106	1097 - 1100
WH10F	N	107-110	1101 - 1104
WH10U	N	111-114	1105 - 1108

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

### 11<sup>th</sup> Grade Students

### Ungraded Students

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT11	N	051-054	1109 - 1112
AM11M	N	055-058	1113 - 1116
AM11F	N	059-062	1117 - 1120
AM11U	N	063-066	1121 - 1124
AS11M	N	067-070	1125 - 1128
AS11F	N	071-074	1129 - 1132
AS11U	N	075-078	1133 - 1136
HI11M	N	079-082	1137 - 1140
HI11F	N	083-086	1141 - 1144
HI11U	N	087-090	1145 - 1148
BL11M	N	091-094	1149 - 1152
BL11F	N	095-098	1153 - 1156
BL11U	N	099-102	1157 - 1160
WH11M	N	103-106	1161 - 1164
WH11F	N	107-110	1165 - 1168
WH11U	N	111-114	1169 - 1172

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOTUG	N	051-054	1237 - 1240
AMUGM	N	055-058	1241 - 1244
AMUGF	N	059-062	1245 - 1248
AMUGU	N	063-066	1249 - 1252
ASUGM	N	067-070	1253 - 1256
ASUGF	N	071-074	1257 - 1260
ASUGU	N	075-078	1261 - 1264
HIUGM	N	079-082	1265 - 1268
HIUGF	N	083-086	1269 - 1272
HIUGU	N	087-090	1273 - 1276
BLUGM	N	091-094	1277 - 1280
BLUGF	N	095-098	1281 - 1284
BLUGU	N	099-102	1285 - 1288
WHUGM	N	103-106	1289 - 1292
WHUGF	N	107-110	1293 - 1296
WHUGU	N	111-114	1297 - 1300

### 12<sup>th</sup> Grade Students

### Total Students, All Grades

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT12	N	051-054	1173 - 1176
AM12M	N	055-058	1177 - 1180
AM12F	N	059-062	1181 - 1184
AM12U	N	063-066	1185 - 1188
AS12M	N	067-070	1189 - 1192
AS12F	N	071-074	1193 - 1196
AS12U	N	075-078	1197 - 1200
HI12M	N	079-082	1201 - 1204
HI12F	N	083-086	1205 - 1208
HI12U	N	087-090	1209 - 1212
BL12M	N	091-094	1213 - 1216
BL12F	N	095-098	1217 - 1220
BL12U	N	099-102	1221 - 1224
WH12M	N	103-106	1225 - 1228
WH12F	N	107-110	1229 - 1232
WH12U	N	111-114	1233 - 1236

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOTAL	N	051-054	1301 - 1304
AMALM	N	055-058	1305 - 1308
AMALF	N	059-062	1309 - 1312
AMALU	N	063-066	1313 - 1316
ASALM	N	067-070	1317 - 1320
ASALF	N	071-074	1321 - 1324
ASALU	N	075-078	1325 - 1328
HIALM	N	079-082	1329 - 1332
HIALF	N	083-086	1333 - 1336
HIALU	N	087-090	1337 - 1340
BLALM	N	091-094	1341 - 1344
BLALF	N	095-098	1345 - 1348
BLALU	N	099-102	1349 - 1352
WHALM	N	103-106	1353 - 1356
WHALF	N	107-110	1357 - 1360
WHALU	N	111-114	1361 - 1364

**III. PUBLIC ELEMENTARY/  
SECONDARY EDUCATION  
AGENCY UNIVERSE  
SURVEY**

## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

### Purpose

The URL for the Public Elementary/Secondary Education Agency Universe Web application is:

<http://surveys.nces.ed.gov/ccdsurvey>

The primary purpose of the Public Elementary/Secondary Education Agency Universe Survey is to collect data for:

- A complete listing of every education agency in the country responsible for providing free public elementary/secondary instruction or education support services, and
- Basic information for all education agencies and the students for whose education the agencies are responsible.

An Education Agency is a government agency administratively responsible for providing public elementary and/or secondary instruction or educational support services.

**To avoid double counting, EXCLUDE Bureau of Indian Affairs or Department of Defense agencies on your agency universe file. These agencies are reported separately by the appropriate Federal Agencies.**

### Missing and Not Applicable Data

Identify missing or not applicable data using the codes listed below. Every item in this survey requires a response unless otherwise indicated.

- **M** indicates data are missing. A value is expected, but no value is measured.
- **N** indicates data are not applicable. A value is neither expected nor measured.
- Enter **0** (zero) only for those cases where a numerical value is measured but no quantity is found.

### Due Date

This survey is due on March 30 of the school year reported. Revisions and corrections will be accepted through September 30, 2005, unless otherwise noted.

Listed below are the data field name, corresponding mnemonic, alpha/numeric designation, and multiple and long format record layout positions for the Public Elementary/Secondary Education Agency Universe Survey.

### NCES Identification Numbers

Field Mnemonic	Alpha/Numeric	Multiple	Long
LEAID	A	005-011	0001-0007

The NCES agency identification number begins with a two-digit state code followed by a five-digit code unique to each agency within the state. **The NCES agency identification numbers should NOT be changed.** If you believe there is a problem with an NCES agency identification number, call the Census Bureau to discuss the issue. **NCES identification numbers for new agencies that were not reported as "future" in the previous years should be left blank. The LEAID will be assigned by the Agency Web application and requires no action by you.**

### State Identification Numbers

Field Mnemonic	Alpha/Numeric	Multiple	Long
STID	A	012-025	0008-0021

Local education agency identification numbers are assigned by the state education agency. Once assigned, these numbers are maintained and used by NCES to verify record identity. A state's education agency number may be any combination of letters and numbers up to 14 characters.

Provide documentation for any missing identification numbers. Explain any inconsistencies. Report the state identification number for all agencies. If agencies are not assigned state identification numbers, enter code **N**.

### Education Agency Name

Field Mnemonic	Alpha/Numeric	Multiple	Long
NAME	A	026-085	0022-0081

Enter names for all agencies. Abbreviate names that are longer than 60 characters. **Appendix C** provides a listing of recommended abbreviations. Abbreviations should not be used if the full name can be entered in 60 characters. To avoid confusion, report the agency name differently from any school names associated with the agency. Adding the word **Agency** to the name can help avoid confusion when school and agency names are the same.

**NOTE:** Codes **M**, **N** or leaving the item blank are invalid responses for this data field.

### Telephone Number

Field Mnemonic	Alpha/Numeric	Multiple	Long
PHONE	A	086-095	0082-091

Telephone number is a ten-digit number, including area code, for the education agency. If the telephone number is unknown, enter code **M**. Code **N** or leaving the item blank are **invalid** responses for this data field.

## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

### Mailing Address, City, State, ZIP Code

Field Mnemonic	Alpha/Numeric	Multiple	Long
MSTREE	A	096-125	0092-0121
MCITY	A	126-155	0122-0151
MSTATE	A	156-157	0152-0153
MZIP	A	158-162	0154-0158
MZIP4	A	163-166	0159-0162

Mailing address is the location where mail is delivered. In some cases this may not represent the site of the physical plant. The mailing address should include the building number and street name, Post Office Box number, RFD Route and Box number. If the mailing address is longer than 30 characters, use abbreviations found in **Appendix C**. If a mailing street address is not required to deliver mail, enter code **N** in MSTREE. **MCITY or LCITY are required to be reported.** If no CITY data are available, the record will be removed from the file. Code **M** is invalid for MSTREE, MCITY and MSTATE. The city name can be up to 30 characters in length. Abbreviations are acceptable if the city name exceeds 30 characters. Mailing addresses must include the city and state or outlying area abbreviation found in **Appendix C**. ZIP code may be five or nine digits. **The nine-digit ZIP code is reported by combining two data fields, MZIP and MZIP4.** Enter the ZIP + ZIP4 if known. If the last four digits of the ZIP code are unknown, enter the five-digit ZIP, leaving only the four spaces to the right blank. (The Census Bureau will no longer fill in the last 4 digits of the 9-digit ZIP code.) Provide address information for all agencies.

### Location Address, City, State, ZIP Code

Field Mnemonic	Alpha/Numeric	Multiple	Long
LSTREE	A	167-196	0163-0192
LCITY	A	197-226	0193-0222
LSTATE	A	227-228	0223-0224
LZIP	A	229-233	0225-0229
LZIP4	A	234-237	0230-0233

Location address is the physical location of the agency. **The nine-digit ZIP code is reported by combining two data fields, LZIP and LZIP4.** Enter the street name, city, state abbreviation (**Appendix C**), and ZIP + ZIP4, if different from the mailing address. Code **M** is valid for LZIP. Leave ZIP + ZIP4 data fields blank, if ZIP values are unknown. It will be presumed the fields are the same as the MZIP + MZIP4. If the physical location address is the same as the mailing address, leave all location address fields blank. If CY mailing address fields are left blank, PY data are brought forward.

### Education Agency Type Code

Field Mnemonic	Alpha/Numeric	Multiple	Long
AGTYP	A	238-238	0234-0234

Every local education agency must be classified into one education agency type category.

The education agency type code is a classification of education agencies within the geographic boundaries of a state according to the level of administrative and operational control. The seven classifications are:

- 1 Regular local school district that is NOT a component of a supervisory union:** Includes both independent school districts and those that are a dependent segment of a local government, such as a city or county. Agencies that do not operate schools (**non-ops**) but have primary responsibility to provide free public elementary and/or secondary education to school-age children within their jurisdictions should be included.
- 2 Local school district that is a component of a supervisory union:** A superintendent and administrative services are shared with other local school districts. Each agency given this code should have an entry in the **Supervisory Union Identification Number** data field corresponding to the appropriate type **2** or type **3** agency. Non-ops in supervisory unions should be included in this category.
- 3 Supervisory union administrative center (or county superintendent's office serving the same purposes):** Each agency given this code should have an entry in the **Supervisory Union Identification Number** data field. Student and staff data reported elsewhere should **NOT** be duplicated in records carrying this code.
- 4 Regional education service agency (RESA):** Agencies created for the purposes of providing specialized educational services to other education agencies. Student and staff data reported elsewhere should **NOT** be duplicated in records carrying this code.
- 5 State agency providing elementary and/or secondary level instruction:** To school-age children in a specified population, e.g., agency responsible for state schools for the blind or deaf students, correctional facilities, and state hospitals.
- 6 Federal agency providing elementary and/or secondary level instruction:** To school-age children in a specified population. **EXCLUDE** BIA and DOD agencies.
- 7 Other education agencies:** That do not fit into the first six categories, i.e., charter school agencies.

For education agencies in category **7**, provide on a separate sheet of paper the name of the agency; the agency type code; state agency ID; NCES agency ID; and an explanation of the nature and function of the administrative control of the education agency.

If charter schools are not under the administrative and operational control of a type **1**, **2**, **4** or **5** agency, report the charter school agency as a Type **7**. In some states each charter school will be associated with its own unique agency. Codes **M**, **N** and leaving this item blank are invalid responses.

## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

### Supervisory Union Identification Number

Field Mnemonic	Alpha/Numeric	Multiple	Long
UNION	A	239-241	0235-0237

The supervisory union ID is the identification number of a school district within a supervisory union and may be:

- a state-assigned supervisory union number, or
- a FIPS county code if the county superintendent acts as the administrative center.

The supervisory union ID must be right-justified with leading zeros. Zero-fill this field for education agencies that are not components or administrative centers of a supervisory union. If the education agency is a type **2** or **3**, a supervisory union identification number is expected. If the agency is a type **2** or **3** and the supervisory union identification number is unknown, enter code **M**.

### County Name

Field Mnemonic	Alpha/Numeric	Multiple	Long
CONAME	A	242-271	0238-0267

Enter the name of the county in which the agency is located. Enter code **M** if the county name is unknown.

### FIPS County Code

Field Mnemonic	Alpha/Numeric	Multiple	Long
CONUM	A	272-276	0268-0272

The FIPS county code is a standard number that identifies each county and county-type area in the United States. Taken from the National Institute of Standards and Technology publication, FIPS Pub. 6-4, the code indicates the county where the office of the education agency's chief executive officer is located. The code number is a 5-digit number that can be obtained from the Census Bureau. If the code is unknown, enter code **M**.

### Operational Status Code

Field Mnemonic	Alpha/Numeric	Multiple	Long
BOUND	A	277-277	0273-0273

Every local education agency must be classified into one operational status code. The Operational Status Code is a classification of changes in an education agency's boundaries or jurisdiction since the last report to NCES. The seven classifications are:

- 1 Open:** Agency listed on previous year's CCD Agency Universe. No significant change in geographical boundaries or instructional responsibility. Currently in operation.

- 2 Closed:** Agency listed on previous year's CCD Agency Universe. Currently not in operation, **or never opened**, and is not expected to operate in the future. Should be removed from the database. State should report completion counts, dropout data, and migrant data, if available.

- 3 New:** Agency not listed on previous year's CCD Agency Universe **OR** listed as bound code = 7, Future Agency. Newly created or completely restructured into current geographical boundaries or instructional responsibility. Could have been reported as a Future Agency last year, but this is not a requirement. (Agencies not yet in operation should be coded as Future Agencies, code = 7.)

- 4 Added:** Agency not listed on previous year's CCD Agency Universe. In existence then but not reported. Currently in operation and is now being added.

- 5 Changed Boundary:** Agency in existence and listed on previous year's CCD Agency Universe, but has undergone a significant change in geographic boundaries or instructional responsibility.

- 6 Inactive:** Agency is temporarily closed and may reopen within three years. Agency cannot report student data. Agencies coded as Inactive must either Close or return to Open status within three years.

- 7 Future Agency:** Agency is scheduled to be operational within two years. The agency cannot report any student data. Must report directory information such as grade span and physical location. A New agency (BOUND code = 3) would NOT have to be reported first as a Future Agency.

The predominant change in education agency structure has been the consolidation of smaller agencies into larger agencies. Consolidations are usually reported in one of two ways:

- Several agencies of approximately equal size are merged to form one new agency that is much larger and fundamentally different from the previous agencies. Set the Operational Status Code of the old agencies = **2** (Closed). Assign Operational Status Code = **3** (New) to the newly created agency. The NCES identification number for a new agency **must be left blank**.
- One or more small agencies are acquired or added to a larger, previously existing, agency. Set the Operational Status Code for the smaller agencies = **2** (Closed) and the Operational Status Code for the larger agency = **5** (Change Boundary).

## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

**Note:** Codes **M**, **N** or leaving item blank are invalid responses.

**Provide written documentation for the changes that have occurred. This is critical in order for NCES to assign correct identification numbers to schools whose agency has changed.** Use the NCES agency identification number (LEAID), if known. Use the state-assigned agency (STID) identification if the NCES number is not known. You may enter the state identification number for new agencies.

### Grade Span Offered

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
GSLO	A	278-279	0274-0275
GSHI	A	280-281	0276-0277

Grade Span is reported by combining two data fields, lowest grade offered (GSLO) and highest grade offered (GSHI).

Report the span of grades served by this agency. **INCLUDE** all grades even if students are not currently enrolled. The first two characters designate the lowest grade served. The next two characters designate the highest grade served, as follows: PK, KG, 01 through 12. If an agency does not serve students, set grade span = NN. If the agency serves ungraded classes only, enter UGUG. The agency grade span should be consistent with the grade spans of its associated schools.

### Students

Report the total number of students in membership for ungraded students, PK-12 combined. **INCLUDE** students with individualized education programs (IEP).

- Ungraded plus PK-12 should equal the total student membership of the agency.
- **EXCLUDE** duplicate counts of students within a specific agency **and** students whose membership is reported by another agency.
- Students who are tuitioned out to other agencies should be reported under the *receiving agency* in which they receive services.

### Ungraded Students

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
UG	N	282-288	0278-0284

Report the number of students in classes or programs where students are assigned other than standard grade designations. If the Ungraded classification is used, but there are currently no Ungraded students, enter **0** (zero). If the number of Ungraded students is not known, enter code **M**. If the Ungraded classification is not used, use code **N**.

### PK-12 Students

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
PK12	N	289-295	0285-0291

Report the number of students in graded classes within the public school program. **Include** Head Start participants if Head Start is an authorized program of the education agency.

**NOTE:** Include students enrolled in the agency's school who reside in the attendance area of a different agency. This can occur, for example, when a school district *tuitions out* a student to receive some services the district cannot provide. In this case the *receiving* school and agency include the student in their membership counts.

If PK-12 students are expected, but there are no students currently enrolled, enter **0** (zero). If the number of PK-12 students is not known, enter code **M**. If the agency does not use grades PK-12, enter code **N**.

### Migrant Students Served in a Summer Program

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
MIGRNT	N	296-302	0292-0298

Report the number of migrant students, as defined under 34 CFR 200.40, **enrolled in summer programs immediately prior to the current school year (2004 - 05)**. See Chapter VI, Glossary of Terms, for a more detailed explanation.

Beginning with the 2004 - 2005 processing year, Migrant student counts should be reported for agencies with BOUND = 2 (closed).

If migrant students are expected, but there are no migrant students currently enrolled, enter **0** (zero). If the number of migrant students is not known, enter code **M**. If the agency does not collect migrant student counts, enter code **N**.

### Special Education - Individualized Education Program (IEP) Students

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
SPECED	N	303-309	0299-0305

Report the number students having Individualized Education Programs (IEP) under the Individuals with Disabilities Education Act (IDEA-Part B) on December 1, or the closest school day to that date. (This number is a subset of the Ungraded and PK-12 fields.) If both Ungraded students and PK-12 students were reported as code **N**, then code **N** is an acceptable response for this item. In all other cases, only code **M**, zero, or a positive number is an acceptable response. **Do not include *Gifted and Talented* in this count.**

## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

### English Language Learner (formerly known as Limited-English-Proficient) Students

Field Mnemonic	Alpha/Numeric	Multiple	Long
ELL	N	310-316	0306-0312

Report the number of English Language Learner (formerly known as Limited English Proficient) Students served in appropriate programs. (This number is a subset of the Ungraded and PK-12 fields.) ELL students are served in programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). If both Ungraded students and PK-12 students were reported as code **N**, then code **N** is an acceptable response for this item. In all other cases, only code **M**, zero, or a positive number is an acceptable response. **Exclude students enrolled to learn a language other than English.** See Chapter VI, Glossary of Terms, for a more detailed explanation.

### Instructional Staff

Field Mnemonic	Alpha/Numeric	Multiple	Long
PKTCH	N	026-032	0313-0319
KGTCH	N	033-039	0320-0326
ELMTCH	N	040-046	0327-0333
SECTCH	N	047-053	0334-0340
UGTCH	N	054-060	0341-0347
TOTTCH	N	061-067	0348-0354
AIDES	N	068-074	0355-0361
CORSUP	N	075-081	0362-0368

**Include** all teachers (prekindergarten, kindergarten, elementary, secondary, ungraded, total), instructional coordinators and supervisors, and instructional aides. For specific definitions, refer to Chapter VI, Glossary of Terms. **INCLUDE** the following instructional staff:

- Positions filled by direct hire and by contracting. **EXCLUDE** vacant positions.
- Report part-time (P/T) staff in terms of FTE (full-time equivalency). FTE should be counted in tenths. For example, if a teaching position is filled by two P/T people, each working a half day, count each person as 0.5.
- Full-time employees with more than one assignment should be counted in terms of FTE in each assignment. For example, a person assigned 4 hours per day teaching and 2 hours per day counseling should be counted 0.7 for teaching and 0.3 for counseling.
- The total FTE counts for instructional staff must be reported to the **nearest tenth**, with an **EXPLICIT** decimal.

Each field must have an entry - a numeric value; code **M**; or code **N**.

### Support Services Staff

Field Mnemonic	Alpha/Numeric	Multiple	Long
ELMGUI	N	082-088	0369-0375
SECGUI	N	089-095	0376-0382
TOTGUI	N	096-102	0383-0389
LIBSPE	N	103-109	0390-0396
LIBSUP	N	110-116	0397-0403
LEAADM	N	117-123	0404-0410
LEASUP	N	124-130	0411-0417
SCHADM	N	131-137	0418-0424
SCHSUP	N	138-144	0425-0431
STUSUP	N	145-151	0432-0438
OTHSUP	N	152-158	0439-0445

Include all non-instructional staff (elementary guidance counselors, secondary guidance counselors, total guidance counselors, librarians/media specialists, library/media support staff, LEA administrators, LEA administrative support staff, school administrators, school administrative support staff, student support services staff, and all other support staff). For categories definitions, see Chapter VI, Glossary of Terms. **INCLUDE** the following support services staff:

- Positions filled by direct hire and by contracting. **EXCLUDE** vacant positions.
- Report part-time staff in terms of full-time equivalency (FTE). Full-time equivalency should be counted in tenths. For example, if a guidance counselor position is filled by two part-time people, each working a half day, count each person as 0.5.
- Full-time employees with more than one assignment should be counted in terms of full-time equivalency in each assignment. For example, a person assigned 4 hours per day teaching and 2 hours per day counseling should be counted 0.7 for teaching and 0.3 for counseling.
- The total FTE counts for support services staff categories must be reported to the **nearest tenth**, with an **EXPLICIT DECIMAL**.

Each field must have an entry - a numeric value; code **M**; or code **N**.

## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

### High School Completion Counts

Report counts of diploma recipients and other high school completers by race/ethnicity and by gender. **INCLUDE** all individuals who received diplomas, certificate of completion or other formal indications of high school completion. **DO NOT include high school General Education Development (GED) credential recipients.**

These high school completion counts are taken at the end of the **PREVIOUS** school year and at the **end of summer prior** to the current school year. High school completers in agencies that closed due to reorganization should be reported at the appropriate remaining agency.

The **racial/ethnic categories** describe the groups to which individuals belong. Categories do not denote scientific definitions of anthropological origins. **Count each student in only one category.** Please submit the racial/ethnic data in the following manner:

- American Indian/Alaska Native
- Asian/Pacific Islander
- Hispanic
- Black, Not Hispanic
- White, Not Hispanic

**Mixed racial/ethnic origins:** Select the category that reflects the individual's recognition in the community for reporting students who are of mixed racial and/or ethnic origins. The category definitions can be found in Chapter VI, Glossary of Terms.

### Diploma Recipients by Race/Ethnicity and by Gender

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOTDPL	N	026-031	0446-0451
AMDPLM	N	032-037	0452-0457
AMDPLF	N	038-043	0458-0463
AMDPLU	N	044-049	0464-0469
ASDPLM	N	050-055	0470-0475
ASDPLF	N	056-061	0476-0481
ASDPLU	N	062-067	0482-0487
HIDPLM	N	068-073	0488-0493
HIDPLF	N	074-079	0494-0499
HIDPLU	N	080-085	0500-0505
BLDPLM	N	086-091	0506-0511
BLDPLF	N	092-097	0512-0517
BLDPLU	N	098-103	0518-0523
WHDPLM	N	104-109	0524-0529
WHDPLF	N	110-115	0530-0535
WHDPLU	N	116-121	0536-0541

Report the number of individuals who received a diploma during the **PREVIOUS** school year and subsequent summer school by race/ethnicity and by gender.

Beginning with the 2004 - 2005 processing year, High School Completion counts should be reported for agencies with BOUND = 2 (closed).

Use code **N** only if the education agency does not serve students in the appropriate grade or age range to be eligible for a diploma.

### Other High School Completers by Race/Ethnicity and by Gender

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOTOHC	N	026-031	0542-0547
AMOHCM	N	032-037	0548-0553
AMOHCF	N	038-043	0554-0559
AMOHCU	N	044-049	0560-0565
ASOHCM	N	050-055	0566-0571
ASOHCF	N	056-061	0572-0577
ASOHCU	N	062-067	0578-0583
HIOHCM	N	068-073	0584-0589
HIOHCF	N	074-079	0590-0595
HIOHCU	N	080-085	0596-0601
BLOHCM	N	086-091	0602-0607
BLOHCF	N	092-097	0608-0613
BLOHCU	N	098-103	0614-0619
WHOHCM	N	104-109	0620-0625
WHOHCF	N	110-115	0626-0631
WHOHCU	N	116-121	0632-0637

Enter the number of individuals who received a certificate of completion in lieu of a diploma during the **PREVIOUS** school year and subsequent summer by race/ethnicity and by gender.

Use code **N** if the education agency does not serve students in the appropriate grade or age range or if the other high school completer credential is not awarded in the state or agency.

## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

### Dropouts by Grade, by Race/Ethnicity and by Gender

Report counts of student dropouts for each local education agency based on the detailed instructions found in Appendix D. You may contact Lee Hoffman at NCES (email: [Lee.Hoffman@ed.gov](mailto:Lee.Hoffman@ed.gov) or FAX: (202) 502-7356) for questions regarding the dropout definition.

Enter numbers of students who dropped out of grades 7 through 12. Report dropouts for grades 7-12, by race/ethnicity and gender. Ungraded dropouts should be assigned to the grade most appropriate to their age.

Beginning with the 2004 - 2005 processing year, Dropout Student counts should be reported for agencies with BOUND = 2 (closed).

If a grade level is served but there were no dropouts, enter a **0** (zero). If the racial or gender detail (or other value) is not known, enter code **M**, and report Total values. If a particular grade level is not served, enter code **N**. If using the *Multiple* record layout, omit records for the grades not within the grade span of the agency.

The **racial/ethnic categories** describe the groups to which individuals belong. Categories do not denote scientific definitions of anthropological origins. **Count each student in only one category.** Please submit the racial/ethnic data in the following manner:

- American Indian/Alaska Native
- Asian/Pacific Islander
- Hispanic
- Black, Not Hispanic
- White, Not Hispanic

**Mixed racial/ethnic origins:** Select the category that reflects the individual's recognition in the community for reporting students who are of mixed racial and/or ethnic origins. The category definitions can be found in Chapter VI, Glossary of Terms.

**PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY**

7<sup>th</sup> Grade Dropouts

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOTD07	N	026-031	0638 - 0643
AMD07M	N	032-037	0644 - 0649
AMD07F	N	038-043	0650 - 0655
AMD07U	N	044-049	0656 - 0661
ASD07M	N	050-055	0662 - 0667
ASD07F	N	056-061	0668 - 0673
ASD07U	N	062-067	0674 - 0679
HID07M	N	068-073	0680 - 0685
HID07F	N	074-079	0686 - 0691
HID07U	N	080-085	0692 - 0697
BLD07M	N	086-091	0698 - 0703
BLD07F	N	092-097	0704 - 0709
BLD07U	N	098-103	0710 - 0715
WHD07M	N	104-109	0716 - 0721
WHD07F	N	110-115	0722 - 0727
WHD07U	N	116-121	0728 - 0733

10<sup>th</sup> Grade Dropouts

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT10	N	026-031	0926 - 0931
AM10M	N	032-037	0932 - 0937
AM10F	N	038-043	0938 - 0943
AM10U	N	044-049	0944 - 0949
AS10M	N	050-055	0950 - 0955
AS10F	N	056-061	0956 - 0961
AS10U	N	062-067	0962 - 0967
HI10M	N	068-073	0968 - 0973
HI10F	N	074-079	0974 - 0979
HI10U	N	080-085	0980 - 0985
BL10M	N	086-091	0986 - 0991
BL10F	N	092-097	0992 - 0997
BL10U	N	098-103	0998 - 1003
WH10M	N	104-109	1004 - 1009
WH10F	N	110-115	1010 - 1015
WH10U	N	116-121	1016 - 1021

8<sup>th</sup> Grade Dropouts

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT08	N	026-031	0734 - 0739
AM08M	N	032-037	0740 - 0745
AM08F	N	038-043	0746 - 0751
AM08U	N	044-049	0752 - 0757
AS08M	N	050-055	0758 - 0763
AS08F	N	056-061	0764 - 0769
AS08U	N	062-067	0770 - 0775
HI08M	N	068-073	0776 - 0781
HI08F	N	074-079	0782 - 0787
HI08U	N	080-085	0788 - 0793
BL08M	N	086-091	0794 - 0799
BL08F	N	092-097	0800 - 0805
BL08U	N	098-103	0806 - 0811
WH08M	N	104-109	0812 - 0817
WH08F	N	110-115	0818 - 0823
WH08U	N	116-121	0824 - 0829

11<sup>th</sup> Grade Dropouts

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT11	N	026-031	1022 - 1027
AM11M	N	032-037	1028 - 1033
AM11F	N	038-043	1034 - 1039
AM11U	N	044-049	1040 - 1045
AS11M	N	050-055	1046 - 1051
AS11F	N	056-061	1052 - 1057
AS11U	N	062-067	1058 - 1063
HI11M	N	068-073	1064 - 1069
HI11F	N	074-079	1070 - 1075
HI11U	N	080-085	1076 - 1081
BL11M	N	086-091	1082 - 1087
BL11F	N	092-097	1088 - 1093
BL11U	N	098-103	1094 - 1099
WH11M	N	104-109	1100 - 1105
WH11F	N	110-115	1106 - 1111
WH11U	N	116-121	1112 - 1117

9<sup>th</sup> Grade Dropouts

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT09	N	026-031	0830 - 0835
AM09M	N	032-037	0836 - 0841
AM09F	N	038-043	0842 - 0847
AM09U	N	044-049	0848 - 0853
AS09M	N	050-055	0854 - 0859
AS09F	N	056-061	0860 - 0865
AS09U	N	062-067	0866 - 0871
HI09M	N	068-073	0872 - 0877
HI09F	N	074-079	0878 - 0883
HI09U	N	080-085	0884 - 0889
BL09M	N	086-091	0890 - 0895
BL09F	N	092-097	0896 - 0901
BL09U	N	098-103	0902 - 0907
WH09M	N	104-109	0908 - 0913
WH09F	N	110-115	0914 - 0919
WH09U	N	116-121	0920 - 0925

12<sup>th</sup> Grade Dropouts

<u>Field Name</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
TOT12	N	026-031	1118 - 1123
AM12M	N	032-037	1124 - 1129
AM12F	N	038-043	1130 - 1135
AM12U	N	044-049	1136 - 1141
AS12M	N	050-055	1142 - 1147
AS12F	N	056-061	1148 - 1153
AS12U	N	062-067	1154 - 1159
HI12M	N	068-073	1160 - 1165
HI12F	N	074-079	1166 - 1171
HI12U	N	080-085	1172 - 1177
BL12M	N	086-091	1178 - 1183
BL12F	N	092-097	1184 - 1189
BL12U	N	098-103	1190 - 1195
WH12M	N	104-109	1196 - 1201
WH12F	N	110-115	1202 - 1207
WH12U	N	116-121	1208 - 1213

## **IV. STATE NONFISCAL SURVEY**

## STATE NONFISCAL SURVEY

### Purpose

The URL for the State Nonfiscal Survey Web application is:

<http://surveys.nces.ed.gov/ccdsurvey>

The primary purpose of the State Nonfiscal Survey is to collect basic information on public elementary and secondary school students and staff for each state, the District of Columbia, the Bureau of Indian Affairs, the Department of Defense Dependents Schools, and the outlying territories with a U.S. relationship. The State Nonfiscal Survey collects **state aggregate** data.

State aggregate data cover all education agencies providing free public elementary and secondary education within a state. The education agencies included on the State Nonfiscal Survey should be the same as those provided to NCES on the Elementary/Secondary Agency Universe Report, this includes data for public Regional Education Service Agencies (RESA). If this conflicts with state law or practice, please note.

**To avoid double counting, EXCLUDE Bureau of Indian Affairs or Department of Defense agencies from your State Nonfiscal file. These agencies are reported separately by the appropriate Federal Agencies.**

### Missing and Not Applicable Data

Identify missing or not applicable data using the codes listed below. Every item in this survey requires a response unless otherwise indicated.

- **M** indicates data are missing. A value is expected, but no value is measured.
- **N** indicates data are not applicable. A value is neither expected nor measured.
- Enter **0** (zero) only for those cases where a numerical value is measured but no quantity is found.

### Due Date

This survey is due on March 30 of the school year reported. Revisions and corrections will be accepted through September 30, 2005, unless otherwise noted.

Listed below are the data field description, corresponding mnemonic, long format record layout positions for the State Nonfiscal Survey.

### State Education Agency Information

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
SEANAME	A	005-039	0001-0035
STREET	A	040-069	0036-0065
CITY	A	070-099	0066-0095
ZIP	A	100-104	0096-0100
ZIP4	A	105-108	0101-0104
PHONE	A	109-118	0105-0114

Enter the State Education Agency Name, Mailing Street Address, City, State, ZIP Code, ZIP4, and Area Code + phone number.

### Instructional Staff

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
PKTCH	N	005-010	0115-0120
KGTCH	N	011-016	0121-0126
ELMTCH	N	017-022	0127-0132
SECTCH	N	023-028	0133-0138
UGTCH	N	029-034	0139-0144
TOTTCH	N	035-040	0145-0150
AIDES	N	041-046	0151-0156
CORSUP	N	047-052	0157-0162

Report Full-Time Equivalency (FTE) counts **rounded to the nearest whole number** for each instructional staff category listed. Include all teachers, aides, coordinators and supervisors. For detailed definitions, refer to Chapter VI, Glossary of Terms.

### Support Services Staff

<u>Field Mnemonic</u>	<u>Alpha/Numeric</u>	<u>Multiple</u>	<u>Long</u>
ELMGUI	N	053-058	0163-0168
SECGUI	N	059-064	0169-0174
TOTGUI	N	065-070	0175-0180
LIBSPE	N	071-076	0181-0186
LIBSUP	N	077-082	0187-0192
LEAADM	N	083-088	0193-0198
LEASUP	N	089-094	0199-0204
SCHADM	N	095-100	0205-0210
SCHSUP	N	101-106	0211-0216
STUSUP	N	107-112	0217-0222
OTHSUP	N	113-118	0223-0228

Report Full-Time Equivalency (FTE) counts **rounded to the nearest whole number** for each support services category listed. Include all non-instructional staff. For detailed definitions, refer to Chapter VI, Glossary of Terms.

## STATE NONFISCAL SURVEY

### High School Completion Counts by Race/Ethnicity

Report high school completion numbers (diploma recipients, high school equivalency recipients, and other high school completers) by race/ethnicity.

The **racial/ethnic categories** describe the groups to which individuals belong. Categories do not denote scientific definitions of anthropological origins. **Count each student in only one category.** Please submit the racial/ethnic data in the categories listed under **Students by Grade and by Race/Ethnicity.**

**Mixed racial/ethnic origins:** Select the category that reflects the individual's recognition in the community for reporting students who are of mixed racial and/or ethnic origins. The category definitions can be found in Chapter VI, Glossary.

### Diploma Recipients by Race/Ethnicity

Field Mnemonic	Alpha/Numeric	Multiple	Long
REGDIP	N	005-012	0997-1004
AMDIP	N	013-020	1005-1012
ASDIP	N	021-028	1013-1020
HIDIP	N	029-036	1021-1028
BLDIP	N	037-044	1029-1036
WHDIP	N	045-052	1037-1044

- **Diploma Recipients:** Graduates who received a diploma during the **PREVIOUS school year** and subsequent summer.

### High School Equivalency Recipients by Race/Ethnicity

Field Mnemonic	Alpha/Numeric	Multiple	Long
EQUIV	N	005-012	1045-1052
AMEQUIV	N	013-020	1053-1060
ASEQUIV	N	021-028	1061-1068
HIEQUIV	N	029-036	1069-1076
BLEQUIV	N	037-044	1077-1084
WHEQUIV	N	045-052	1085-1092

- **High School Equivalency Recipients:** Individuals **age 19 years or younger** who received a high school equivalency certificate during the **PREVIOUS school year** and subsequent summer.

### Other High School Completers by Race/Ethnicity

Field Mnemonic	Alpha/Numeric	Multiple	Long
OTHCOM	N	005-012	1093-1100
AMOHC	N	013-020	1101-1108
ASOHC	N	021-028	1109-1116
HIOHC	N	029-036	1117-1124
BLOHC	N	037-044	1125-1132
WHOHC	N	045-052	1133-1140

- **Other High School Completers:** Individuals who received a certificate of attendance or other certificate of completion in lieu of a diploma during the **PREVIOUS school year** and subsequent summer.

If a credential is issued in the state, but no students were awarded that credential in the year reported, enter **0** (zero). If the detail (or other value) is not known, enter code **M**, and report Total Values. If a particular category is not used, enter code **N**.

### Student Counts by Grade

Report student membership counts by grade (PK-12, ungraded). Report all students for whom the state or local governments within the state are obligated to provide a free, public elementary/secondary education. **EXCLUDE** students served in schools or agencies operated by the Bureau of Indian Affairs or the Department of Defense. The definition of membership is provided in Chapter VI, Glossary of Terms. **Assign each student to only one grade level.**

### Students by Grade and by Race/Ethnicity

Report the student membership counts by grade (PK, KG, 01-12), ungraded and by race/ethnicity. Membership Count is the total student enrollment on October 1 (or the closest school day to October 1) for all grade levels (PK, KG, 01-12) and ungraded students. **INCLUDE** students both present and absent on the designated day. If a grade level is served but there are currently no students, enter **0** (zero). If the detail (or other value) is not known, enter code **M**, and report Total Values. If a particular grade level is not served, enter code **N**.

The **racial/ethnic categories** describe the groups to which individuals belong. Categories do not denote scientific definitions of anthropological origins. **Count each student in only one category.** Please submit the racial/ethnic data in the following manner:

American Indian/Alaska Native  
Asian/Pacific Islander  
Hispanic  
Black, Not Hispanic  
White, Not Hispanic

**Mixed racial/ethnic origins:** Select the category that reflects the individual's recognition in the community for reporting students who are of mixed racial and/or ethnic origins. The category definitions can be found in Chapter VI, Glossary of Terms.

## STATE NONFISCAL SURVEY

Prekindergarten Students

Field Name	Alpha/Numeric	Multiple	Long	
PK	N	05 - 12	229	- 236
AMPK	N	13 - 20	237	- 244
ASPK	N	21 - 28	245	- 252
HIPK	N	29 - 36	253	- 260
BLPK	N	37 - 44	261	- 268
WHPK	N	45 - 52	269	- 276

4<sup>th</sup> Grade Students

Field Name	Alpha/Numeric	Multiple	Long	
G04	N	05 - 12	469	- 476
AM04	N	13 - 20	477	- 484
AS04	N	21 - 28	485	- 492
HI04	N	29 - 36	493	- 500
BL04	N	37 - 44	501	- 508
WH04	N	45 - 52	509	- 516

Kindergarten Students

Field Name	Alpha/Numeric	Multiple	Long	
KG	N	05 - 12	277	- 284
AMKG	N	13 - 20	285	- 292
ASKG	N	21 - 28	293	- 300
HIKG	N	29 - 36	301	- 308
BLKG	N	37 - 44	309	- 316
WHKG	N	45 - 52	317	- 324

5<sup>th</sup> Grade Students

Field Name	Alpha/Numeric	Multiple	Long	
G05	N	05 - 12	517	- 524
AM05	N	13 - 20	525	- 532
AS05	N	21 - 28	533	- 540
HI05	N	29 - 36	541	- 548
BL05	N	37 - 44	549	- 556
WH05	N	45 - 52	557	- 564

1<sup>st</sup> Grade Students

Field Name	Alpha/Numeric	Multiple	Long	
G01	N	05 - 12	325	- 332
AM01	N	13 - 20	333	- 340
AS01	N	21 - 28	341	- 348
HI01	N	29 - 36	349	- 356
BL01	N	37 - 44	357	- 364
WH01	N	45 - 52	365	- 372

6<sup>th</sup> Grade Students

Field Name	Alpha/Numeric	Multiple	Long	
G06	N	05 - 12	565	- 572
AM06	N	13 - 20	573	- 580
AS06	N	21 - 28	581	- 588
HI06	N	29 - 36	589	- 596
BL06	N	37 - 44	597	- 604
WH06	N	45 - 52	605	- 612

2<sup>nd</sup> Grade Students

Field Name	Alpha/Numeric	Multiple	Long	
G02	N	05 - 12	373	- 380
AM02	N	13 - 20	381	- 388
AS02	N	21 - 28	389	- 396
HI02	N	29 - 36	397	- 404
BL02	N	37 - 44	405	- 412
WH02	N	45 - 52	413	- 420

7<sup>th</sup> Grade Students

Field Name	Alpha/Numeric	Multiple	Long	
G07	N	05 - 12	613	- 620
AM07	N	13 - 20	621	- 628
AS07	N	21 - 28	629	- 636
HI07	N	29 - 36	637	- 644
BL07	N	37 - 44	645	- 652
WH07	N	45 - 52	653	- 660

3<sup>rd</sup> Grade Students

Field Name	Alpha/Numeric	Multiple	Long	
G03	N	05 - 12	421	- 428
AM03	N	13 - 20	429	- 436
AS03	N	21 - 28	437	- 444
HI03	N	29 - 36	445	- 452
BL03	N	37 - 44	453	- 460
WH03	N	45 - 52	461	- 468

8<sup>th</sup> Grade Students

Field Name	Alpha/Numeric	Multiple	Long	
G08	N	05 - 12	661	- 668
AM08	N	13 - 20	669	- 676
AS08	N	21 - 28	677	- 684
HI08	N	29 - 36	685	- 692
BL08	N	37 - 44	693	- 700
WH08	N	45 - 52	701	- 708

## STATE NONFISCAL SURVEY

9<sup>th</sup> Grade Students

Field Name	Alpha/Numeric	Multiple	Long
G09	N	05 - 12	709 - 716
AM09	N	13 - 20	717 - 724
AS09	N	21 - 28	725 - 732
HI09	N	29 - 36	733 - 740
BL09	N	37 - 44	741 - 748
WH09	N	45 - 52	749 - 756

12<sup>th</sup> Grade Students

Field Name	Alpha/Numeric	Multiple	Long
G12	N	05 - 12	853 - 860
AM12	N	13 - 20	861 - 868
AS12	N	21 - 28	869 - 876
HI12	N	29 - 36	877 - 884
BL12	N	37 - 44	885 - 892
WH12	N	45 - 52	893 - 900

10<sup>th</sup> Grade Students

Field Name	Alpha/Numeric	Multiple	Long
G10	N	05 - 12	757 - 764
AM10	N	13 - 20	765 - 772
AS10	N	21 - 28	773 - 780
HI10	N	29 - 36	781 - 788
BL10	N	37 - 44	789 - 796
WH10	N	45 - 52	797 - 804

Ungraded Students

Field Name	Alpha/Numeric	Multiple	Long
UG	N	05 - 12	901 - 908
AMUG	N	13 - 20	909 - 916
ASUG	N	21 - 28	917 - 924
HIUG	N	29 - 36	925 - 932
BLUG	N	37 - 44	933 - 940
WHUG	N	45 - 52	941 - 948

11<sup>th</sup> Grade Students

Field Name	Alpha/Numeric	Multiple	Long
G11	N	05 - 12	805 - 812
AM11	N	13 - 20	813 - 820
AS11	N	21 - 28	821 - 828
HI11	N	29 - 36	829 - 836
BL11	N	37 - 44	837 - 844
WH11	N	45 - 52	845 - 852

Total Students, All Grades

Field Name	Alpha/Numeric	Multiple	Long
MEMBER	N	05 - 12	949 - 956
AMTOT	N	13 - 20	957 - 964
ASTOT	N	21 - 28	965 - 972
HITOT	N	29 - 36	973 - 980
BLTOT	N	37 - 44	981 - 988
WHTOT	N	45 - 52	989 - 996

## **V. APPENDICES**

**APPENDIX A-1: SCHOOL UNIVERSE SHUTTLE**

National Center for Education Statistics

FOR

OMB No. 1850-0067

Expires 11/30/2004

Public Elementary/Secondary School Universe Survey

<u>Description</u>	<u>Data Field</u>	<u>Description</u>	<u>Data Field</u>
NCES Education Agency ID	LEAID _____	School Type Code	SCHTYP _____
State Education Agency ID	STID _____	Operational Status Code	STATUS _____
NCES School ID	SCHNO _____	Grade Span Offered - Lowest grade	GSLO _____
State School ID	SEASCH _____	Grade Span Offered - Highest grade	GSHI _____
Name of Education Agency	LEANM _____	Title I School	TITLEI _____
Name of School	SCHNAM _____	If yes, School-wide Title I	STITLI _____
Telephone Number (Area Code and Phone Number)	PHONE _____	Magnet School	MAGNET _____
Mailing Address - Street	MSTREE _____	Charter School	CHARTR _____
Mailing Address - City	MCITY _____	Shared Time School	SHARED _____
Mailing Address - State (P.O. Abbreviation)	MSTATE _____	Classroom Teacher Count (1 explicit decimal point)	FTE _____
Mailing Address - ZIP (digits 1 thru 5)	MZIP _____	Students Eligible for Free Lunch	FRELCH _____
Mailing Address - ZIP4 (digits 6 thru 9)	MZIP4 _____	Students Eligible for Reduced-Price Lunch	REDLCH _____
Physical Location Address - Street	LSTREE _____	Total of Free Lunch and Reduced-Price Lunch Eligible	FLE _____
Physical Location Address - City	LCITY _____	Migrant Students Enrolled in Previous Year	MIGRNT _____
Physical Location Address - State (P.O. Abbreviation)	LSTATE _____		
Physical Location Address - ZIP (digits 1 thru 5)	LZIP _____		
Physical Location Address - ZIP4 (digits 6 thru 9)	LZIP4 _____		

Paperwork Burden Statement - According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0067. The time required to complete this information collection is estimated to average 55.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NCES, U.S. Department of Education, 1990 K Street NW, Room 9087, Washington D.C. 20006-5651

ONLY

## APPENDIX A-1: SCHOOL UNIVERSE SHUTTLE

### Public Elementary/Secondary School Universe Survey

#### Prekindergarten Students:

Description	Data Field
Total Prekindergarten Students	TOTPK
American Indian/Alaska Native - male	AMPKM
American Indian/Alaska Native - female	AMPKF
American Indian/Alaska Native - unknown	AMPKU
Asian/Pacific Islander - male	ASPKM
Asian/Pacific Islander - female	ASPKF
Asian/Pacific Islander - unknown	ASPKU
Hispanic - male	HIPKM
Hispanic - female	HIPKF
Hispanic - unknown	HIPKU
Black, not Hispanic - male	BLPKM
Black, not Hispanic - female	BLPKF
Black, not Hispanic - unknown	BLPKU
White, not Hispanic - male	WHPKM
White, not Hispanic - female	WHPKF
White, not Hispanic - unknown	WHPKU

#### Kindergarten Students:

Description	Data Field
Total Kindergarten Students	TOTKG
American Indian/Alaska Native - male	AMKGM
American Indian/Alaska Native - female	AMKGF
American Indian/Alaska Native - unknown	AMKGU
Asian/Pacific Islander - male	ASKGM
Asian/Pacific Islander - female	ASKGF
Asian/Pacific Islander - unknown	ASKGU
Hispanic - male	HIKGM
Hispanic - female	HIKGF
Hispanic - unknown	HIKGU
Black, not Hispanic - male	BLKGM
Black, not Hispanic - female	BLKGF
Black, not Hispanic - unknown	BLKGU
White, not Hispanic - male	WHKGM
White, not Hispanic - female	WHKGF
White, not Hispanic - unknown	WHKGU

#### First Grade Students:

Description	Data Field
Total Grade 1 Students	TOT01
American Indian/Alaska Native - male	AM01M
American Indian/Alaska Native - female	AM01F
American Indian/Alaska Native - unknown	AM01U
Asian/Pacific Islander - male	AS01M
Asian/Pacific Islander - female	AS01F
Asian/Pacific Islander - unknown	AS01U
Hispanic - male	HI01M
Hispanic - female	HI01F
Hispanic - unknown	HI01U
Black, not Hispanic - male	BL01M
Black, not Hispanic - female	BL01F
Black, not Hispanic - unknown	BL01U
White, not Hispanic - male	WH01M
White, not Hispanic - female	WH01F
White, not Hispanic - unknown	WH01U

#### Second Grade Students:

Description	Data Field
Total Grade 2 Students	TOT02
American Indian/Alaska Native - male	AM02M
American Indian/Alaska Native - female	AM02F
American Indian/Alaska Native - unknown	AM02U
Asian/Pacific Islander - male	AS02M
Asian/Pacific Islander - female	AS02F
Asian/Pacific Islander - unknown	AS02U
Hispanic - male	HI02M
Hispanic - female	HI02F
Hispanic - unknown	HI02U
Black, not Hispanic - male	BL02M
Black, not Hispanic - female	BL02F
Black, not Hispanic - unknown	BL02U
White, not Hispanic - male	WH02M
White, not Hispanic - female	WH02F
White, not Hispanic - unknown	WH02U

#### Third Grade Students:

Description	Data Field
Total Grade 3 Students	TOT03
American Indian/Alaska Native - male	AM03M
American Indian/Alaska Native - female	AM03F
American Indian/Alaska Native - unknown	AM03U
Asian/Pacific Islander - male	AS03M
Asian/Pacific Islander - female	AS03F
Asian/Pacific Islander - unknown	AS03U
Hispanic - male	HI03M
Hispanic - female	HI03F
Hispanic - unknown	HI03U
Black, not Hispanic - male	BL03M
Black, not Hispanic - female	BL03F
Black, not Hispanic - unknown	BL03U
White, not Hispanic - male	WH03M
White, not Hispanic - female	WH03F
White, not Hispanic - unknown	WH03U

#### Fourth Grade Students:

Description	Data Field
Total Grade 4 Students	TOT04
American Indian/Alaska Native - male	AM04M
American Indian/Alaska Native - female	AM04F
American Indian/Alaska Native - unknown	AM04U
Asian/Pacific Islander - male	AS04M
Asian/Pacific Islander - female	AS04F
Asian/Pacific Islander - unknown	AS04U
Hispanic - male	HI04M
Hispanic - female	HI04F
Hispanic - unknown	HI04U
Black, not Hispanic - male	BL04M
Black, not Hispanic - female	BL04F
Black, not Hispanic - unknown	BL04U
White, not Hispanic - male	WH04M
White, not Hispanic - female	WH04F
White, not Hispanic - unknown	WH04U

## APPENDIX A-1: SCHOOL UNIVERSE SHUTTLE

### Public Elementary/Secondary School Universe Survey

#### Fifth Grade Students:

<u>Description</u>	<u>Data Field</u>
Total Grade 5 Students	TOT05
American Indian/Alaska Native - male	AM05M
American Indian/Alaska Native - female	AM05F
American Indian/Alaska Native - unknown	AM05U
Asian/Pacific Islander - male	AS05M
Asian/Pacific Islander - female	AS05F
Asian/Pacific Islander - unknown	AS05U
Hispanic - male	HI05M
Hispanic - female	HI05F
Hispanic - unknown	HI05U
Black, not Hispanic - male	BLO5M
Black, not Hispanic - female	BLO5F
Black, not Hispanic - unknown	BLO5U
White, not Hispanic - male	WH05M
White, not Hispanic - female	WH05F
White, not Hispanic - unknown	WH05U

#### Sixth Grade Students:

<u>Description</u>	<u>Data Field</u>
Total Grade 6 Students	TOT06
American Indian/Alaska Native - male	AM06M
American Indian/Alaska Native - female	AM06F
American Indian/Alaska Native - unknown	AM06U
Asian/Pacific Islander - male	AS06M
Asian/Pacific Islander - female	AS06F
Asian/Pacific Islander - unknown	AS06U
Hispanic - male	HI06M
Hispanic - female	HI06F
Hispanic - unknown	HI06U
Black, not Hispanic - male	BL06M
Black, not Hispanic - female	BL06F
Black, not Hispanic - unknown	BL06U
White, not Hispanic - male	WH06M
White, not Hispanic - female	WH06F
White, not Hispanic - unknown	WH06U

#### Seventh Grade Students:

<u>Description</u>	<u>Data Field</u>
Total Grade 7 Students	TOT07
American Indian/Alaska Native - male	AM07M
American Indian/Alaska Native - female	AM07F
American Indian/Alaska Native - unknown	AM07U
Asian/Pacific Islander - male	AS07M
Asian/Pacific Islander - female	AS07F
Asian/Pacific Islander - unknown	AS07U
Hispanic - male	HI07M
Hispanic - female	HI07F
Hispanic - unknown	HI07U
Black, not Hispanic - male	BL07M
Black, not Hispanic - female	BL07F
Black, not Hispanic - unknown	BL07U
White, not Hispanic - male	WH07M
White, not Hispanic - female	WH07F
White, not Hispanic - unknown	WH07U

#### Eighth Grade Students:

<u>Description</u>	<u>Data Field</u>
Total Grade 8 Students	TOT08
American Indian/Alaska Native - male	AM08M
American Indian/Alaska Native - female	AM08F
American Indian/Alaska Native - unknown	AM08U
Asian/Pacific Islander - male	AS08M
Asian/Pacific Islander - female	AS08F
Asian/Pacific Islander - unknown	AS08U
Hispanic - male	HI08M
Hispanic - female	HI08F
Hispanic - unknown	HI08U
Black, not Hispanic - male	BLO8M
Black, not Hispanic - female	BLO8F
Black, not Hispanic - unknown	BLO8U
White, not Hispanic - male	WH08M
White, not Hispanic - female	WH08F
White, not Hispanic - unknown	WH08U

#### Ninth Grade Students:

<u>Description</u>	<u>Data Field</u>
Total Grade 9 Students	TOT09
American Indian/Alaska Native - male	AM09M
American Indian/Alaska Native - female	AM09F
American Indian/Alaska Native - unknown	AM09U
Asian/Pacific Islander - male	AS09M
Asian/Pacific Islander - female	AS09F
Asian/Pacific Islander - unknown	AS09U
Hispanic - male	HI09M
Hispanic - female	HI09F
Hispanic - unknown	HI09U
Black, not Hispanic - male	BL09M
Black, not Hispanic - female	BL09F
Black, not Hispanic - unknown	BL09U
White, not Hispanic - male	WH09M
White, not Hispanic - female	WH09F
White, not Hispanic - unknown	WH09U

#### Tenth Grade Students:

<u>Description</u>	<u>Data Field</u>
Total Grade 10 Students	TOT10
American Indian/Alaska Native - male	AM10M
American Indian/Alaska Native - female	AM10F
American Indian/Alaska Native - unknown	AM10U
Asian/Pacific Islander - male	AS10M
Asian/Pacific Islander - female	AS10F
Asian/Pacific Islander - unknown	AS10U
Hispanic - male	HI10M
Hispanic - female	HI10F
Hispanic - unknown	HI10U
Black, not Hispanic - male	BL10M
Black, not Hispanic - female	BL10F
Black, not Hispanic - unknown	BL10U
White, not Hispanic - male	WH10M
White, not Hispanic - female	WH10F
White, not Hispanic - unknown	WH10U

## APPENDIX A-1: SCHOOL UNIVERSE SHUTTLE

### Public Elementary/Secondary School Universe Survey

#### Eleventh Grade Students:

<u>Description</u>	<u>Data Field</u>
Total Grade 11 Students	TOT11
American Indian/Alaska Native - male	AM11M
American Indian/Alaska Native - female	AM11F
American Indian/Alaska Native - unknown	AM11U
Asian/Pacific Islander - male	AS11M
Asian/Pacific Islander - female	AS11F
Asian/Pacific Islander - unknown	AS11U
Hispanic - male	HI11M
Hispanic - female	HI11F
Hispanic - unknown	HI11U
Black, not Hispanic - male	BL11M
Black, not Hispanic - female	BL11F
Black, not Hispanic - unknown	BL11U
White, not Hispanic - male	WH11M
White, not Hispanic - female	WH11F
White, not Hispanic - unknown	WH11U

#### Twelfth Grade Students:

<u>Description</u>	<u>Data Field</u>
Total Grade 12 Students	TOT12
American Indian/Alaska Native - male	AM12M
American Indian/Alaska Native - female	AM12F
American Indian/Alaska Native - unknown	AM12U
Asian/Pacific Islander - male	AS12M
Asian/Pacific Islander - female	AS12F
Asian/Pacific Islander - unknown	AS12U
Hispanic - male	HI12M
Hispanic - female	HI12F
Hispanic - unknown	HI12U
Black, not Hispanic - male	BL12M
Black, not Hispanic - female	BL12F
Black, not Hispanic - unknown	BL12U
White, not Hispanic - male	WH12M
White, not Hispanic - female	WH12F
White, not Hispanic - unknown	WH12U

#### Ungraded Students:

<u>Description</u>	<u>Data Field</u>
Total Ungraded Students	TOTUG
American Indian/Alaska Native - male	AMUGM
American Indian/Alaska Native - female	AMUGF
American Indian/Alaska Native - unknown	AMUGU
Asian/Pacific Islander - male	ASUGM
Asian/Pacific Islander - female	ASUGF
Asian/Pacific Islander - unknown	ASUGU
Hispanic - male	HIUGM
Hispanic - female	HIUGF
Hispanic - unknown	HIUGU
Black, not Hispanic - male	BLUGM
Black, not Hispanic - female	BLUGF
Black, not Hispanic - unknown	BLUGU
White, not Hispanic - male	WHUGM
White, not Hispanic - female	WHUGF
White, not Hispanic - unknown	WHUGU

If ethnicity by grade is not available, but ethnicity for the entire school is, please complete "Total Students, All Grades".

#### Total Students, All Grades:

<u>Description</u>	<u>Data Field</u>
Total Students, All Grades	TOTAL
American Indian/Alaska Native - male	AMALM
American Indian/Alaska Native - female	AMALF
American Indian/Alaska Native - unknown	AMALU
Asian/Pacific Islander - male	ASALM
Asian/Pacific Islander - female	ASALF
Asian/Pacific Islander - unknown	ASALU
Hispanic - male	HALM
Hispanic - female	HALF
Hispanic - unknown	HALU
Black, not Hispanic - male	BLALM
Black, not Hispanic - female	BLALF
Black, not Hispanic - unknown	BLALU
White, not Hispanic - male	WHALM
White, not Hispanic - female	WHALF
White, not Hispanic - unknown	WHALU

**APPENDIX A-2: EDUCATION AGENCY UNIVERSE SHUTTLE**

National Center for Education Statistics

OMB No. 1850-0067  
Expires 11/30/2004

Public Elementary/Secondary Education Agency Universe Survey

FOR

<u>Description</u>	<u>Data Field</u>	<u>Description</u>	<u>Data Field</u>
NCES Education Agency ID	LEAID _____	<b>Students:</b>	UG _____
State Education Agency ID	STID _____	Student Counts - Ungraded	PK12 _____
Name of Education Agency	NAME _____	Student Counts - PK thru 12	MIGRNT _____
Telephone Number (Area Code and Phone Number)	PHONE _____	Migrant Students Served in a Summer Program	SPECED _____
Mailing Address - Street	MSTREE _____	Special Education - Individual Education Program (IEP)	ELL _____
Mailing Address - City	MCITY _____	English Language Learner (formerly known as Limited-English-Proficient)	
Mailing Address - State (P.O. Abbreviation)	MSTATE _____	Instructional Staff	
Mailing Address - ZIP (digits 1 thru 5)	MZIP _____	Prekindergarten Teachers	PKTCH _____
Mailing Address - ZIP4 (digits 6 thru 9)	MZIP4 _____	Kindergarten Teachers	KG TCH _____
Physical Location Address - Street	LSTREE _____	Elementary Teachers	ELMTCH _____
Physical Location Address - City	LCITY _____	Secondary Teachers	SECTCH _____
Physical Location Address - State (P.O. Abbreviation)	LSTATE _____	Teachers of Ungraded Classes	UGTCH _____
Physical Location Address - ZIP (digits 1 thru 5)	LZIP _____	Total FTE Teachers	TOTTCH _____
Physical Location Address - ZIP4 (digits 6 thru 9)	LZIP4 _____	Instructional Aides	AIDES _____
Education Agency Type Code	AGTYPE _____	Instructional Coordinators and Supervisors	CORSUP _____
Supervisory Union ID Number	UNION _____	<b>Support Services Staff:</b>	
County Name	CONAME _____	Elementary Guidance Counselors	ELMGUI _____
FIPS County Code	CONUM _____	Secondary Guidance Counselors	SECGUI _____
Operational Status Code	BOUND _____	Total Guidance Counselors	TOTGUI _____
Grade Span Offered - Lowest Grade	GSLO _____	Librarians/Media Specialists	LIBSPE _____
Grade Span Offered - Highest Grade	GSHI _____	Library/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 _____
		All Other Support Staff	OTHSUP _____

ONLY

**APPENDIX A-2: EDUCATION AGENCY UNIVERSE SHUTTLE**

High School Completers (Previous Year)

**Diploma Recipients:**

**Other High School Completers:**

<u>Description</u>	<u>Data Field</u>	<u>Description</u>	<u>Data Field</u>
Total Diploma Recipients	TOTDPL	Total Other High School Completers	TOTOHC
American Indian/Alaska Native - male	AMDPLM	American Indian/Alaska Native - male	AMOHCM
American Indian/Alaska Native - female	AMDPLF	American Indian/Alaska Native - female	AMOHCF
American Indian/Alaska Native - unknown	AMDPLU	American Indian/Alaska Native - unknown	AMOHCU
Asian/Pacific Islander - male	ASDPLM	Asian/Pacific Islander - male	ASOHCM
Asian/Pacific Islander - female	ASDPLF	Asian/Pacific Islander - female	ASOHCF
Asian/Pacific Islander - unknown	ASDPLU	Asian/Pacific Islander - unknown	ASOHCU
Hispanic - male	HIDPLM	Hispanic - male	HIOHCM
Hispanic - female	HIDPLF	Hispanic - female	HIOHCF
Hispanic - unknown	HIDPLU	Hispanic - unknown	HIOHCU
Black, not Hispanic - male	BLI PLM	Black, not Hispanic - male	BLOHCM
Black, not Hispanic - female	BLI PLF	Black, not Hispanic - female	BLOHCF
Black, not Hispanic - unknown	BLI PLU	Black, not Hispanic - unknown	BLOHCU
White, not Hispanic - male	WHDPLM	White, not Hispanic - male	WHOHCM
White, not Hispanic - female	WHDPLF	White, not Hispanic - female	WHOHCF
White, not Hispanic - unknown	WHDPLU	White, not Hispanic - unknown	WHOHCU

Paperwork Burden Statement - According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0067. The time required to complete this information collection is estimated to average 40.8 hours per response, including the time to review instructions, search existing data resources, gather the data needed, complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NCES, U.S. Department of Education, 1990 K Street NW, Room 9087, Washington D.C. 20006-5651

ONLY

**DROPOUT STUDENTS**

**Seventh Grade Dropouts:**

Description	Data Field
Total Grade 7 Dropouts	TOTD07
American Indian/Alaska Native - male	AMD07M
American Indian/Alaska Native - female	AMD07F
American Indian/Alaska Native - unknown	AMD07U
Asian/Pacific Islander - male	ASD07M
Asian/Pacific Islander - female	ASD07F
Asian/Pacific Islander - unknown	ASD07U
Hispanic - male	HID07M
Hispanic - female	HID07F
Hispanic - unknown	HID07U
Black, not Hispanic - male	BLD07M
Black, not Hispanic - female	BLD07F
Black, not Hispanic - unknown	BLD07U
White, not Hispanic - male	WHD07M
White, not Hispanic - female	WHD07F
White, not Hispanic - unknown	WHD07U

**Eighth Grade Dropouts:**

Description	Data Field
Total Grade 8 Dropouts	TOTD08
American Indian/Alaska Native - male	AMD08M
American Indian/Alaska Native - female	AMD08F
American Indian/Alaska Native - unknown	AMD08U
Asian/Pacific Islander - male	ASD08M
Asian/Pacific Islander - female	ASD08F
Asian/Pacific Islander - unknown	ASD08U
Hispanic - male	HID08M
Hispanic - female	HID08F
Hispanic - unknown	HID08U
Black, not Hispanic - male	BLD08M
Black, not Hispanic - female	BLD08F
Black, not Hispanic - unknown	BLD08U
White, not Hispanic - male	WHD08M
White, not Hispanic - female	WHD08F
White, not Hispanic - unknown	WHD08U

Description	Data Field
Total Grade 9 Dropouts	TOTD09
American Indian/Alaska Native - male	AMD09M
American Indian/Alaska Native - female	AMD09F
American Indian/Alaska Native - unknown	AMD09U
Asian/Pacific Islander - male	ASD09M
Asian/Pacific Islander - female	ASD09F
Asian/Pacific Islander - unknown	ASD09U
Hispanic - male	HID09M
Hispanic - female	HID09F
Hispanic - unknown	HID09U
Black, not Hispanic - male	BLD09M
Black, not Hispanic - female	BLD09F
Black, not Hispanic - unknown	BLD09U
White, not Hispanic - male	WHD09M
White, not Hispanic - female	WHD09F
White, not Hispanic - unknown	WHD09U

**Tenth Grade Dropouts:**

Description	Data Field
Total Grade 10 Dropouts	TOTD10
American Indian/Alaska Native - male	AMD10M
American Indian/Alaska Native - female	AMD10F
American Indian/Alaska Native - unknown	AMD10U
Asian/Pacific Islander - male	ASD10M
Asian/Pacific Islander - female	ASD10F
Asian/Pacific Islander - unknown	ASD10U
Hispanic - male	HID10M
Hispanic - female	HID10F
Hispanic - unknown	HID10U
Black, not Hispanic - male	BLD10M
Black, not Hispanic - female	BLD10F
Black, not Hispanic - unknown	BLD10U
White, not Hispanic - male	WHD10M
White, not Hispanic - female	WHD10F
White, not Hispanic - unknown	WHD10U

**Eleventh Grade Dropouts:**

Description	Data Field
Total Grade 11 Dropouts	TOTD11
American Indian/Alaska Native - male	AMD11M
American Indian/Alaska Native - female	AMD11F
American Indian/Alaska Native - unknown	AMD11U
Asian/Pacific Islander - male	ASD11M
Asian/Pacific Islander - female	ASD11F
Asian/Pacific Islander - unknown	ASD11U
Hispanic - male	HID11M
Hispanic - female	HID11F
Hispanic - unknown	HID11U
Black, not Hispanic - male	BLD11M
Black, not Hispanic - female	BLD11F
Black, not Hispanic - unknown	BLD11U
White, not Hispanic - male	WHD11M
White, not Hispanic - female	WHD11F
White, not Hispanic - unknown	WHD11U

**Twelfth Grade Dropouts:**

Description	Data Field
Total Grade 12 Dropouts	TOTD12
American Indian/Alaska Native - male	AMD12M
American Indian/Alaska Native - female	AMD12F
American Indian/Alaska Native - unknown	AMD12U
Asian/Pacific Islander - male	ASD12M
Asian/Pacific Islander - female	ASD12F
Asian/Pacific Islander - unknown	ASD12U
Hispanic - male	HID12M
Hispanic - female	HID12F
Hispanic - unknown	HID12U
Black, not Hispanic - male	BLD12M
Black, not Hispanic - female	BLD12F
Black, not Hispanic - unknown	BLD12U
White, not Hispanic - male	WHD12M
White, not Hispanic - female	WHD12F
White, not Hispanic - unknown	WHD12U

ONLY

## APPENDIX B-1: SCHOOL UNIVERSE MULTIPLE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
RECTYPE	1 - 4	4	Record Type Code (SCID)
LEAID	5 - 11	7	NCES Education Agency ID
STID	12 - 25	14	State Education Agency ID
SCHNO	26 - 30	5	NCES School ID
SEASCH	31 - 50	20	State School ID
LEANM	51 - 110	60	Name of Education Agency
SCHNAM	111 - 160	50	Name of School
PHONE	161 - 170	10	Telephone Number(Area Code and Phone Number)
MSTREE	171 - 200	30	Mailing Address - Street
MCITY	201 - 230	30	Mailing Address - City
MSTATE	231 - 232	2	Mailing Address - State (P.O. Abbreviation)
MZIP	233 - 237	5	Mailing Address - ZIP (digits 1 thru 5)
MZIP4	238 - 241	4	Mailing Address - ZIP4 (digits 6 thru 9)
LSTREE	242 - 271	30	Physical Location Address - Street
LCITY	272 - 301	30	Physical Location Address - City
LSTATE	302 - 303	2	Physical Location Address - State (P.O. Abbreviation)
LZIP	304 - 308	5	Physical Location Address - ZIP (digits 1 thru 5)
LZIP4	309 - 312	4	Physical Location Address - ZIP4 (digits 6 thru 9)
SCHTYP	313 - 313	1	School Type Code
STATUS	314 - 314	1	Operational Status Code
GSLO	315 - 316	2	Grade Span Offered - Lowest grade
GSHI	317 - 318	2	Grade Span Offered - Highest grade
TITLEI	319 - 319	1	Title I School
STITLI	320 - 320	1	If yes, School-wide Title I
MAGNET	321 - 321	1	Magnet School
CHARTR	322 - 322	1	Charter School
SHARED	323 - 323	1	Shared Time School
FTE	324 - 328	5	Classroom Teacher Count (1 explicit decimal point)
FRELCH	329 - 332	4	Students Eligible for Free Lunch
REDLCH	333 - 336	4	Students Eligible for Reduced-Price Lunch
FLE	337 - 340	4	Total of Free Lunch and Reduced-Price Lunch Eligible
MIGRNT	341 - 344	4	Migrant Students Enrolled in Previous Year

## APPENDIX B-1: SCHOOL UNIVERSE MULTIPLE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>Students by Grade, by Race/Ethnicity, and by Gender</b>			
RECTYPE	1 - 4	4	Record Type Code ( <b>SGPK</b> )
LEAID	5 - 11	7	NCES Education Agency ID
STID	12 - 25	14	State Education Agency ID
SCHNO	26 - 30	5	NCES School ID
SEASCH	31 - 50	20	State School ID
TOTPK	51 - 54	4	Total Prekindergarten Students
AMPKM	55 - 58	4	Prekindergarten Students - American Indian/Alaska Native - male
AMPKF	59 - 62	4	Prekindergarten Students - American Indian/Alaska Native - female
AMPKU	63 - 66	4	Prekindergarten Students - American Indian/Alaska Native - unknown
ASPKM	67 - 70	4	Prekindergarten Students - Asian/Pacific Islander - male
ASPKF	71 - 74	4	Prekindergarten Students - Asian/Pacific Islander - female
ASPKU	75 - 78	4	Prekindergarten Students - Asian/Pacific Islander - unknown
HIPKM	79 - 82	4	Prekindergarten Students - Hispanic - male
HIPKF	83 - 86	4	Prekindergarten Students - Hispanic - female
HIPKU	87 - 90	4	Prekindergarten Students - Hispanic - unknown
BLPKM	91 - 94	4	Prekindergarten Students - Black, not Hispanic - male
BLPKF	95 - 98	4	Prekindergarten Students - Black, not Hispanic - female
BLPKU	99 - 102	4	Prekindergarten Students - Black, not Hispanic - unknown
WHPKM	103 - 106	4	Prekindergarten Students - White, not Hispanic - male
WHPKF	107 - 110	4	Prekindergarten Students - White, not Hispanic - female
WHPKU	111 - 114	4	Prekindergarten Students - White, not Hispanic - unknown
RECTYPE	1 - 4	4	Record Type Code ( <b>SGKG</b> )
LEAID	5 - 11	7	NCES Education Agency ID
STID	12 - 25	14	State Education Agency ID
SCHNO	26 - 30	5	NCES School ID
SEASCH	31 - 50	20	State School ID
TOTKG	51 - 54	4	Total Kindergarten Students
AMKGM	55 - 58	4	Kindergarten Students - American Indian/Alaska Native - male
AMKGF	59 - 62	4	Kindergarten Students - American Indian/Alaska Native - female
AMKGU	63 - 66	4	Kindergarten Students - American Indian/Alaska Native - unknown
ASKGM	67 - 70	4	Kindergarten Students - Asian/Pacific Islander - male
ASKGF	71 - 74	4	Kindergarten Students - Asian/Pacific Islander - female
ASKGU	75 - 78	4	Kindergarten Students - Asian/Pacific Islander - unknown
HIKGM	79 - 82	4	Kindergarten Students - Hispanic - male
HIKGF	83 - 86	4	Kindergarten Students - Hispanic - female
HIKGU	87 - 90	4	Kindergarten Students - Hispanic - unknown
BLKGM	91 - 94	4	Kindergarten Students - Black, not Hispanic - male
BLKGF	95 - 98	4	Kindergarten Students - Black, not Hispanic - female
BLKGU	99 - 102	4	Kindergarten Students - Black, not Hispanic - unknown
WHKGM	103 - 106	4	Kindergarten Students - White, not Hispanic - male
WHKGF	107 - 110	4	Kindergarten Students - White, not Hispanic - female
WHKGU	111 - 114	4	Kindergarten Students - White, not Hispanic - unknown

**APPENDIX B-1: SCHOOL UNIVERSE MULTIPLE RECORD LAYOUT**

<b>Field Name</b>	<b>Field Position</b>	<b>Field Length</b>	<b>Description</b>
RECTYPE	1 - 4	4	Record Type Code ( <b>SG01</b> )
LEAID	5 - 11	7	NCES Education Agency ID
STID	12 - 25	14	State Education Agency ID
SCHNO	26 - 30	5	NCES School ID
SEASCH	31 - 50	20	State School ID
TOT01	51 - 54	4	Total Grade 1 Students
AM01M	55 - 58	4	Grade 1 Students - American Indian/Alaska Native - male
AM01F	59 - 62	4	Grade 1 Students - American Indian/Alaska Native - female
AM01U	63 - 66	4	Grade 1 Students - American Indian/Alaska Native - unknown
AS01M	67 - 70	4	Grade 1 Students - Asian/Pacific Islander - male
AS01F	71 - 74	4	Grade 1 Students - Asian/Pacific Islander - female
AS01U	75 - 78	4	Grade 1 Students - Asian/Pacific Islander - unknown
HIO1M	79 - 82	4	Grade 1 Students - Hispanic - male
HIO1F	83 - 86	4	Grade 1 Students - Hispanic - female
HIO1U	87 - 90	4	Grade 1 Students - Hispanic - unknown
BL01M	91 - 94	4	Grade 1 Students - Black, not Hispanic - male
BL01F	95 - 98	4	Grade 1 Students - Black, not Hispanic - female
BL01U	99 - 102	4	Grade 1 Students - Black, not Hispanic - unknown
WH01M	103 - 106	4	Grade 1 Students - White, not Hispanic - male
WH01F	107 - 110	4	Grade 1 Students - White, not Hispanic - female
WH01U	111 - 114	4	Grade 1 Students - White, not Hispanic - unknown
RECTYPE	1 - 4	4	Record Type Code ( <b>SG02</b> )
LEAID	5 - 11	7	NCES Education Agency ID
STID	12 - 25	14	State Education Agency ID
SCHNO	26 - 30	5	NCES School ID
SEASCH	31 - 50	20	State School ID
TOT02	51 - 54	4	Total Grade 2 Students
AM02M	55 - 58	4	Grade 2 Students - American Indian/Alaska Native - male
AM02F	59 - 62	4	Grade 2 Students - American Indian/Alaska Native - female
AM02U	63 - 66	4	Grade 2 Students - American Indian/Alaska Native - unknown
AS02M	67 - 70	4	Grade 2 Students - Asian/Pacific Islander - male
AS02F	71 - 74	4	Grade 2 Students - Asian/Pacific Islander - female
AS02U	75 - 78	4	Grade 2 Students - Asian/Pacific Islander - unknown
HIO2M	79 - 82	4	Grade 2 Students - Hispanic - male
HIO2F	83 - 86	4	Grade 2 Students - Hispanic - female
HIO2U	87 - 90	4	Grade 2 Students - Hispanic - unknown
BL02M	91 - 94	4	Grade 2 Students - Black, not Hispanic - male
BL02F	95 - 98	4	Grade 2 Students - Black, not Hispanic - female
BL02U	99 - 102	4	Grade 2 Students - Black, not Hispanic - unknown
WH02M	103 - 106	4	Grade 2 Students - White, not Hispanic - male
WH02F	107 - 110	4	Grade 2 Students - White, not Hispanic - female
WH02U	111 - 114	4	Grade 2 Students - White, not Hispanic - unknown

**Same record layout for grades 3 through 12**  
**Record Type Codes are SG03 through SG12**  
**You may omit records for grades not within the grade span of the school**

**APPENDIX B-1: SCHOOL UNIVERSE MULTIPLE RECORD LAYOUT**

<b>Field Name</b>	<b>Field Position</b>	<b>Field Length</b>	<b>Description</b>
<b>RECTYPE</b>	1 - 4	4	Record Type Code ( <b>SGUG</b> )
<b>LEAID</b>	5 - 11	7	NCES Education Agency ID
<b>STID</b>	12 - 25	14	State Education Agency ID
<b>SCHNO</b>	26 - 30	5	NCES School ID
<b>SEASCH</b>	31 - 50	20	State School ID
<b>TOTUG</b>	51 - 54	4	Total Ungraded Students
<b>AMUGM</b>	55 - 58	4	Ungraded Students - American Indian/Alaska Native - male
<b>AMUGF</b>	59 - 62	4	Ungraded Students - American Indian/Alaska Native - female
<b>AMUGU</b>	63 - 66	4	Ungraded Students - American Indian/Alaska Native - unknown
<b>ASUGM</b>	67 - 70	4	Ungraded Students - Asian/Pacific Islander - male
<b>ASUGF</b>	71 - 74	4	Ungraded Students - Asian/Pacific Islander - female
<b>ASUGU</b>	75 - 78	4	Ungraded Students - Asian/Pacific Islander - unknown
<b>HIUGM</b>	79 - 82	4	Ungraded Students - Hispanic - male
<b>HIUGF</b>	83 - 86	4	Ungraded Students - Hispanic - female
<b>HIUGU</b>	87 - 90	4	Ungraded Students - Hispanic - unknown
<b>BLUGM</b>	91 - 94	4	Ungraded Students - Black, not Hispanic - male
<b>BLUGF</b>	95 - 98	4	Ungraded Students - Black, not Hispanic - female
<b>BLUGU</b>	99 - 102	4	Ungraded Students - Black, not Hispanic - unknown
<b>WHUGM</b>	103 - 106	4	Ungraded Students - White, not Hispanic - male
<b>WHUGF</b>	107 - 110	4	Ungraded Students - White, not Hispanic - female
<b>WHUGU</b>	111 - 114	4	Ungraded Students - White, not Hispanic - unknown
<b>RECTYPE</b>	1 - 4	4	Record Type Code ( <b>SGAL</b> )
<b>LEAID</b>	5 - 11	7	NCES Education Agency ID
<b>STID</b>	12 - 25	14	State Education Agency ID
<b>SCHNO</b>	26 - 30	5	NCES School ID
<b>SEASCH</b>	31 - 50	20	State School ID
<b>TOTAL</b>	51 - 54	4	Total Students, All Grades
<b>AMALM</b>	55 - 58	4	Total Students, All Grades - American Indian/Alaska Native - male
<b>AMALF</b>	59 - 62	4	Total Students, All Grades - American Indian/Alaska Native - female
<b>AMALU</b>	63 - 66	4	Total Students, All Grades - American Indian/Alaska Native - unknown
<b>ASALM</b>	67 - 70	4	Total Students, All Grades - Asian/Pacific Islander - male
<b>ASALF</b>	71 - 74	4	Total Students, All Grades - Asian/Pacific Islander - female
<b>ASALU</b>	75 - 78	4	Total Students, All Grades - Asian/Pacific Islander - unknown
<b>HIALM</b>	79 - 82	4	Total Students, All Grades - Hispanic - male
<b>HIALF</b>	83 - 86	4	Total Students, All Grades - Hispanic - female
<b>HIALU</b>	87 - 90	4	Total Students, All Grades - Hispanic - unknown
<b>BLALM</b>	91 - 94	4	Total Students, All Grades - Black, not Hispanic - male
<b>BLALF</b>	95 - 98	4	Total Students, All Grades - Black, not Hispanic - female
<b>BLALU</b>	99 - 102	4	Total Students, All Grades - Black, not Hispanic - unknown
<b>WHALM</b>	103 - 106	4	Total Students, All Grades - White, not Hispanic - male
<b>WHALF</b>	107 - 110	4	Total Students, All Grades - White, not Hispanic - female
<b>WHALU</b>	111 - 114	4	Total Students, All Grades - White, not Hispanic - unknown

## APPENDIX B-1: SCHOOL UNIVERSE LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
LEAID	0001 - 0007	7	NCES Education Agency ID
STID	0008 - 0021	14	State Education Agency ID
SCHNO	0022 - 0026	5	NCES School ID
SEASCH	0027 - 0046	20	State School ID
LEANM	0047 - 0106	60	Name of Education Agency
SCHNAM	0107 - 0156	50	Name of School
PHONE	0157 - 0166	10	Telephone Number(Area Code and Phone Number)
MSTREE	0167 - 0196	30	Mailing Address - Street
MCITY	0197 - 0226	30	Mailing Address - City
MSTATE	0227 - 0228	2	Mailing Address - State (P.O. Abbreviation)
MZIP	0229 - 0233	5	Mailing Address - ZIP (digits 1 thru 5)
MZIP4	0234 - 0237	4	Mailing Address - ZIP4 (digits 6 thru 9)
LSTREE	0238 - 0267	30	Physical Location Address - Street
LCITY	0268 - 0297	30	Physical Location Address - City
LSTATE	0298 - 0299	2	Physical Location Address - State (P.O. Abbreviation)
LZIP	0300 - 0304	5	Physical Location Address - ZIP (digits 1 thru 5)
LZIP4	0305 - 0308	4	Physical Location Address - ZIP4 (digits 6 thru 9)
SCHTYP	0309 - 0309	1	School Type Code
STATUS	0310 - 0310	1	Operational Status Code
GSLO	0311 - 0312	2	Grade Span Offered - Lowest grade
GSHI	0313 - 0314	2	Grade Span Offered - Highest grade
TITLEI	0315 - 0315	1	Title I School
STITLI	0316 - 0316	1	If yes, School-wide Title I
MAGNET	0317 - 0317	1	Magnet School
CHARTR	0318 - 0318	1	Charter School
SHARED	0319 - 0319	1	Shared Time School
FTE	0320 - 0324	5	Classroom Teacher Count (1 explicit decimal point)
FRELCH	0325 - 0328	4	Students Eligible for Free Lunch
REDLCH	0329 - 0332	4	Students Eligible for Reduced-Price Lunch
FLE	0333 - 0336	4	Total of Free Lunch and Reduced-Price Lunch Eligible
MIGRNT	0337 - 0340	4	Migrant Students Enrolled in Previous Year

## APPENDIX B-1: SCHOOL UNIVERSE LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>Students by Grade, by Race/Ethnicity, and by Gender</b>			
TOTPK	0341 - 0344	4	Total Prekindergarten Students
AMPKM	0345 - 0348	4	Prekindergarten Students - American Indian/Alaska Native - male
AMPKF	0349 - 0352	4	Prekindergarten Students - American Indian/Alaska Native - female
AMPKU	0353 - 0356	4	Prekindergarten Students - American Indian/Alaska Native - unknown
ASPKM	0357 - 0360	4	Prekindergarten Students - Asian/Pacific Islander - male
ASPKF	0361 - 0364	4	Prekindergarten Students - Asian/Pacific Islander - female
ASPKU	0365 - 0368	4	Prekindergarten Students - Asian/Pacific Islander - unknown
HIPKM	0369 - 0372	4	Prekindergarten Students - Hispanic - male
HIPKF	0373 - 0376	4	Prekindergarten Students - Hispanic - female
HIPKU	0377 - 0380	4	Prekindergarten Students - Hispanic - unknown
BLPKM	0381 - 0384	4	Prekindergarten Students - Black, not Hispanic - male
BLPKF	0385 - 0388	4	Prekindergarten Students - Black, not Hispanic - female
BLPKU	0389 - 0392	4	Prekindergarten Students - Black, not Hispanic - unknown
WHPKM	0393 - 0396	4	Prekindergarten Students - White, not Hispanic - male
WHPKF	0397 - 0400	4	Prekindergarten Students - White, not Hispanic - female
WHPKU	0401 - 0404	4	Prekindergarten Students - White, not Hispanic - unknown
TOTKG	0405 - 0408	4	Total Kindergarten Students
AMKGM	0409 - 0412	4	Kindergarten Students - American Indian/Alaska Native - male
AMKGF	0413 - 0416	4	Kindergarten Students - American Indian/Alaska Native - female
AMKGU	0417 - 0420	4	Kindergarten Students - American Indian/Alaska Native - unknown
ASKGM	0421 - 0424	4	Kindergarten Students - Asian/Pacific Islander - male
ASKGF	0425 - 0428	4	Kindergarten Students - Asian/Pacific Islander - female
ASKGU	0429 - 0432	4	Kindergarten Students - Asian/Pacific Islander - unknown
HIKGM	0433 - 0436	4	Kindergarten Students - Hispanic - male
HIKGF	0437 - 0440	4	Kindergarten Students - Hispanic - female
HIKGU	0441 - 0444	4	Kindergarten Students - Hispanic - unknown
BLKGM	0445 - 0448	4	Kindergarten Students - Black, not Hispanic - male
BLKGF	0449 - 0452	4	Kindergarten Students - Black, not Hispanic - female
BLKGU	0453 - 0456	4	Kindergarten Students - Black, not Hispanic - unknown
WHKGM	0457 - 0460	4	Kindergarten Students - White, not Hispanic - male
WHKGF	0461 - 0464	4	Kindergarten Students - White, not Hispanic - female
WHKGU	0465 - 0468	4	Kindergarten Students - White, not Hispanic - unknown
TOT01	0469 - 0472	4	Total Grade 1 Students
AM01M	0473 - 0476	4	Grade 1 Students - American Indian/Alaska Native - male
AM01F	0477 - 0480	4	Grade 1 Students - American Indian/Alaska Native - female
AM01U	0481 - 0484	4	Grade 1 Students - American Indian/Alaska Native - unknown
AS01M	0485 - 0488	4	Grade 1 Students - Asian/Pacific Islander - male
AS01F	0489 - 0492	4	Grade 1 Students - Asian/Pacific Islander - female
AS01U	0493 - 0496	4	Grade 1 Students - Asian/Pacific Islander - unknown
HI01M	0497 - 0500	4	Grade 1 Students - Hispanic - male
HI01F	0501 - 0504	4	Grade 1 Students - Hispanic - female
HI01U	0505 - 0508	4	Grade 1 Students - Hispanic - unknown
BL01M	0509 - 0512	4	Grade 1 Students - Black, not Hispanic - male
BL01F	0513 - 0516	4	Grade 1 Students - Black, not Hispanic - female
BL01U	0517 - 0520	4	Grade 1 Students - Black, not Hispanic - unknown
WH01M	0521 - 0524	4	Grade 1 Students - White, not Hispanic - male
WH01F	0525 - 0528	4	Grade 1 Students - White, not Hispanic - female
WH01U	0529 - 0532	4	Grade 1 Students - White, not Hispanic - unknown

## APPENDIX B-1: SCHOOL UNIVERSE LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>TOT02</b>	0533 - 0536	4	Total Grade 2 Students
<b>AM02M</b>	0537 - 0540	4	Grade 2 Students - American Indian/Alaska Native - male
<b>AM02F</b>	0541 - 0544	4	Grade 2 Students - American Indian/Alaska Native - female
<b>AM02U</b>	0545 - 0548	4	Grade 2 Students - American Indian/Alaska Native - unknown
<b>AS02M</b>	0549 - 0552	4	Grade 2 Students - Asian/Pacific Islander - male
<b>AS02F</b>	0553 - 0556	4	Grade 2 Students - Asian/Pacific Islander - female
<b>AS02U</b>	0557 - 0560	4	Grade 2 Students - Asian/Pacific Islander - unknown
<b>HI02M</b>	0561 - 0564	4	Grade 2 Students - Hispanic - male
<b>HI02F</b>	0565 - 0568	4	Grade 2 Students - Hispanic - female
<b>HI02U</b>	0569 - 0572	4	Grade 2 Students - Hispanic - unknown
<b>BL02M</b>	0573 - 0576	4	Grade 2 Students - Black, not Hispanic - male
<b>BL02F</b>	0577 - 0580	4	Grade 2 Students - Black, not Hispanic - female
<b>BL02U</b>	0581 - 0584	4	Grade 2 Students - Black, not Hispanic - unknown
<b>WH02M</b>	0585 - 0588	4	Grade 2 Students - White, not Hispanic - male
<b>WH02F</b>	0589 - 0592	4	Grade 2 Students - White, not Hispanic - female
<b>WH02U</b>	0593 - 0596	4	Grade 2 Students - White, not Hispanic - unknown
<b>TOT03</b>	0597 - 0600	4	Total Grade 3 Students
<b>AM03M</b>	0601 - 0604	4	Grade 3 Students - American Indian/Alaska Native - male
<b>AM03F</b>	0605 - 0608	4	Grade 3 Students - American Indian/Alaska Native - female
<b>AM03U</b>	0609 - 0612	4	Grade 3 Students - American Indian/Alaska Native - unknown
<b>AS03M</b>	0613 - 0616	4	Grade 3 Students - Asian/Pacific Islander - male
<b>AS03F</b>	0617 - 0620	4	Grade 3 Students - Asian/Pacific Islander - female
<b>AS03U</b>	0621 - 0624	4	Grade 3 Students - Asian/Pacific Islander - unknown
<b>HI03M</b>	0625 - 0628	4	Grade 3 Students - Hispanic - male
<b>HI03F</b>	0629 - 0632	4	Grade 3 Students - Hispanic - female
<b>HI03U</b>	0633 - 0636	4	Grade 3 Students - Hispanic - unknown
<b>BL03M</b>	0637 - 0640	4	Grade 3 Students - Black, not Hispanic - male
<b>BL03F</b>	0641 - 0644	4	Grade 3 Students - Black, not Hispanic - female
<b>BL03U</b>	0645 - 0648	4	Grade 3 Students - Black, not Hispanic - unknown
<b>WH03M</b>	0649 - 0652	4	Grade 3 Students - White, not Hispanic - male
<b>WH03F</b>	0653 - 0656	4	Grade 3 Students - White, not Hispanic - female
<b>WH03U</b>	0657 - 0660	4	Grade 3 Students - White, not Hispanic - unknown
<b>TOT04</b>	0661 - 0664	4	Total Grade 4 Students
<b>AM04M</b>	0665 - 0668	4	Grade 4 Students - American Indian/Alaska Native - male
<b>AM04F</b>	0669 - 0672	4	Grade 4 Students - American Indian/Alaska Native - female
<b>AM04U</b>	0673 - 0676	4	Grade 4 Students - American Indian/Alaska Native - unknown
<b>AS04M</b>	0677 - 0680	4	Grade 4 Students - Asian/Pacific Islander - male
<b>AS04F</b>	0681 - 0684	4	Grade 4 Students - Asian/Pacific Islander - female
<b>AS04U</b>	0685 - 0688	4	Grade 4 Students - Asian/Pacific Islander - unknown
<b>HI04M</b>	0689 - 0692	4	Grade 4 Students - Hispanic - male
<b>HI04F</b>	0693 - 0696	4	Grade 4 Students - Hispanic - female
<b>HI04U</b>	0697 - 0700	4	Grade 4 Students - Hispanic - unknown
<b>BL04M</b>	0701 - 0704	4	Grade 4 Students - Black, not Hispanic - male
<b>BL04F</b>	0705 - 0708	4	Grade 4 Students - Black, not Hispanic - female
<b>BL04U</b>	0709 - 0712	4	Grade 4 Students - Black, not Hispanic - unknown
<b>WH04M</b>	0713 - 0716	4	Grade 4 Students - White, not Hispanic - male
<b>WH04F</b>	0717 - 0720	4	Grade 4 Students - White, not Hispanic - female
<b>WH04U</b>	0721 - 0724	4	Grade 4 Students - White, not Hispanic - unknown

## APPENDIX B-1: SCHOOL UNIVERSE LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
TOT05	0725 - 0728	4	Total Grade 5 Students
AM05M	0729 - 0732	4	Grade 5 Students - American Indian/Alaska Native - male
AM05F	0733 - 0736	4	Grade 5 Students - American Indian/Alaska Native - female
AM05U	0737 - 0740	4	Grade 5 Students - American Indian/Alaska Native - unknown
AS05M	0741 - 0744	4	Grade 5 Students - Asian/Pacific Islander - male
AS05F	0745 - 0748	4	Grade 5 Students - Asian/Pacific Islander - female
AS05U	0749 - 0752	4	Grade 5 Students - Asian/Pacific Islander - unknown
HI05M	0753 - 0756	4	Grade 5 Students - Hispanic - male
HI05F	0757 - 0760	4	Grade 5 Students - Hispanic - female
HI05U	0761 - 0764	4	Grade 5 Students - Hispanic - unknown
BL05M	0765 - 0768	4	Grade 5 Students - Black, not Hispanic - male
BL05F	0769 - 0772	4	Grade 5 Students - Black, not Hispanic - female
BL05U	0773 - 0776	4	Grade 5 Students - Black, not Hispanic - unknown
WH05M	0777 - 0780	4	Grade 5 Students - White, not Hispanic - male
WH05F	0781 - 0784	4	Grade 5 Students - White, not Hispanic - female
WH05U	0785 - 0788	4	Grade 5 Students - White, not Hispanic - unknown
TOT06	0789 - 0792	4	Total Grade 6 Students
AM06M	0793 - 0796	4	Grade 6 Students - American Indian/Alaska Native - male
AM06F	0797 - 0800	4	Grade 6 Students - American Indian/Alaska Native - female
AM06U	0801 - 0804	4	Grade 6 Students - American Indian/Alaska Native - unknown
AS06M	0805 - 0808	4	Grade 6 Students - Asian/Pacific Islander - male
AS06F	0809 - 0812	4	Grade 6 Students - Asian/Pacific Islander - female
AS06U	0813 - 0816	4	Grade 6 Students - Asian/Pacific Islander - unknown
HI06M	0817 - 0820	4	Grade 6 Students - Hispanic - male
HI06F	0821 - 0824	4	Grade 6 Students - Hispanic - female
HI06U	0825 - 0828	4	Grade 6 Students - Hispanic - unknown
BL06M	0829 - 0832	4	Grade 6 Students - Black, not Hispanic - male
BL06F	0833 - 0836	4	Grade 6 Students - Black, not Hispanic - female
BL06U	0837 - 0840	4	Grade 6 Students - Black, not Hispanic - unknown
WH06M	0841 - 0844	4	Grade 6 Students - White, not Hispanic - male
WH06F	0845 - 0848	4	Grade 6 Students - White, not Hispanic - female
WH06U	0849 - 0852	4	Grade 6 Students - White, not Hispanic - unknown
TOT07	0853 - 0856	4	Total Grade 7 Students
AM07M	0857 - 0860	4	Grade 7 Students - American Indian/Alaska Native - male
AM07F	0861 - 0864	4	Grade 7 Students - American Indian/Alaska Native - female
AM07U	0865 - 0868	4	Grade 7 Students - American Indian/Alaska Native - unknown
AS07M	0869 - 0872	4	Grade 7 Students - Asian/Pacific Islander - male
AS07F	0873 - 0876	4	Grade 7 Students - Asian/Pacific Islander - female
AS07U	0877 - 0880	4	Grade 7 Students - Asian/Pacific Islander - unknown
HI07M	0881 - 0884	4	Grade 7 Students - Hispanic - male
HI07F	0885 - 0888	4	Grade 7 Students - Hispanic - female
HI07U	0889 - 0892	4	Grade 7 Students - Hispanic - unknown
BL07M	0893 - 0896	4	Grade 7 Students - Black, not Hispanic - male
BL07F	0897 - 0900	4	Grade 7 Students - Black, not Hispanic - female
BL07U	0901 - 0904	4	Grade 7 Students - Black, not Hispanic - unknown
WH07M	0905 - 0908	4	Grade 7 Students - White, not Hispanic - male
WH07F	0909 - 0912	4	Grade 7 Students - White, not Hispanic - female
WH07U	0913 - 0916	4	Grade 7 Students - White, not Hispanic - unknown

## APPENDIX B-1: SCHOOL UNIVERSE LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>TOT08</b>	0917 - 0920	4	Total Grade 8 Students
<b>AM08M</b>	0921 - 0924	4	Grade 8 Students - American Indian/Alaska Native - male
<b>AM08F</b>	0925 - 0928	4	Grade 8 Students - American Indian/Alaska Native - female
<b>AM08U</b>	0929 - 0932	4	Grade 8 Students - American Indian/Alaska Native - unknown
<b>AS08M</b>	0933 - 0936	4	Grade 8 Students - Asian/Pacific Islander - male
<b>AS08F</b>	0937 - 0940	4	Grade 8 Students - Asian/Pacific Islander - female
<b>AS08U</b>	0941 - 0944	4	Grade 8 Students - Asian/Pacific Islander - unknown
<b>HI08M</b>	0945 - 0948	4	Grade 8 Students - Hispanic - male
<b>HI08F</b>	0949 - 0952	4	Grade 8 Students - Hispanic - female
<b>HI08U</b>	0953 - 0956	4	Grade 8 Students - Hispanic - unknown
<b>BL08M</b>	0957 - 0960	4	Grade 8 Students - Black, not Hispanic - male
<b>BL08F</b>	0961 - 0964	4	Grade 8 Students - Black, not Hispanic - female
<b>BL08U</b>	0965 - 0968	4	Grade 8 Students - Black, not Hispanic - unknown
<b>WH08M</b>	0969 - 0972	4	Grade 8 Students - White, not Hispanic - male
<b>WH08F</b>	0973 - 0976	4	Grade 8 Students - White, not Hispanic - female
<b>WH08U</b>	0977 - 0980	4	Grade 8 Students - White, not Hispanic - unknown
<b>TOT09</b>	0981 - 0984	4	Total Grade 9 Students
<b>AM09M</b>	0985 - 0988	4	Grade 9 Students - American Indian/Alaska Native - male
<b>AM09F</b>	0989 - 0992	4	Grade 9 Students - American Indian/Alaska Native - female
<b>AM09U</b>	0993 - 0996	4	Grade 9 Students - American Indian/Alaska Native - unknown
<b>AS09M</b>	0997 - 1000	4	Grade 9 Students - Asian/Pacific Islander - male
<b>AS09F</b>	1001 - 1004	4	Grade 9 Students - Asian/Pacific Islander - female
<b>AS09</b>	1005 - 1008	4	Grade 9 Students - Asian/Pacific Islander - unknown
<b>HI09M</b>	1009 - 1012	4	Grade 9 Students - Hispanic - male
<b>HI09F</b>	1013 - 1016	4	Grade 9 Students - Hispanic - female
<b>HI09U</b>	1017 - 1020	4	Grade 9 Students - Hispanic - unknown
<b>BL09M</b>	1021 - 1024	4	Grade 9 Students - Black, not Hispanic - male
<b>BL09F</b>	1025 - 1028	4	Grade 9 Students - Black, not Hispanic - female
<b>BL09U</b>	1029 - 1032	4	Grade 9 Students - Black, not Hispanic - unknown
<b>WH09M</b>	1033 - 1036	4	Grade 9 Students - White, not Hispanic - male
<b>WH09F</b>	1037 - 1040	4	Grade 9 Students - White, not Hispanic - female
<b>WH09U</b>	1041 - 1044	4	Grade 9 Students - White, not Hispanic - unknown
<b>TOT10</b>	1045 - 1048	4	Total Grade 10 Students
<b>AM10M</b>	1049 - 1052	4	Grade 10 Students - American Indian/Alaska Native - male
<b>AM10F</b>	1053 - 1056	4	Grade 10 Students - American Indian/Alaska Native - female
<b>AM10U</b>	1057 - 1060	4	Grade 10 Students - American Indian/Alaska Native - unknown
<b>AS10M</b>	1061 - 1064	4	Grade 10 Students - Asian/Pacific Islander - male
<b>AS10F</b>	1065 - 1068	4	Grade 10 Students - Asian/Pacific Islander - female
<b>AS10U</b>	1069 - 1072	4	Grade 10 Students - Asian/Pacific Islander - unknown
<b>HI10M</b>	1073 - 1076	4	Grade 10 Students - Hispanic - male
<b>HI10F</b>	1077 - 1080	4	Grade 10 Students - Hispanic - female
<b>HI10U</b>	1081 - 1084	4	Grade 10 Students - Hispanic - unknown
<b>BL10M</b>	1085 - 1088	4	Grade 10 Students - Black, not Hispanic - male
<b>BL10F</b>	1089 - 1092	4	Grade 10 Students - Black, not Hispanic - female
<b>BL10U</b>	1093 - 1096	4	Grade 10 Students - Black, not Hispanic - unknown
<b>WH10M</b>	1097 - 1100	4	Grade 10 Students - White, not Hispanic - male
<b>WH10F</b>	1101 - 1104	4	Grade 10 Students - White, not Hispanic - female
<b>WH10U</b>	1105 - 1108	4	Grade 10 Students - White, not Hispanic - unknown

**APPENDIX B-1: SCHOOL UNIVERSE LONG RECORD LAYOUT**

<b>Field Name</b>	<b>Field Position</b>	<b>Field Length</b>	<b>Description</b>
<b>TOT11</b>	1109 - 1112	4	Total Grade 11 Students
<b>AM11M</b>	1113 - 1116	4	Grade 11 Students - American Indian/Alaska Native - male
<b>AM11F</b>	1117 - 1120	4	Grade 11 Students - American Indian/Alaska Native - female
<b>AM11U</b>	1121 - 1124	4	Grade 11 Students - American Indian/Alaska Native - unknown
<b>AS11M</b>	1125 - 1128	4	Grade 11 Students - Asian/Pacific Islander - male
<b>AS11F</b>	1129 - 1132	4	Grade 11 Students - Asian/Pacific Islander - female
<b>AS11U</b>	1133 - 1136	4	Grade 11 Students - Asian/Pacific Islander - unknown
<b>HI11M</b>	1137 - 1140	4	Grade 11 Students - Hispanic - male
<b>HI11F</b>	1141 - 1144	4	Grade 11 Students - Hispanic - female
<b>HI11U</b>	1145 - 1148	4	Grade 11 Students - Hispanic - unknown
<b>BL11M</b>	1149 - 1152	4	Grade 11 Students - Black, not Hispanic - male
<b>BL11F</b>	1153 - 1156	4	Grade 11 Students - Black, not Hispanic - female
<b>BL11U</b>	1157 - 1160	4	Grade 11 Students - Black, not Hispanic - unknown
<b>WH11M</b>	1161 - 1164	4	Grade 11 Students - White, not Hispanic - male
<b>WH11F</b>	1165 - 1168	4	Grade 11 Students - White, not Hispanic - female
<b>WH11U</b>	1169 - 1172	4	Grade 11 Students - White, not Hispanic - unknown
<b>TOT12</b>	1173 - 1176	4	Total Grade 12 Students
<b>AM12M</b>	1177 - 1180	4	Grade 12 Students - American Indian/Alaska Native - male
<b>AM12F</b>	1181 - 1184	4	Grade 12 Students - American Indian/Alaska Native - female
<b>AM12U</b>	1185 - 1188	4	Grade 12 Students - American Indian/Alaska Native - unknown
<b>AS12M</b>	1189 - 1192	4	Grade 12 Students - Asian/Pacific Islander - male
<b>AS12F</b>	1193 - 1196	4	Grade 12 Students - Asian/Pacific Islander - female
<b>AS12U</b>	1197 - 1200	4	Grade 12 Students - Asian/Pacific Islander - unknown
<b>HI12M</b>	1201 - 1204	4	Grade 12 Students - Hispanic - male
<b>HI12F</b>	1205 - 1208	4	Grade 12 Students - Hispanic - female
<b>HI12U</b>	1209 - 1212	4	Grade 12 Students - Hispanic - unknown
<b>BL12M</b>	1213 - 1216	4	Grade 12 Students - Black, not Hispanic - male
<b>BL12F</b>	1217 - 1220	4	Grade 12 Students - Black, not Hispanic - female
<b>BL12U</b>	1221 - 1224	4	Grade 12 Students - Black, not Hispanic - unknown
<b>WH12M</b>	1225 - 1228	4	Grade 12 Students - White, not Hispanic - male
<b>WH12F</b>	1229 - 1232	4	Grade 12 Students - White, not Hispanic - female
<b>WH12U</b>	1233 - 1236	4	Grade 12 Students - White, not Hispanic - unknown
<b>TOTUG</b>	1237 - 1240	4	Total Ungraded Students
<b>AMUGM</b>	1241 - 1244	4	Ungraded Students - American Indian/Alaska Native - male
<b>AMUGF</b>	1245 - 1248	4	Ungraded Students - American Indian/Alaska Native - female
<b>AMUGU</b>	1249 - 1252	4	Ungraded Students - American Indian/Alaska Native - unknown
<b>ASUGM</b>	1253 - 1256	4	Ungraded Students - Asian/Pacific Islander - male
<b>ASUGF</b>	1257 - 1260	4	Ungraded Students - Asian/Pacific Islander - female
<b>ASUGU</b>	1261 - 1264	4	Ungraded Students - Asian/Pacific Islander - unknown
<b>HIUGM</b>	1265 - 1268	4	Ungraded Students - Hispanic - male
<b>HIUGF</b>	1269 - 1272	4	Ungraded Students - Hispanic - female
<b>HIUGU</b>	1273 - 1276	4	Ungraded Students - Hispanic - unknown
<b>BLUGM</b>	1277 - 1280	4	Ungraded Students - Black, not Hispanic - male
<b>BLUGF</b>	1281 - 1284	4	Ungraded Students - Black, not Hispanic - female
<b>BLUGU</b>	1285 - 1288	4	Ungraded Students - Black, not Hispanic - unknown
<b>WHUGM</b>	1289 - 1292	4	Ungraded Students - White, not Hispanic - male
<b>WHUGF</b>	1293 - 1296	4	Ungraded Students - White, not Hispanic - female
<b>WHUGU</b>	1297 - 1300	4	Ungraded Students - White, not Hispanic - unknown

## APPENDIX B-1: SCHOOL UNIVERSE LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>TOTAL</b>	1301 - 1304	4	Total Students, All Grades
<b>AMALM</b>	1305 - 1308	4	Total Students, All Grades - American Indian/Alaska Native - male
<b>AMALF</b>	1309 - 1312	4	Total Students, All Grades - American Indian/Alaska Native - female
<b>AMALU</b>	1313 - 1316	4	Total Students, All Grades - American Indian/Alaska Native - unknown
<b>ASALM</b>	1317 - 1320	4	Total Students, All Grades - Asian/Pacific Islander - male
<b>ASALF</b>	1321 - 1324	4	Total Students, All Grades - Asian/Pacific Islander - female
<b>ASALU</b>	1325 - 1328	4	Total Students, All Grades - Asian/Pacific Islander - unknown
<b>HIALM</b>	1329 - 1332	4	Total Students, All Grades - Hispanic - male
<b>HIALF</b>	1333 - 1336	4	Total Students, All Grades - Hispanic - female
<b>HIALU</b>	1337 - 1340	4	Total Students, All Grades - Hispanic - unknown
<b>BLALM</b>	1341 - 1344	4	Total Students, All Grades - Black, not Hispanic - male
<b>BLALF</b>	1345 - 1348	4	Total Students, All Grades - Black, not Hispanic - female
<b>BLALU</b>	1349 - 1352	4	Total Students, All Grades - Black, not Hispanic - unknown
<b>WHALM</b>	1353 - 1356	4	Total Students, All Grades - White, not Hispanic - male
<b>WHALF</b>	1357 - 1360	4	Total Students, All Grades - White, not Hispanic - female
<b>WHALU</b>	1361 - 1364	4	Total Students, All Grades - White, not Hispanic - unknown

## APPENDIX B-2: AGENCY UNIVERSE MULTIPLE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>RECTYPE</b>	001 - 004	4	Record Type Code ( <b>AGID</b> )
<b>LEAID</b>	005 - 011	7	NCES Education Agency ID
<b>STID</b>	012 - 025	14	State Education Agency ID
<b>NAME</b>	026 - 085	60	Name of Education Agency
<b>PHONE</b>	086 - 095	10	Telephone Number(Area Code and Phone Number)
<b>MSTREE</b>	096 - 125	30	Mailing Address - Street
<b>MCITY</b>	126 - 155	30	Mailing Address - City
<b>MSTATE</b>	156 - 157	2	Mailing Address - State (P.O. Abbreviation)
<b>MZIP</b>	158 - 162	5	Mailing Address - ZIP (digits 1 thru 5)
<b>MZIP4</b>	163 - 166	4	Mailing Address - ZIP4 (digits 6 thru 9)
<b>LSTREE</b>	167 - 196	30	Physical Location Address - Street
<b>LCITY</b>	197 - 226	30	Physical Location Address - City
<b>LSTATE</b>	227 - 228	2	Physical Location Address - State (P.O. Abbreviation)
<b>LZIP</b>	229 - 233	5	Physical Location Address - ZIP (digits 1 thru 5)
<b>LZIP4</b>	234 - 237	4	Physical Location Address - ZIP4 (digits 6 thru 9)
<b>AGTYP</b>	238 - 238	1	Education Agency Type Code
<b>UNION</b>	239 - 241	3	Supervisory Union ID Number
<b>CONAME</b>	242 - 271	30	County Name
<b>CONUM</b>	272 - 276	5	FIPS County Code
<b>BOUND</b>	277 - 277	1	Operational Status Code
<b>GSLO</b>	278 - 279	2	Grade Span Offered - Lowest grade
<b>GSHI</b>	280 - 281	2	Grade Span Offered - Highest grade
<b>Students:</b>			
<b>UG</b>	282 - 288	7	Ungraded Students
<b>PK12</b>	289 - 295	7	PK-12 Students
<b>MIGRNT</b>	296 - 302	7	Migrant Students Served in a Summer Program
<b>SPECED</b>	303 - 309	7	Special Education - Individual Education Program (IEP)
<b>ELL</b>	310 - 316	7	English Language Learner
<b>Staff (one explicit decimal place):</b>			
<b>RECTYPE</b>	001 - 004	4	Record Type Code ( <b>ASTF</b> )
<b>LEAID</b>	005 - 011	7	NCES Education Agency ID
<b>STID</b>	012 - 025	14	State Education Agency ID
<b>PKTCH</b>	026 - 032	7	Prekindergarten Teachers
<b>KGTCH</b>	033 - 039	7	Kindergarten Teachers
<b>ELMTCH</b>	040 - 046	7	Elementary Teachers
<b>SECTCH</b>	047 - 053	7	Secondary Teachers
<b>UGTCH</b>	054 - 060	7	Teachers of Ungraded Classes
<b>TOTTCH</b>	061 - 067	7	Total FTE Teachers
<b>AIDES</b>	068 - 074	7	Instructional Aides
<b>CORSUP</b>	075 - 081	7	Instructional Coordinators and Supervisors
<b>ELMGUI</b>	082 - 088	7	Elementary Guidance Counselors
<b>SECGUI</b>	089 - 095	7	Secondary Guidance Counselors
<b>TOTGUI</b>	096 - 102	7	Total Guidance Counselors
<b>LIBSPE</b>	103 - 109	7	Librarians/Media Specialists
<b>LIBSUP</b>	110 - 116	7	Library/Media Support Staff
<b>LEAADM</b>	117 - 123	7	LEA Administrators
<b>LEASUP</b>	124 - 130	7	LEA Administrative Support Staff
<b>SCHADM</b>	131 - 137	7	School Administrators
<b>SCHSUP</b>	138 - 144	7	School Administrative Support Staff
<b>STUSUP</b>	145 - 151	7	Student Support Services Staff
<b>OTHSUP</b>	152 - 158	7	All Other Support Staff

## APPENDIX B-2: AGENCY UNIVERSE MULTIPLE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
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### Diploma Recipients by Race/Ethnicity and by Gender:

RECTYPE	001 - 004	4	Record Type Code ( <b>ADPL</b> )
LEAID	005 - 011	7	NCES Education Agency ID
STID	012 - 025	14	State Education Agency ID
TOTDPL	026 - 031	6	Total Diploma Recipients
AMDPLM	032 - 037	6	Diploma Recipients - American Indian/Alaska Native - male
AMDPLF	038 - 043	6	Diploma Recipients - American Indian/Alaska Native - female
AMDPLU	044 - 049	6	Diploma Recipients - American Indian/Alaska Native - gender unknown
ASDPLM	050 - 055	6	Diploma Recipients - Asian/Pacific Islander - male
ASDPLF	056 - 061	6	Diploma Recipients - Asian/Pacific Islander - female
ASDPLU	062 - 067	6	Diploma Recipients - Asian/Pacific Islander - gender unknown
HIDPLM	068 - 073	6	Diploma Recipients - Hispanic - male
HIDPLF	074 - 079	6	Diploma Recipients - Hispanic - female
HIDPLU	080 - 085	6	Diploma Recipients - Hispanic - gender unknown
BLDPLM	086 - 091	6	Diploma Recipients - Black, not Hispanic - male
BLDPLF	092 - 097	6	Diploma Recipients - Black, not Hispanic - female
BLDPLU	098 - 103	6	Diploma Recipients - Black, not Hispanic - gender unknown
WHDPLM	104 - 109	6	Diploma Recipients - White, not Hispanic - male
WHDPLF	110 - 115	6	Diploma Recipients - White, not Hispanic - female
WHDPLU	116 - 121	6	Diploma Recipients - White, not Hispanic - gender unknown

### Other High School Completers by Race/Ethnicity and by Gender:

RECTYPE	001 - 004	4	Record Type Code ( <b>AOHC</b> )
LEAID	005 - 011	7	NCES Education Agency ID
STID	012 - 025	14	State Education Agency ID
TOTOHC	026 - 031	6	Total Other High School Completers
AMOHCM	032 - 037	6	Other High School Completers - American Indian/Alaska Native - male
AMOHCF	038 - 043	6	Other High School Completers - American Indian/Alaska Native - female
AMOHCU	044 - 049	6	Other High School Completers - American Indian/Alaska Native - gender unknown
ASOHCM	050 - 055	6	Other High School Completers - Asian/Pacific Islander - male
ASOHCF	056 - 061	6	Other High School Completers - Asian/Pacific Islander - female
ASOHCU	062 - 067	6	Other High School Completers - Asian/Pacific Islander - gender unknown
HIOHCM	068 - 073	6	Other High School Completers - Hispanic - male
HIOHCF	074 - 079	6	Other High School Completers - Hispanic - female
HIOHCU	080 - 085	6	Other High School Completers - Hispanic - gender unknown
BLOHCM	086 - 091	6	Other High School Completers - Black, not Hispanic - male
BLOHCF	092 - 097	6	Other High School Completers - Black, not Hispanic - female
BLOHCU	098 - 103	6	Other High School Completers - Black, not Hispanic - gender unknown
WHOHCM	104 - 109	6	Other High School Completers - White, not Hispanic - male
WHOHCF	110 - 115	6	Other High School Completers - White, not Hispanic - female
WHOHCU	116 - 121	6	Other High School Completers - White, not Hispanic - gender unknown

## APPENDIX B-2: AGENCY UNIVERSE MULTIPLE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
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**Dropouts by Grade, by Race/Ethnicity and by Gender:**

<b>RECTYPE</b>	001 - 004	4	Record Type Code ( <b>AD07</b> )
<b>LEAID</b>	005 - 011	7	NCES Education Agency ID
<b>STID</b>	012 - 025	14	State Education Agency ID
<b>TOTD07</b>	026 - 031	6	Total Grade 7 Dropouts
<b>AMD07M</b>	032 - 037	6	Grade 7 Dropouts - American Indian/Alaska Native - male
<b>AMD07F</b>	038 - 043	6	Grade 7 Dropouts - American Indian/Alaska Native - female
<b>AMD07U</b>	044 - 049	6	Grade 7 Dropouts - American Indian/Alaska Native - gender unknown
<b>ASD07M</b>	050 - 055	6	Grade 7 Dropouts - Asian/Pacific Islander - male
<b>ASD07F</b>	056 - 061	6	Grade 7 Dropouts - Asian/Pacific Islander - female
<b>ASD07U</b>	062 - 067	6	Grade 7 Dropouts - Asian/Pacific Islander - gender unknown
<b>HID07M</b>	068 - 073	6	Grade 7 Dropouts - Hispanic - male
<b>HID07F</b>	074 - 079	6	Grade 7 Dropouts - Hispanic - female
<b>HID07U</b>	080 - 085	6	Grade 7 Dropouts - Hispanic - gender unknown
<b>BLD07M</b>	086 - 091	6	Grade 7 Dropouts - Black, not Hispanic - male
<b>BLD07F</b>	092 - 097	6	Grade 7 Dropouts - Black, not Hispanic - female
<b>BLD07U</b>	098 - 103	6	Grade 7 Dropouts - Black, not Hispanic - gender unknown
<b>WHD07M</b>	104 - 109	6	Grade 7 Dropouts - White, not Hispanic - male
<b>WHD07F</b>	110 - 115	6	Grade 7 Dropouts - White, not Hispanic - female
<b>WHD07U</b>	116 - 121	6	Grade 7 Dropouts - White, not Hispanic - gender unknown
<b>RECTYPE</b>	001 - 004	4	Record Type Code ( <b>AD08</b> )
<b>LEAID</b>	005 - 011	7	NCES Education Agency ID
<b>STID</b>	012 - 025	14	State Education Agency ID
<b>TOTD08</b>	026 - 031	6	Total Grade 8 Dropouts
<b>AMD08M</b>	032 - 037	6	Grade 8 Dropouts - American Indian/Alaska Native - male
<b>AMD08F</b>	038 - 043	6	Grade 8 Dropouts - American Indian/Alaska Native - female
<b>AMD08U</b>	044 - 049	6	Grade 8 Dropouts - American Indian/Alaska Native - gender unknown
<b>ASD08M</b>	050 - 055	6	Grade 8 Dropouts - Asian/Pacific Islander - male
<b>ASD08F</b>	056 - 061	6	Grade 8 Dropouts - Asian/Pacific Islander - female
<b>ASD08U</b>	062 - 067	6	Grade 8 Dropouts - Asian/Pacific Islander - gender unknown
<b>HID08M</b>	068 - 073	6	Grade 8 Dropouts - Hispanic - male
<b>HID08F</b>	074 - 079	6	Grade 8 Dropouts - Hispanic - female
<b>HID08U</b>	080 - 085	6	Grade 8 Dropouts - Hispanic - gender unknown
<b>BLD08M</b>	086 - 091	6	Grade 8 Dropouts - Black, not Hispanic - male
<b>BLD08F</b>	092 - 097	6	Grade 8 Dropouts - Black, not Hispanic - female
<b>BLD08U</b>	098 - 103	6	Grade 8 Dropouts - Black, not Hispanic - gender unknown
<b>WHD08M</b>	104 - 109	6	Grade 8 Dropouts - White, not Hispanic - male
<b>WHD08F</b>	110 - 115	6	Grade 8 Dropouts - White, not Hispanic - female
<b>WHD08U</b>	116 - 121	6	Grade 8 Dropouts - White, not Hispanic - gender unknown

## APPENDIX B-2: AGENCY UNIVERSE MULTIPLE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
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### Dropouts by Grade, by Race/Ethnicity and by Gender:

<b>RECTYPE</b>	001 -	004	4	Record Type Code ( <b>AD09</b> )
<b>LEAID</b>	005 -	011	7	NCES Education Agency ID
<b>STID</b>	012 -	025	14	State Education Agency ID
<b>TOTD09</b>	026 -	031	6	Total Grade 9 Dropouts
<b>AMD09M</b>	032 -	037	6	Grade 9 Dropouts - American Indian/Alaska Native - male
<b>AMD09F</b>	038 -	043	6	Grade 9 Dropouts - American Indian/Alaska Native - female
<b>AMD09U</b>	044 -	049	6	Grade 9 Dropouts - American Indian/Alaska Native - gender unknown
<b>ASD09M</b>	050 -	055	6	Grade 9 Dropouts - Asian/Pacific Islander - male
<b>ASD09F</b>	056 -	061	6	Grade 9 Dropouts - Asian/Pacific Islander - female
<b>ASD09U</b>	062 -	067	6	Grade 9 Dropouts - Asian/Pacific Islander - gender unknown
<b>HID09M</b>	068 -	073	6	Grade 9 Dropouts - Hispanic - male
<b>HID09F</b>	074 -	079	6	Grade 9 Dropouts - Hispanic - female
<b>HID09U</b>	080 -	085	6	Grade 9 Dropouts - Hispanic - gender unknown
<b>BLD09M</b>	086 -	091	6	Grade 9 Dropouts - Black, not Hispanic - male
<b>BLD09F</b>	092 -	097	6	Grade 9 Dropouts - Black, not Hispanic - female
<b>BLD09U</b>	098 -	103	6	Grade 9 Dropouts - Black, not Hispanic - gender unknown
<b>WHD09M</b>	104 -	109	6	Grade 9 Dropouts - White, not Hispanic - male
<b>WHD09F</b>	110 -	115	6	Grade 9 Dropouts - White, not Hispanic - female
<b>WHD09U</b>	116 -	121	6	Grade 9 Dropouts - White, not Hispanic - gender unknown
<b>RECTYPE</b>	001 -	004	4	Record Type Code ( <b>AD10</b> )
<b>LEAID</b>	005 -	011	7	NCES Education Agency ID
<b>STID</b>	012 -	025	14	State Education Agency ID
<b>TOTD10</b>	026 -	031	6	Total Grade 10 Dropouts
<b>AMD10M</b>	032 -	037	6	Grade 10 Dropouts - American Indian/Alaska Native - male
<b>AMD10F</b>	038 -	043	6	Grade 10 Dropouts - American Indian/Alaska Native - female
<b>AMD10U</b>	044 -	049	6	Grade 10 Dropouts - American Indian/Alaska Native - gender unknown
<b>ASD10M</b>	050 -	055	6	Grade 10 Dropouts - Asian/Pacific Islander - male
<b>ASD10F</b>	056 -	061	6	Grade 10 Droouts - Asian/Pacific Islander - female
<b>ASD10U</b>	062 -	067	6	Grade 10 Dropouts - Asian/Pacific Islander - gender unknown
<b>HID10M</b>	068 -	073	6	Grade 10 Dropouts - Hispanic - male
<b>HID10F</b>	074 -	079	6	Grade 10 Dropouts - Hispanic - female
<b>HID10U</b>	080 -	085	6	Grade 10 Dropouts - Hispanic - gender unknown
<b>BLD10M</b>	086 -	091	6	Grade 10 Dropouts - Black, not Hispanic - male
<b>BLD10F</b>	092 -	097	6	Grade 10 Dropouts - Black, not Hispanic - female
<b>BLD10U</b>	098 -	103	6	Grade 10 Dropouts - Black, not Hispanic - gender unknown
<b>WHD10M</b>	104 -	109	6	Grade 10 Dropouts - White, not Hispanic - male
<b>WHD10F</b>	110 -	115	6	Grade 10 Dropouts - White, not Hispanic - female
<b>WHD10U</b>	116 -	121	6	Grade 10 Dropouts - White, not Hispanic - gender unknown

**APPENDIX B-2: AGENCY UNIVERSE MULTIPLE RECORD LAYOUT**

Field Name	Field Position	Field Length	Description
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**Dropouts by Grade, by Race/Ethnicity and by Gender:**

<b>RECTYPE</b>	001 - 004	4	Record Type Code ( <b>AD11</b> )
<b>LEAID</b>	005 - 011	7	NCES Education Agency ID
<b>STID</b>	012 - 025	14	State Education Agency ID
<b>TOTD11</b>	026 - 031	6	Total Grade 11 Dropouts
<b>AMD11M</b>	032 - 037	6	Grade 11 Dropouts - American Indian/Alaska Native - male
<b>AMD11F</b>	038 - 043	6	Grade 11 Dropouts - American Indian/Alaska Native - female
<b>AMD11U</b>	044 - 049	6	Grade 11 Dropouts - American Indian/Alaska Native - gender unknown
<b>ASD11M</b>	050 - 055	6	Grade 11 Dropouts - Asian/Pacific Islander - male
<b>ASD11F</b>	056 - 061	6	Grade 11 Dropouts - Asian/Pacific Islander - female
<b>ASD11U</b>	062 - 067	6	Grade 11 Dropouts - Asian/Pacific Islander - gender unknown
<b>HID11M</b>	068 - 073	6	Grade 11 Dropouts - Hispanic - male
<b>HID11F</b>	074 - 079	6	Grade 11 Dropouts - Hispanic - female
<b>HID11U</b>	080 - 085	6	Grade 11 Dropouts - Hispanic - gender unknown
<b>BLD11M</b>	086 - 091	6	Grade 11 Dropouts - Black, not Hispanic - male
<b>BLD11F</b>	092 - 097	6	Grade 11 Dropouts - Black, not Hispanic - female
<b>BLD11U</b>	098 - 103	6	Grade 11 Dropouts - Black, not Hispanic - gender unknown
<b>WHD11M</b>	104 - 109	6	Grade 11 Dropouts - White, not Hispanic - male
<b>WHD11F</b>	110 - 115	6	Grade 11 Dropouts - White, not Hispanic - female
<b>WHD11U</b>	116 - 121	6	Grade 11 Dropouts - White, not Hispanic - gender unknown
<b>RECTYPE</b>	001 - 004	4	Record Type Code ( <b>AD12</b> )
<b>LEAID</b>	005 - 011	7	NCES Education Agency ID
<b>STID</b>	012 - 025	14	State Education Agency ID
<b>TOTD12</b>	026 - 031	6	Total Grade 12 Dropouts
<b>AMD12M</b>	032 - 037	6	Grade 12 Dropouts - American Indian/Alaska Native - male
<b>AMD12F</b>	038 - 043	6	Grade 12 Dropouts - American Indian/Alaska Native - female
<b>AMD12U</b>	044 - 049	6	Grade 12 Dropouts - American Indian/Alaska Native - gender unknown
<b>ASD12M</b>	050 - 055	6	Grade 12 Dropouts - Asian/Pacific Islander - male
<b>ASD12F</b>	056 - 061	6	Grade 12 Dropouts - Asian/Pacific Islander - female
<b>ASD12U</b>	062 - 067	6	Grade 12 Dropouts - Asian/Pacific Islander - gender unknown
<b>HID12M</b>	068 - 073	6	Grade 12 Dropouts - Hispanic - male
<b>HID12F</b>	074 - 079	6	Grade 12 Dropouts - Hispanic - female
<b>HID12U</b>	080 - 085	6	Grade 12 Dropouts - Hispanic - gender unknown
<b>BLD12M</b>	086 - 091	6	Grade 12 Dropouts - Black, not Hispanic - male
<b>BLD12F</b>	092 - 097	6	Grade 12 Dropouts - Black, not Hispanic - female
<b>BLD12U</b>	098 - 103	6	Grade 12 Dropouts - Black, not Hispanic - gender unknown
<b>WHD12M</b>	104 - 109	6	Grade 12 Dropouts - White, not Hispanic - male
<b>WHD12F</b>	110 - 115	6	Grade 12 Dropouts - White, not Hispanic - female
<b>WHD12U</b>	116 - 121	6	Grade 12 Dropouts - White, not Hispanic - gender unknown

## APPENDIX B-2: AGENCY UNIVERSE LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
LEAID	001 - 007	7	NCES Education Agency ID
STID	008 - 021	14	State Education Agency ID
NAME	022 - 081	60	Name of Education Agency
PHONE	082 - 091	10	Telephone Number(Area Code and Phone Number)
MSTREE	092 - 121	30	Mailing Address - Street
MCITY	122 - 151	30	Mailing Address - City
MSTATE	152 - 153	2	Mailing Address - State (P.O. Abbreviation)
MZIP	154 - 158	5	Mailing Address - ZIP (digits 1 thru 5)
MZIP4	159 - 162	4	Mailing Address - ZIP4 (digits 6 thru 9)
LSTREE	163 - 192	30	Physical Location Address - Street
LCITY	193 - 222	30	Physical Location Address - City
LSTATE	223 - 224	2	Physical Location Address - State (P.O. Abbreviation)
LZIP	225 - 229	5	Physical Location Address - ZIP (digits 1 thru 5)
LZIP4	230 - 233	4	Physical Location Address - ZIP4 (digits 6 thru 9)
AGTYP	234 - 234	1	Education Agency Type Code
UNION	235 - 237	3	Supervisory Union ID Number
CONAME	238 - 267	30	County Name
CONUM	268 - 272	5	FIPS County Code
BOUND	273 - 273	1	Operational Status Code
GSLO	274 - 275	2	Grade Span Offered - Lowest grade
GSHI	276 - 277	2	Grade Span Offered - Highest grade

### Students:

UG	278 - 284	7	Ungraded Students
PK12	285 - 291	7	PK-12 Students
MIGRNT	292 - 298	7	Migrant Students Served in a Summer Program
SPECED	299 - 305	7	Special Education - Individual Education Program (IEP)
ELL	306 - 312	7	English Language Learner

### Staff (one explicit decimal place):

PKTCH	313 - 319	7	Prekindergarten Teachers
KG TCH	320 - 326	7	Kindergarten Teachers
ELMTCH	327 - 333	7	Elementary Teachers
SECTCH	334 - 340	7	Secondary Teachers
UGTCH	341 - 347	7	Teachers of Ungraded Classes
TOTTCH	348 - 354	7	Total FTE Teachers
AIDES	355 - 361	7	Instructional Aides
CORSUP	362 - 368	7	Instructional Coordinators and Supervisors
ELMGUI	369 - 375	7	Elementary Guidance Counselors
SECGUI	376 - 382	7	Secondary Guidance Counselors
TOTGUI	383 - 389	7	Total Guidance Counselors
LIBSPE	390 - 396	7	Librarians/Media Specialists
LIBSUP	397 - 403	7	Library/Media Support Staff
LEAADM	404 - 410	7	LEA Administrators
LEASUP	411 - 417	7	LEA Administrative Support Staff
SCHADM	418 - 424	7	School Administrators
SCHSUP	425 - 431	7	School Administrative Support Staff
STUSUP	432 - 438	7	Student Support Services Staff
OTHSUP	439 - 445	7	All Other Support Staff

## APPENDIX B-2: AGENCY UNIVERSE LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
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### Diploma Recipients by Race/Ethnicity and by Gender:

TOTDPL	446 - 451	6	Total Diploma Recipients
AMDPLM	452 - 457	6	Diploma Recipients - American Indian/Alaska Native - male
AMDPLF	458 - 463	6	Diploma Recipients - American Indian/Alaska Native - female
AMDPLU	464 - 469	6	Diploma Recipients - American Indian/Alaska Native - gender unknown
ASDPLM	470 - 475	6	Diploma Recipients - Asian/Pacific Islander - male
ASDPLF	476 - 481	6	Diploma Recipients - Asian/Pacific Islander - female
ASDPLU	482 - 487	6	Diploma Recipients - Asian/Pacific Islander - gender unknown
HIDPLM	488 - 493	6	Diploma Recipients - Hispanic - male
HIDPLF	494 - 499	6	Diploma Recipients - Hispanic - female
HIDPLU	500 - 505	6	Diploma Recipients - Hispanic - gender unknown
BLDPLM	506 - 511	6	Diploma Recipients - Black, not Hispanic - male
BLDPLF	512 - 517	6	Diploma Recipients - Black, not Hispanic - female
BLDPLU	518 - 523	6	Diploma Recipients - Black, not Hispanic - gender unknown
WHDPLM	524 - 529	6	Diploma Recipients - White, not Hispanic - male
WHDPLF	530 - 535	6	Diploma Recipients - White, not Hispanic - female
WHDPLU	536 - 541	6	Diploma Recipients - White, not Hispanic - gender unknown

### Other High School Completers by Race/Ethnicity and by Gender:

TOTOHC	542 - 547	6	Total Other High School Completers
AMOHCM	548 - 553	6	Other High School Completers - American Indian/Alaska Native - male
AMOHCF	554 - 559	6	Other High School Completers - American Indian/Alaska Native - female
AMOHCU	560 - 565	6	Other High School Completers - American Indian/Alaska Native - gender unknown
ASOHCM	566 - 571	6	Other High School Completers - Asian/Pacific Islander - male
ASOHCF	572 - 577	6	Other High School Completers - Asian/Pacific Islander - female
ASOHCU	578 - 583	6	Other High School Completers - Asian/Pacific Islander - gender unknown
HIOHCM	584 - 589	6	Other High School Completers - Hispanic - male
HIOHCF	590 - 595	6	Other High School Completers - Hispanic - female
HIOHCU	596 - 601	6	Other High School Completers - Hispanic - gender unknown
BLOHCM	602 - 607	6	Other High School Completers - Black, not Hispanic - male
BLOHCF	608 - 613	6	Other High School Completers - Black, not Hispanic - female
BLOHCU	614 - 619	6	Other High School Completers - Black, not Hispanic - gender unknown
WHOHCM	620 - 625	6	Other High School Completers - White, not Hispanic - male
WHOHCF	626 - 631	6	Other High School Completers - White, not Hispanic - female
WHOHCU	632 - 637	6	Other High School Completers - White, not Hispanic - gender unknown

## APPENDIX B-2: AGENCY UNIVERSE LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>Dropouts by Grade, by Race/Ethnicity and by Gender:</b>			
TOTD07	638 - 643	6	Total Grade 7 Dropouts
AMD07M	644 - 649	6	Grade 7 Dropouts - American Indian/Alaska Native - male
AMD07F	650 - 655	6	Grade 7 Dropouts - American Indian/Alaska Native - female
AMD07U	656 - 661	6	Grade 7 Dropouts - American Indian/Alaska Native - gender unknown
ASD07M	662 - 667	6	Grade 7 Dropouts - Asian/Pacific Islander - male
ASD07F	668 - 673	6	Grade 7 Dropouts - Asian/Pacific Islander - female
ASD07U	674 - 679	6	Grade 7 Dropouts - Asian/Pacific Islander - gender unknown
HID07M	680 - 685	6	Grade 7 Dropouts - Hispanic - male
HID07F	686 - 691	6	Grade 7 Dropouts - Hispanic - female
HID07U	692 - 697	6	Grade 7 Dropouts - Hispanic - gender unknown
BLD07M	698 - 703	6	Grade 7 Dropouts - Black, not Hispanic - male
BLD07F	704 - 709	6	Grade 7 Dropouts - Black, not Hispanic - female
BLD07U	710 - 715	6	Grade 7 Dropouts - Black, not Hispanic - gender unknown
WHD07M	716 - 721	6	Grade 7 Dropouts - White, not Hispanic - male
WHD07F	722 - 727	6	Grade 7 Dropouts - White, not Hispanic - female
WHD07U	728 - 733	6	Grade 7 Dropouts - White, not Hispanic - gender unknown
<b>TOTD08</b>			
TOTD08	734 - 739	6	Total Grade 8 Dropouts
AMD08M	740 - 745	6	Grade 8 Dropouts - American Indian/Alaska Native - male
AMD08F	746 - 751	6	Grade 8 Dropouts - American Indian/Alaska Native - female
AMD08U	752 - 757	6	Grade 8 Dropouts - American Indian/Alaska Native - gender unknown
ASD08M	758 - 763	6	Grade 8 Dropouts - Asian/Pacific Islander - male
ASD08F	764 - 769	6	Grade 8 Dropouts - Asian/Pacific Islander - female
ASD08U	770 - 775	6	Grade 8 Dropouts - Asian/Pacific Islander - gender unknown
HID08M	776 - 781	6	Grade 8 Dropouts - Hispanic - male
HID08F	782 - 787	6	Grade 8 Dropouts - Hispanic - female
HID08U	788 - 793	6	Grade 8 Dropouts - Hispanic - gender unknown
BLD08M	794 - 799	6	Grade 8 Dropouts - Black, not Hispanic - male
BLD08F	800 - 805	6	Grade 8 Dropouts - Black, not Hispanic - female
BLD08U	806 - 811	6	Grade 8 Dropouts - Black, not Hispanic - gender unknown
WHD08M	812 - 817	6	Grade 8 Dropouts - White, not Hispanic - male
WHD08F	818 - 823	6	Grade 8 Dropouts - White, not Hispanic - female
WHD08U	824 - 829	6	Grade 8 Dropouts - White, not Hispanic - gender unknown
<b>TOTD09</b>			
TOTD09	830 - 835	6	Total Grade 9 Dropouts
AMD09M	836 - 841	6	Grade 9 Dropouts - American Indian/Alaska Native - male
AMD09F	842 - 847	6	Grade 9 Dropouts - American Indian/Alaska Native - female
AMD09U	848 - 853	6	Grade 9 Dropouts - American Indian/Alaska Native - gender unknown
ASD09M	854 - 859	6	Grade 9 Dropouts - Asian/Pacific Islander - male
ASD09F	860 - 865	6	Grade 9 Dropouts - Asian/Pacific Islander - female
ASD09U	866 - 871	6	Grade 9 Dropouts - Asian/Pacific Islander - gender unknown
HID09M	872 - 877	6	Grade 9 Dropouts - Hispanic - male
HID09F	878 - 883	6	Grade 9 Dropouts - Hispanic - female
HID09U	884 - 889	6	Grade 9 Dropouts - Hispanic - gender unknown
BLD09M	890 - 895	6	Grade 9 Dropouts - Black, not Hispanic - male
BLD09F	896 - 901	6	Grade 9 Dropouts - Black, not Hispanic - female
BLD09U	902 - 907	6	Grade 9 Dropouts - Black, not Hispanic - gender unknown
WHD09M	908 - 913	6	Grade 9 Dropouts - White, not Hispanic - male
WHD09F	914 - 919	6	Grade 9 Dropouts - White, not Hispanic - female
WHD09U	920 - 925	6	Grade 9 Dropouts - White, not Hispanic - gender unknown

## APPENDIX B-2: AGENCY UNIVERSE LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>TOTD10</b>	926 - 931	6	Total Grade 10 Dropouts
<b>AMD10M</b>	932 - 937	6	Grade 10 Dropouts - American Indian/Alaska Native - male
<b>AMD10F</b>	938 - 943	6	Grade 10 Dropouts - American Indian/Alaska Native - female
<b>AMD10U</b>	944 - 949	6	Grade 10 Dropouts - American Indian/Alaska Native - gender unknown
<b>ASD10M</b>	950 - 955	6	Grade 10 Dropouts - Asian/Pacific Islander - male
<b>ASD10F</b>	956 - 961	6	Grade 10 Dropouts - Asian/Pacific Islander - female
<b>ASD10U</b>	962 - 967	6	Grade 10 Dropouts - Asian/Pacific Islander - gender unknown
<b>HID10M</b>	968 - 973	6	Grade 10 Dropouts - Hispanic - male
<b>HID10F</b>	974 - 979	6	Grade 10 Dropouts - Hispanic - female
<b>HID10U</b>	980 - 985	6	Grade 10 Dropouts - Hispanic - gender unknown
<b>BLD10M</b>	986 - 991	6	Grade 10 Dropouts - Black, not Hispanic - male
<b>BLD10F</b>	992 - 997	6	Grade 10 Dropouts - Black, not Hispanic - female
<b>BLD10U</b>	998 - 1003	6	Grade 10 Dropouts - Black, not Hispanic - gender unknown
<b>WHD10M</b>	1004 - 1009	6	Grade 10 Dropouts - White, not Hispanic - male
<b>WHD10F</b>	1010 - 1015	6	Grade 10 Dropouts - White, not Hispanic - female
<b>WHD10U</b>	1016 - 1021	6	Grade 10 Dropouts - White, not Hispanic - gender unknown
<b>TOTD11</b>	1022 - 1027	6	Total Grade 11 Dropouts
<b>AMD11M</b>	1028 - 1033	6	Grade 11 Dropouts - American Indian/Alaska Native - male
<b>AMD11F</b>	1034 - 1039	6	Grade 11 Dropouts - American Indian/Alaska Native - female
<b>AMD11U</b>	1040 - 1045	6	Grade 11 Dropouts - American Indian/Alaska Native - gender unknown
<b>ASD11M</b>	1046 - 1051	6	Grade 11 Dropouts - Asian/Pacific Islander - male
<b>ASD11F</b>	1052 - 1057	6	Grade 11 Dropouts - Asian/Pacific Islander - female
<b>ASD11U</b>	1058 - 1063	6	Grade 11 Dropouts - Asian/Pacific Islander - gender unknown
<b>HID11M</b>	1064 - 1069	6	Grade 11 Dropouts - Hispanic - male
<b>HID11F</b>	1070 - 1075	6	Grade 11 Dropouts - Hispanic - female
<b>HID11U</b>	1076 - 1081	6	Grade 11 Dropouts - Hispanic - gender unknown
<b>BLD11M</b>	1082 - 1087	6	Grade 11 Dropouts - Black, not Hispanic - male
<b>BLD11F</b>	1088 - 1093	6	Grade 11 Dropouts - Black, not Hispanic - female
<b>BLD11U</b>	1094 - 1099	6	Grade 11 Dropouts - Black, not Hispanic - gender unknown
<b>WHD11M</b>	1100 - 1105	6	Grade 11 Dropouts - White, not Hispanic - male
<b>WHD11F</b>	1106 - 1111	6	Grade 11 Dropouts - White, not Hispanic - female
<b>WHD11U</b>	1112 - 1117	6	Grade 11 Dropouts - White, not Hispanic - gender unknown
<b>TOTD12</b>	1118 - 1123	6	Total Grade 12 Dropouts
<b>AMD12M</b>	1124 - 1129	6	Grade 12 Dropouts - American Indian/Alaska Native - male
<b>AMD12F</b>	1130 - 1135	6	Grade 12 Dropouts - American Indian/Alaska Native - female
<b>AMD12U</b>	1136 - 1141	6	Grade 12 Dropouts - American Indian/Alaska Native - gender unknown
<b>ASD12M</b>	1142 - 1147	6	Grade 12 Dropouts - Asian/Pacific Islander - male
<b>ASD12F</b>	1148 - 1153	6	Grade 12 Dropouts - Asian/Pacific Islander - female
<b>ASD12U</b>	1154 - 1159	6	Grade 12 Dropouts - Asian/Pacific Islander - gender unknown
<b>HID12M</b>	1160 - 1165	6	Grade 12 Dropouts - Hispanic - male
<b>HID12F</b>	1166 - 1171	6	Grade 12 Dropouts - Hispanic - female
<b>HID12U</b>	1172 - 1177	6	Grade 12 Dropouts - Hispanic - gender unknown
<b>BLD12M</b>	1178 - 1183	6	Grade 12 Dropouts - Black, not Hispanic - male
<b>BLD12F</b>	1184 - 1189	6	Grade 12 Dropouts - Black, not Hispanic - female
<b>BLD12U</b>	1190 - 1195	6	Grade 12 Dropouts - Black, not Hispanic - gender unknown
<b>WHD12M</b>	1196 - 1201	6	Grade 12 Dropouts - White, not Hispanic - male
<b>WHD12F</b>	1202 - 1207	6	Grade 12 Dropouts - White, not Hispanic - female
<b>WHD12U</b>	1208 - 1213	6	Grade 12 Dropouts - White, not Hispanic - gender unknown

**APPENDIX B-3: STATE NONFISCAL MULTIPLE RECORD LAYOUT**

<b>Field Name</b>	<b>Field Position</b>	<b>Field Length</b>	<b>Description</b>
<b>RECTYPE</b>	01 - 04	4	Record Type Code ( <b>STID</b> )
<b>SEANAME</b>	05 - 39	35	Name of State Education Agency
<b>STREET</b>	40 - 69	30	Mailing Address
<b>CITY</b>	70 - 99	30	City
<b>ZIP</b>	100 - 104	5	ZIP Code (5 Digit)
<b>ZIP4</b>	105 - 108	4	ZIP + 4 Code
<b>PHONE</b>	109 - 118	10	Telephone Number

**Instructional Staff:**

<b>RECTYPE</b>	01 - 04	4	Record Type Code ( <b>SSTF</b> )
<b>PKTCH</b>	05 - 10	6	Prekindergarten Teachers
<b>KGTCH</b>	11 - 16	6	Kindergarten Teachers
<b>ELMTCH</b>	17 - 22	6	Elementary Teachers
<b>SECTCH</b>	23 - 28	6	Secondary Teachers
<b>UGTCH</b>	29 - 34	6	Teachers of Ungraded Classes
<b>TOTTCH</b>	35 - 40	6	Total FTE Teachers
<b>AIDES</b>	41 - 46	6	Instructional Aides
<b>CORSUP</b>	47 - 52	6	Instructional Coordinators and Supervisors

**Support Services Staff Counts:**

<b>ELMGUI</b>	53 - 58	6	Elementary Guidance Counselors
<b>SECGUI</b>	59 - 64	6	Secondary Guidance Counselors
<b>TOTGUI</b>	65 - 70	6	Total Guidance
<b>LIBSPE</b>	71 - 76	6	Librarians and Media Specialists
<b>LIBSUP</b>	77 - 82	6	Library Media Support Staff
<b>LEAADM</b>	83 - 88	6	LEA Administrators
<b>LEASUP</b>	89 - 94	6	LEA Administrative Support Staff
<b>SCHADM</b>	95 - 100	6	School Administrators
<b>SCHSUP</b>	101 - 106	6	School Administrative Support Staff
<b>STUSUP</b>	107 - 112	6	Student Support Services Staff
<b>OTHSUP</b>	113 - 118	6	All Other Support Staff

**APPENDIX B-3: STATE NONFISCAL MULTIPLE RECORD LAYOUT**

<b>Field Name</b>	<b>Field Position</b>	<b>Field Length</b>	<b>Description</b>
<b>Students by Grade, and by</b>			
<b>RECTYPE</b>	01 - 04	4	Record Type Code ( <b>STPK</b> )
<b>PK</b>	05 - 12	8	Prekindergarten Students
<b>AMPK</b>	13 - 20	8	Prekindergarten Students - American Indian/Alaska Native
<b>ASPK</b>	21 - 28	8	Prekindergarten Students - Asian/Pacific Islander
<b>HIPK</b>	29 - 36	8	Prekindergarten Students - Hispanic
<b>BLPK</b>	37 - 44	8	Prekindergarten Students - Black, not Hispanic
<b>WHPK</b>	45 - 52	8	Prekindergarten Students - White, not Hispanic
<b>RECTYPE</b>	01 - 04	4	Record Type Code ( <b>STKG</b> )
<b>KG</b>	05 - 12	8	Kindergarten Students
<b>AMKG</b>	13 - 20	8	Kindergarten Students - American Indian/Alaska Native
<b>ASKG</b>	21 - 28	8	Kindergarten Students - Asian/Pacific Islander
<b>HIKG</b>	29 - 36	8	Kindergarten Students - Hispanic
<b>BLKG</b>	37 - 44	8	Kindergarten Students - Black, not Hispanic
<b>WHKG</b>	45 - 52	8	Kindergarten Students - White, not Hispanic
<b>RECTYPE</b>	01 - 04	4	Record Type Code ( <b>ST01</b> )
<b>G01</b>	05 - 12	8	Grade 1 Students
<b>AM01</b>	13 - 20	8	Grade 1 Students - American Indian/Alaska Native
<b>AS01</b>	21 - 28	8	Grade 1 Students - Asian/Pacific Islander
<b>HI01</b>	29 - 36	8	Grade 1 Students - Hispanic
<b>BL01</b>	37 - 44	8	Grade 1 Students - Black, not Hispanic
<b>WH01</b>	45 - 52	8	Grade 1 Students - White, not Hispanic
<b>RECTYPE</b>	01 - 04	4	Record Type Code ( <b>ST02</b> )
<b>G02</b>	05 - 12	8	Grade 2 Students
<b>AM02</b>	13 - 20	8	Grade 2 Students - American Indian/Alaska Native
<b>AS02</b>	21 - 28	8	Grade 2 Students - Asian/Pacific Islander
<b>HI02</b>	29 - 36	8	Grade 2 Students - Hispanic
<b>BL02</b>	37 - 44	8	Grade 2 Students - Black, not Hispanic
<b>WH02</b>	45 - 52	8	Grade 2 Students - White, not Hispanic
<b>Same record layout for grades 3 through 12</b>			
<b>RECTYPE</b>	01 - 04	4	Record Type Code ( <b>STUG</b> )
<b>UG</b>	05 - 12	8	Ungraded Students
<b>AMUG</b>	13 - 20	8	Ungraded Students - American Indian/Alaska Native
<b>ASUG</b>	21 - 28	8	Ungraded Students - Asian/Pacific Islander
<b>HIUG</b>	29 - 36	8	Ungraded Students - Hispanic
<b>BLUG</b>	37 - 44	8	Ungraded Students - Black, not Hispanic
<b>WHUG</b>	45 - 52	8	Ungraded Students - White, not Hispanic
<b>RECTYPE</b>	01 - 04	4	Record Type Code ( <b>STAL</b> )
<b>MEMBER</b>	05 - 12	8	Total Students
<b>AMTOT</b>	13 - 20	8	Total Students - American Indian/Alaska Native
<b>ASTOT</b>	21 - 28	8	Total Students - Asian/Pacific Islander
<b>HITOT</b>	29 - 36	8	Total Students - Hispanic
<b>BLTOT</b>	37 - 44	8	Total Students - Black, not Hispanic
<b>WHTOT</b>	45 - 52	8	Total Students - White, not Hispanic

## APPENDIX B-3: STATE NONFISCAL MULTIPLE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>Regular and Other Diploma Recipients by Race/Ethnicity:</b>			
RECTYPE	01 - 04	4	Record Type Code ( <b>SDPL</b> )
REGDIP	05 - 12	8	Regular and Other Diploma Recipients
AMDIP	13 - 20	8	Regular and Other Diploma Recipients - American Indian/Alaska Native
ASDIP	21 - 28	8	Regular and Other Diploma Recipients - Asian/Pacific Islander
HIDIP	29 - 36	8	Regular and Other Diploma Recipients - Hispanic
BLDIP	37 - 44	8	Regular and Other Diploma Recipients - Black, not Hispanic
WHDIP	45 - 52	8	Regular and Other Diploma Recipients - White, not Hispanic
<b>High School Equivalency Recipients by Race/Ethnicity:</b>			
RECTYPE	01 - 04	4	Record Type Code ( <b>STEQ</b> )
EQUIV	05 - 12	8	High School Equivalency Recipients
AMEQUIV	13 - 20	8	High School Equivalency Recipients - American Indian/Alaska Native
ASEQUIV	21 - 28	8	High School Equivalency Recipients - Asian/Pacific Islander
HIEQUIV	29 - 36	8	High School Equivalency Recipients - Hispanic
BLEQUIV	37 - 44	8	High School Equivalency Recipients - Black, not Hispanic
WHEQUIV	45 - 52	8	High School Equivalency Recipients - White, not Hispanic
<b>Other High School Completers by Race/Ethnicity:</b>			
RECTYPE	01 - 04	4	Record Type Code ( <b>SOHC</b> )
OTHCOM	05 - 12	8	Other High School Completers
AMOHC	13 - 20	8	Other High School Completers - American Indian/Alaska Native
ASOHC	21 - 28	8	Other High School Completers - Asian/Pacific Islander
HIOHC	29 - 36	8	Other High School Completers - Hispanic
BLOHC	37 - 44	8	Other High School Completers - Black, not Hispanic
WHOHC	45 - 52	8	Other High School Completers - White, not Hispanic

## APPENDIX B-3: STATE NONFISCAL LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>SEANAME</b>	001 - 035	35	Name of State Education Agency
<b>STREET</b>	036 - 065	30	Mailing Address
<b>CITY</b>	066 - 095	30	City
<b>ZIP</b>	096 - 100	5	ZIP Code (5 Digit)
<b>ZIP4</b>	101 - 104	4	ZIP + 4 Code
<b>PHONE</b>	105 - 114	10	Telephone Number
<b>Instructional Staff:</b>			
<b>PKTCH</b>	115 - 120	6	Prekindergarten Teachers
<b>KGTCH</b>	121 - 126	6	Kindergarten Teachers
<b>ELMTCH</b>	127 - 132	6	Elementary Teachers
<b>SECTCH</b>	133 - 138	6	Secondary Teachers
<b>UGTCH</b>	139 - 144	6	Teachers of Ungraded Classes
<b>TOTTCH</b>	145 - 150	6	Total FTE Teachers
<b>AIDES</b>	151 - 156	6	Instructional Aides
<b>CORSUP</b>	157 - 162	6	Instructional Coordinators Supervisors
<b>Support Services Staff Counts:</b>			
<b>ELMGUI</b>	163 - 168	6	Elementary Guidance Counselors/Directors
<b>SECGUI</b>	169 - 174	6	Secondary Guidance Counselors/Directors
<b>TOTGUI</b>	175 - 180	6	Total Guidance Counselors/Directors
<b>LIBSPE</b>	181 - 186	6	Librarians Media Specialists
<b>LIBSUP</b>	187 - 192	6	Library Media Support Staff
<b>LEAADM</b>	193 - 198	6	LEA Administrators
<b>LEASUP</b>	199 - 204	6	LEA Administrative Support Staff
<b>SCHADM</b>	205 - 210	6	School Administrators
<b>SCHSUP</b>	211 - 216	6	School Administrative Support Staff
<b>STUSUP</b>	217 - 222	6	Student Support Services Staff
<b>OTHSUP</b>	223 - 228	6	All Other Support Staff

### APPENDIX B-3: STATE NONFISCAL LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>Students by Grade, and by Race/Ethnicity:</b>			
<b>PK</b>	229 - 236	8	Prekindergarten Students
<b>AMPK</b>	237 - 244	8	Prekindergarten Students - American Indian/Alaska Native
<b>ASPK</b>	245 - 252	8	Prekindergarten Students - Asian/Pacific Islander
<b>HIPK</b>	253 - 260	8	Prekindergarten Students - Hispanic
<b>BLPK</b>	261 - 268	8	Prekindergarten Students - Black, not Hispanic
<b>WHPK</b>	269 - 276	8	Prekindergarten Students - White, not Hispanic
<b>KG</b>	277 - 284	8	Kindergarten Students
<b>AMKG</b>	285 - 292	8	Kindergarten Students - American Indian/Alaska Native
<b>ASKG</b>	293 - 300	8	Kindergarten Students - Asian/Pacific Islander
<b>HIKG</b>	301 - 308	8	Kindergarten Students - Hispanic
<b>BLKG</b>	309 - 316	8	Kindergarten Students - Black, not Hispanic
<b>WHKG</b>	317 - 324	8	Kindergarten Students - White, not Hispanic
<b>G01</b>	325 - 332	8	Grade 1 Students
<b>AM01</b>	333 - 340	8	Grade 1 Students - American Indian/Alaska Native
<b>AS01</b>	341 - 348	8	Grade 1 Students - Asian/Pacific Islander
<b>HI01</b>	349 - 356	8	Grade 1 Students - Hispanic
<b>BL01</b>	357 - 364	8	Grade 1 Students - Black, not Hispanic
<b>WH01</b>	365 - 372	8	Grade 1 Students - White, not Hispanic
<b>G02</b>	373 - 380	8	Grade 2 Students
<b>AM02</b>	381 - 388	8	Grade 2 Students - American Indian/Alaska Native
<b>AS02</b>	389 - 396	8	Grade 2 Students - Asian/Pacific Islander
<b>HI02</b>	397 - 404	8	Grade 2 Students - Hispanic
<b>BL02</b>	405 - 412	8	Grade 2 Students - Black, not Hispanic
<b>WH02</b>	413 - 420	8	Grade 2 Students - White, not Hispanic
<b>G03</b>	421 - 428	8	Grade 3 Students
<b>AM03</b>	429 - 436	8	Grade 3 Students - American Indian/Alaska Native
<b>AS03</b>	437 - 444	8	Grade 3 Students - Asian/Pacific Islander
<b>HI03</b>	445 - 452	8	Grade 3 Students - Hispanic
<b>BL03</b>	453 - 460	8	Grade 3 Students - Black, not Hispanic
<b>WH03</b>	461 - 468	8	Grade 3 Students - White, not Hispanic
<b>G04</b>	469 - 476	8	Grade 4 Students
<b>AM04</b>	477 - 484	8	Grade 4 Students - American Indian/Alaska Native
<b>AS04</b>	485 - 492	8	Grade 4 Students - Asian/Pacific Islander
<b>HI04</b>	493 - 500	8	Grade 4 Students - Hispanic
<b>BL04</b>	501 - 508	8	Grade 4 Students - Black, not Hispanic
<b>WH04</b>	509 - 516	8	Grade 4 Students - White, not Hispanic
<b>G05</b>	517 - 524	8	Grade 5 Students
<b>AM05</b>	525 - 532	8	Grade 5 Students - American Indian/Alaska Native
<b>AS05</b>	533 - 540	8	Grade 5 Students - Asian/Pacific Islander
<b>HI05</b>	541 - 548	8	Grade 5 Students - Hispanic
<b>BL05</b>	549 - 556	8	Grade 5 Students - Black, not Hispanic
<b>WH05</b>	557 - 564	8	Grade 5 Students - White, not Hispanic

### APPENDIX B-3: STATE NONFISCAL LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>G06</b>	565 - 572	8	Grade 6 Students
<b>AM06</b>	573 - 580	8	Grade 6 Students - American Indian/Alaska Native
<b>AS06</b>	581 - 588	8	Grade 6 Students - Asian/Pacific Islander
<b>HI06</b>	589 - 596	8	Grade 6 Students - Hispanic
<b>BL06</b>	597 - 604	8	Grade 6 Students - Black, not Hispanic
<b>WH06</b>	605 - 612	8	Grade 6 Students - White, not Hispanic
<b>G07</b>	613 - 620	8	Grade 7 Students
<b>AM07</b>	621 - 628	8	Grade 7 Students - American Indian/Alaska Native
<b>AS07</b>	629 - 636	8	Grade 7 Students - Asian/Pacific Islander
<b>HI07</b>	637 - 644	8	Grade 7 Students - Hispanic
<b>BL07</b>	645 - 652	8	Grade 7 Students - Black, not Hispanic
<b>WH07</b>	653 - 660	8	Grade 7 Students - White, not Hispanic
<b>G08</b>	661 - 668	8	Grade 8 Students
<b>AM08</b>	669 - 676	8	Grade 8 Students - American Indian/Alaska Native
<b>AS08</b>	677 - 684	8	Grade 8 Students - Asian/Pacific Islander
<b>HI08</b>	685 - 692	8	Grade 8 Students - Hispanic
<b>BL08</b>	693 - 700	8	Grade 8 Students - Black, not Hispanic
<b>WH08</b>	701 - 708	8	Grade 8 Students - White, not Hispanic
<b>G09</b>	709 - 716	8	Grade 9 Students
<b>AM09</b>	717 - 724	8	Grade 9 Students - American Indian/Alaska Native
<b>AS09</b>	725 - 732	8	Grade 9 Students - Asian/Pacific Islander
<b>HI09</b>	733 - 740	8	Grade 9 Students - Hispanic
<b>BL09</b>	741 - 748	8	Grade 9 Students - Black, not Hispanic
<b>WH09</b>	749 - 756	8	Grade 9 Students - White, not Hispanic
<b>G10</b>	757 - 764	8	Grade 10 Students
<b>AM10</b>	765 - 772	8	Grade 10 Students - American Indian/Alaska Native
<b>AS10</b>	773 - 780	8	Grade 10 Students - Asian/Pacific Islander
<b>HI10</b>	781 - 788	8	Grade 10 Students - Hispanic
<b>BL10</b>	789 - 796	8	Grade 10 Students - Black, not Hispanic
<b>WH10</b>	797 - 804	8	Grade 10 Students - White, not Hispanic
<b>G11</b>	805 - 812	8	Grade 11 Students
<b>AM11</b>	813 - 820	8	Grade 11 Students - American Indian/Alaska Native
<b>AS11</b>	821 - 828	8	Grade 11 Students - Asian/Pacific Islander
<b>HI11</b>	829 - 836	8	Grade 11 Students - Hispanic
<b>BL11</b>	837 - 844	8	Grade 11 Students - Black, not Hispanic
<b>WH11</b>	845 - 852	8	Grade 11 Students - White, not Hispanic
<b>G12</b>	853 - 860	8	Grade 12 Students
<b>AM12</b>	861 - 868	8	Grade 12 Students - American Indian/Alaska Native
<b>AS12</b>	869 - 876	8	Grade 12 Students - Asian/Pacific Islander
<b>HI12</b>	877 - 884	8	Grade 12 Students - Hispanic
<b>BL12</b>	885 - 892	8	Grade 12 Students - Black, not Hispanic
<b>WH12</b>	893 - 900	8	Grade 12 Students - White, not Hispanic

### APPENDIX B-3: STATE NONFISCAL LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
UG	901 - 908	8	Ungraded Students
AMUG	909 - 916	8	Ungraded Students - American Indian/Alaska Native
ASUG	917 - 924	8	Ungraded Students - Asian/Pacific Islander
HIUG	925 - 932	8	Ungraded Students - Hispanic
BLUG	933 - 940	8	Ungraded Students - Black, not Hispanic
WHUG	941 - 948	8	Ungraded Students - White, not Hispanic
MEMBER	949 - 956	8	Total Students
AMTOT	957 - 964	8	Total Students - American Indian/Alaska Native
ASTOT	965 - 972	8	Total Students - Asian/Pacific Islander
HITOT	973 - 980	8	Total Students - Hispanic
BLTOT	981 - 988	8	Total Students - Black, not Hispanic
WHTOT	989 - 996	8	Total Students - White, not Hispanic

**Regular and Other Diploma Recipients by Race/Ethnicity:**

REGDIP	997 - 1004	8	Regular and Other Diploma Recipients
AMDIP	1005 - 1012	8	Regular and Other Diploma Recipients - American Indian/Alaska Native
ASDIP	1013 - 1020	8	Regular and Other Diploma Recipients - Asian/Pacific Islander
HIDIP	1021 - 1028	8	Regular and Other Diploma Recipients - Hispanic
BLDIP	1029 - 1036	8	Regular and Other Diploma Recipients - Black, not Hispanic
WHDIP	1037 - 1044	8	Regular and Other Diploma Recipients - White, not Hispanic

**High School Equivalency Recipients by Race/Ethnicity:**

EQUIV	1045 - 1052	8	High School Equivalency Recipients
AMEQUIV	1053 - 1060	8	High School Equivalency Recipients - American Indian/Alaska Native
ASEQUIV	1061 - 1068	8	High School Equivalency Recipients - Asian/Pacific Islander
HIEQUIV	1069 - 1076	8	High School Equivalency Recipients - Hispanic
BLEQUIV	1077 - 1084	8	High School Equivalency Recipients - Black, not Hispanic
WHEQUIV	1085 - 1092	8	High School Equivalency Recipients - White, not Hispanic

**Other High School Completers by Race/Ethnicity:**

OTHCOM	1093 - 1100	8	Other High School Completers
AMOHC	1101 - 1108	8	Other High School Completers - American Indian/Alaska Native
ASOHC	1109 - 1116	8	Other High School Completers - Asian/Pacific Islander
HIOHC	1117 - 1124	8	Other High School Completers - Hispanic
BLOHC	1125 - 1132	8	Other High School Completers - Black, not Hispanic
WHOHC	1133 - 1140	8	Other High School Completers - White, not Hispanic

## APPENDIX C-1: STATE ABBREVIATIONS USED IN CCD SURVEYS

AL	Alabama	MS	Mississippi
AK	Alaska	MO	Missouri
AS	American Samoa	MT	Montana
AZ	Arizona	NE	Nebraska
AR	Arkansas	NV	Nevada
BI	Bureau of Indian Affairs	NH	New Hampshire
CA	California	NJ	New Jersey
CO	Colorado	NM	New Mexico
CT	Connecticut	NY	New York
DC	District of Columbia	NC	North Carolina
DE	Delaware	ND	North Dakota
DD	Dept. of Defense Dependents School - Domestic	MP	Northern Mariana
DO	Dept. of Defense Dependents School - Overseas	OH	Ohio
FL	Florida	OK	Oklahoma
GA	Georgia	OR	Oregon
GU	Guam	PA	Pennsylvania
HI	Hawaii	PR	Puerto Rico
ID	Idaho	RI	Rhode Island
IL	Illinois	SC	South Carolina
IN	Indiana	SD	South Dakota
IA	Iowa	TN	Tennessee
KS	Kansas	TX	Texas
KY	Kentucky	UT	Utah
LA	Louisiana	VT	Vermont
ME	Maine	VI	Virgin Islands
MD	Maryland	VA	Virginia
MA	Massachusetts	WA	Washington
MI	Michigan	WV	West Virginia
MN	Minnesota	WI	Wisconsin
		WY	Wyoming

**APPENDIX C-2: ABBREVIATIONS RECOMMENDED FOR CCD SURVEYS**

ACAD	Academic	LOC	Local
ADM	Administration, Administrative	LRN	Learning
AG	Agriculture		
AGY	Agency	MIDSCH	Middle School
		METRO	Metropolitan
BD	Board	MUL	Multi
BL	Blind	MUN	Municipal
BOR	Borough		
		NRS	Nursing
CAR	Career		
CITY	City	OP	Operations
CLD	Child	ORG	Organization
CLDN	Children		
CMTE	Committee	PAR	Parish
CNSM	Consortium	PLT	Plantation
CNT	Central	PROG	Program
CTR	Center	PUB	Public
COM	Community		
COMM	Commission	REORG	Reorganized
COMP	Computer	RES	Resource
COMPHEN	Comprehensive	RGN	Region
CON	Consolidated	RGNL	Regional
COOP	Cooperative	RGT	Regents
CORP	Corporation	RNH	Ranch
CORR	Correction		
CO	County	SCH	School
CUR	Curriculum	SEC	Secondary
		SEP	Separate
DEPT	Department	SOC	Social
DF	Deaf	SPEC	Special
DIST	District	SR	Senior
DVL	Development	SRV	Service
		ST	State
ED	Education	SUPT	Superintendent
EDL	Educational	SUPV	Supervisor
ELEM	Elementary		
ELEMSCH	Elementary School	TECH	Technical
EXM	Exempted	TERR	Territory
		TRD	Trade
FAM	Family	TRN	Training
		TWN	Township
HLT	Health	TWP	
HM	Home		
HND	Handicap/Handicapped	UNF	Unified
HS	High School	UNIV	University
		UNORG	Unorganized
IMP	Improvement	UNT	United
IND	Independent		
INST	Institution	VIL	Village
		VLY	Valley
JCT	Junction	VOC	Vocational
JHS	Junior High School	VOCTECH	Vocational Technical School
JR	Junior	VOED	Vocational Education
		YTH	Youth

## APPENDIX D: STATE REPORTING DROPOUT INSTRUCTIONS

### School Year 2003 - 2004 Dropouts

These are the instructions for reporting dropouts for the National Center for Education Statistics on the Common Core of Data (CCD) survey. These instructions ensure that the reported dropout data are comparable across all states' school districts. The dropout count is reported at the school district level on the CCD Local Education Agency Universe Survey.

#### Dropout Definition

The CCD dropout definition is based on a "snapshot" count of students at the beginning of the school year. A dropout is an individual who:

1. Was enrolled in school at some time during the previous school year and was **NOT** enrolled on October 1 of the current school year; **or**
2. Was **NOT** enrolled on October 1 of the previous school year although expected to be in membership (i.e., was **NOT** reported as a dropout the year before); **and**
3. Has **NOT** graduated from high school or completed state or district approved educational program, **and**
4. **Does NOT** meet any of the following exclusionary conditions:
  - i. Transfer to another public school district, private school, or state or district approved education program;
  - ii. Temporary school recognized absence due to suspension or illness, or
  - iii. Death.

#### When using the dropout definition, the following definitions also apply:

- A. **School year** is the 12-month period beginning on October 1, 2003 and ending September 30, 2004. **INCLUDE** the summer following the regular school year.
- B. **School completer** is an individual who has graduated from high school or completed some other education program that is approved by the state or local education agency.
- C. **State or district approved program** is one that leads to the receipt of formal recognition of completion from school authorities. It may **INCLUDE** special education programs, home-based instruction, and programs administered by a secondary education agency (but **NOT** adult or postsecondary education) leading to a GED-based diploma or some other certification differing from the regular diploma. Programs recognized as legitimate by the state are considered approved even if the public education system does not directly administer them; home schooling and charter schools are examples of such programs.
- D. **Transfer to another school or program** may be confirmed by a method selected by the state or school district. A transcript request, withdrawal notice signed by a parent that includes assurances the student will be enrolled elsewhere, and the like are acceptable. States are discouraged from accepting hearsay reports or unsubstantiated statements of intent from departing students.
- E. **Race/ethnicity** of dropouts currently is reported using the pre-1997 standards set by the Office of Management and Budget. The categories approved for the CCD through the 2003-2004 school year are American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; Black, not Hispanic; White, not Hispanic. Definitions are included in the CCD Instructions Manual.
- F. **Gender** of dropouts is reported as male or female.
- G. **Grade classifications**, grades 7 through 12, **NOT** the student's age, are used to report dropouts.
- H. **Ungraded dropouts** are allocated to the grade most appropriate for their age.

## APPENDIX D: STATE REPORTING DROPOUT INSTRUCTIONS

### School Year 2003 - 2004 Dropouts

#### Other Basic Guidelines

The CCD reports an **event** dropout count - the number of students who leave school during a defined period of time, in this case, a calendar year. The dropout count is taken on October 1, 2004 or the school day closest to this date, in order to agree with the CCD student membership count collected on the same day.

**To determine if the student is a dropout on October 1, 2004** - A student who missed much of the previous school year (2003-2004) but who is in membership on October 1, 2004 is **not** considered a dropout. A student **not** in membership on October 1, 2004 but who returns later in that school year is a dropout (for the previous year, 2003-2004). CCD publications compute a dropout rate by dividing the number of student dropouts for a year by the membership count taken at the beginning of that year.

#### More guidelines:

1. **Summer Dropouts** are students who were not dropouts at the close of the previous school year (2003-2004) but who fail to enroll by October 1, 2004. Summer dropouts are reported as dropouts for the grade and school year for which they fail to report. For example, a student who completes the 10<sup>th</sup> grade in 2003-2004 but who is not re-enrolled on October 1, 2004 is reported as a 2004-2005 dropout for 11<sup>th</sup> grade.
2. Students who enroll in adult education programs are counted as dropouts **unless the elementary/secondary school system remains responsible for the student**. The intent of this guideline is to ensure that students who do not complete a program but for whom the district no longer takes responsibility are counted as dropouts.
  - i. Transferring to an alternative education setting, if it is part of the elementary/secondary education system, is not considered dropping out. For example, students enrolled in elementary/secondary education in prisons, hospitals, storefront locations or other nontraditional locations are not dropouts if the program is part of the elementary/secondary system. This means that a student who enrolls in a school-operated program for high-risk students is **not a dropout**, even if the program is preparing the student to take the GED examination.
  - ii. A student who leaves the public elementary/secondary school and enrolls in adult education is a **dropout**. The exception is when the public school system monitors the student's enrollment and reports the student as a dropout if the student drops out of the adult program. An example is a cooperative arrangement between a public school district and a local technical institute that provides GED preparation for students referred directly by the district. The district counts as dropouts the referred students who do not complete the GED study program.
  - iii. Students who drop out during the 2003-2004 school year but who have obtained a completion credential, such as a GED-based diploma or certificate of completion, on October 1, 2004 are **NOT** reported as dropouts.
3. An early college admissions student, one who transfers to a postsecondary program leading to a baccalaureate or associate's degree, is **NOT** a dropout.
4. Students who fail to meet some graduation requirements, and who leave school without a diploma or other credential, are dropouts even if they have completed the 12<sup>th</sup> grade.
5. Students who leave the United States are not considered to be dropouts even if the school district cannot document the student's subsequent enrollment in school.
6. Students who drop out during the 2003-2004 school year but are re-enrolled on October 1, 2004 are not reported as dropouts.
7. Students who drop out multiple times in a school year are reported only once for a single school year. However, students who drop out in more than one year are reported as dropouts for each year in which they are not in membership on October 1.
8. Report underage student dropouts leaving school when they are still too young to do so legally. Report data on the CCD if they drop out of grades 7 through 12. These students should be reported even if the state or district considers them truants rather than dropouts.

**SUMMARY OF SCHOOL LEAVER STATUS**

<b>A Student Who:</b>	<b>Dropout ?</b>
1. Graduated or received some other recognized credential, such as a certificate of attendance or GED	NO
2. Only attended summer school in this school district (was not enrolled during the regular school year)	NO
3. Left school without diploma or other certification after passing age up to which the district was required to provide a free, public education	YES
4. Died	NO
5. Is gone; status is unknown	YES
6. Moved to another district in this or some other state, not known to be in school	YES
7. Moved out of the United States, enrollment status not known	NO
8. Transferred, enrolled in:	
Another public school, a private school, or charter school	NO
Home schooling	NO
Early college (baccalaureate or associate's program)	NO
9. Is in an institution that is <b>NOT</b> primarily academic (military, possibly Job Corps, corrections, etc.)	
Offers a secondary education program	NO
Does <b>NOT</b> offer a secondary education program	YES
10. Is <b>NOT</b> in school, but known to be:	
Planning to enroll late (e.g., extended family vacation, seasonal work)	NO
Ill, verified as legitimate	NO
Ill, <b>NOT</b> verified as legitimate	YES
Suffering long-term illness and <b>NOT</b> receiving education services (residential drug treatment, severe physical or mental illness)	NO
Suspended or expelled; term of suspension or expulsion <b>NOT</b> yet over	NO
Suspended or expelled; term of suspension or expulsion over	YES
Expelled, <b>NO</b> option to return	YES
Expelled, enrolled in another school and/or district	NO
11. Is in a nontraditional education setting, such as hospital/homebound instruction, residential special education, correctional institution, community or technical college:	
Program administrated by agency considered a special school district or extension of a regular school district	NO
Program is off-campus offering of regular school district	NO
Program classified as Adult Education <b>NOT</b> approved, administered or tracked by regular district	YES

## APPENDIX E: DATA ITEMS NCES ADDS TO THE PUBLIC FILES

After processing a state's Nonfiscal CCD data, NCES and the Census Bureau add data items to the CCD public use file. The following additions are made to the files:

### School Universe File

<b>NCES ID Code</b>	The NCES identification code is added to <b>new</b> schools. NCES ID codes are now used in many public and private grant application forms as well as by the National Board Certification for teachers.
<b>In/Out Code</b>	State assigned indicator to identify whether a school is located inside or outside the legal incorporated limits of a geographic area. This code is used by the Census Bureau to assign geographic information.
<b>Locale Code</b>	<p>Locale code uses physical location to match the school address against a geography database from the Census Bureau to determine "urbanicity." This variable was developed as a classification of the place in which the school is located and may not be a description of where the student population resides. Now used for some federal rural school funding eligibility, codes are as follows:</p> <ol style="list-style-type: none"><li><b>1 = Large City</b> - A principal city of a Metropolitan Core Based Statistical Area (CBSA) with the city having a population greater than or equal to 250,000.</li><li><b>2 = Mid-Size City</b> - A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.</li><li><b>3 = Urban Fringe of a Large City</b> - 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.</li><li><b>4 = Urban Fringe of a Mid-Size City</b> - Any incorporated place, Census designated place, or non-place territory within a CBSA of a Mid-Size City and defined as urban by the Census Bureau.</li><li><b>5 = Large Town</b> - 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.</li><li><b>6 = Small Town</b> - 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.</li><li><b>7 = Rural, outside CBSA</b> - Any incorporated place, Census designated place (CDP), or non-place territory not within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau.</li><li><b>8 = Rural, inside CBSA</b> - Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA and defined as rural by the Census Bureau.</li></ol>
<b>County Code</b>	County code assigned with the locale code based on the reported physical location address of the school.
<b>County Name</b>	County name assigned with the locale code based on the reported physical location address of the school.
<b>Grade Totals</b>	Each grade total will be summed if not reported.
<b>Race Totals</b>	Each race total will be summed if not reported.

## APPENDIX E: DATA ITEMS NCES ADDS TO THE PUBLIC FILES

<b>Total Students</b>	The following data items are calculated by summing reported data: Total number of all students in <b>each</b> grade; total number of students in grade totals (total school membership); and the total number of students in the race/ethnicity totals (school ethnicity membership).
<b>Pupil-Teacher Ratio</b>	The total students (grades PK through 12 and ungraded) are divided by the number of classroom teachers (FTE).
<b>GEOCODE (Longitude and Latitude)</b>	School location address matched to the same Census database as is used for locale codes. The first 3 numbers of the code represent the number of degrees from the equator; the last 6 digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal. Schools that cannot be matched at the block and tract level do not have a GEOCODE.
<b>Level</b>	Level of instruction at school  <b>1</b> = Primary (low grade = PK through 03; high grade = PK through 08) <b>2</b> = Middle (low grade = 04 through 07; high grade = 04 through 09) <b>3</b> = High (low grade = 07 through 12; high grade = 12 only) <b>4</b> = Other (any other configuration not falling within the above three categories, including ungraded)
<b>Imputation Flags</b>	Flags are added to the variables that are "cleaned" or "edited" non-response or aggregated counts. Imputation flags on the School File are as follows:  <b>A</b> = Adjustment <b>C</b> = Combined with data provided elsewhere by the state <b>N</b> = Not applicable <b>O</b> = Locale code assigned under old methodology <b>R</b> = Reported by the state <b>T</b> = Total based on sum of internal or external detail <b>W</b> = Locale code assigned under new methodology

### Agency Universe File

<b>NCES ID Code</b>	The NCES identification code is added to <b>new</b> agencies. NCES ID codes are now used in many public and private grant application forms as well as the National Board Certification for teachers.
<b>CBSA</b>	Each Core Based Statistical Area (CBSA) must contain at least one urban area of 10,000 or more population. Each metropolitan statistical area must have at least one urbanized area of 50,000 or more inhabitants. Each micropolitan statistical area must have at least one urban cluster of at least 10,000 but less than 50,000 population.  Under the standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more population, or that contain at least 5,000 people residing within a single urban area of 10,000 or more population, is identified as a "central county" (counties). Additional "outlying counties" are included in the CBSA if they meet specified requirements of commuting to or from the central counties. Counties or equivalent entities form the geographic "building blocks" for metropolitan and micropolitan statistical areas throughout the United States and Puerto Rico.
<b>CSA</b>	A Consolidated Statistical Area (CSA) is an area that qualifies as a metropolitan area (MA) has more than one million people, two or more core-based metropolitan 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 CBSA's are established, the larger MA of which they are component parts is designated a consolidated statistical area (CSA). CSAs and CBSA's are established only where local governments favor such designations for a large MA.  <b>1</b> = Primarily serves a central city of an CSA <b>2</b> = Serves an CSA but not primarily its central city <b>3</b> = Does not serve an CSA

## APPENDIX E: DATA ITEMS NCES ADDS TO THE PUBLIC FILES

**District Locale Code** Use the school locale codes weighted by students to determine district locale codes. Developed as a classification of the place in which the school is located and may not be a description of the place in which the student population resides. Now used for some federal rural agency funding eligibility. Codes are as follows:

- 1 = **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.
- 2 = **Mid-Size City** - A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.
- 3 = **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.
- 4 = **Urban Fringe of a Mid-Size City** - Any incorporated place, Census designated place, or non-place territory within a CBSA of a Mid-Size City and defined as urban by the Census Bureau.
- 5 = **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.
- 6 = **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.
- 7 = **Rural, outside CBSA** - Any incorporated place, Census designated place (CDP), or non-place territory not within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau.
- 8 = **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.

**Number of Schools** Calculated by summing the number of schools reported in the School Universe file.

**Charter School District Flag** This flag denotes whether the district has: only charter schools; some charter schools and other schools; or no charter schools.

**Number of Teachers in Schools** Calculated by summing the number of classroom teachers (FTE) in the School Universe file. (The Agency Universe file also reports the number of 'Total Teachers' in the school district.)

**Imputation Flags** Flags are added to the variables that are "cleaned" or "edited" non-response or aggregate up counts. Imputation flags on the Agency File are as follows:

- A = Adjustment
- N = Not applicable
- R = Reported by the state
- T = Total based on sum of internal or external detail

## APPENDIX E: DATA ITEMS NCES ADDS TO THE PUBLIC FILES

### State Nonfiscal File

**High School Completer Totals by Race** Race Totals will be summed if states do not report total data.

**Imputation Flags** NCES uses imputations based on prior year and national averages. The SNF file is used to project trends for planning purposes so complete data are needed for every state. NCES imputes student and staff data for those states that do not report an item (we do not currently impute data for high school completers).

- A** = Adjustment
- C** = Combined with data provided elsewhere by the state
- I** = Imputation based on a method other than prior year's data
- P** = Imputation based on prior year's data
- R** = Reported by the state
- T** = Total based on sum of internal or external detail

### Agency Dropout and Completion Rate File

**Submit** Flag indicating which file the data for the directory fields came from:

- 1** = Directory and enrollment data from the school year submission (2004 - 2005). Dropout data from submission year dropouts were reported (2003 - 2004).
- 2** = Directory and dropout data from submission year for which dropouts were reported (2003- 2004), no enrollment data available for these districts.

**Dropout Definition Flag** Each record on the file is flagged to indicate whether the dropout data conform to all components of the CCD dropout definition (**C**), or if the data conform to all but the Alternative Reporting Calendar component (**A**).

**Computed Dropout Rate Fields** Computed dropout rates.

- Dropout Rate by Grade/Grade Span (grades 07 through 12)
- Dropout Rate by Race/Ethnicity
- Dropout Rate by Gender

**Enrollment** The enrollment base of students is called EBS on the file. The enrollment base fields are computed by taking the enrollment from the schools in the agencies by grade and prorating the ungraded students among them.

- Enrollment base by Grade/Grade Span (grades 07 through 12)
- Enrollment base by Race/Ethnicity
- Enrollment base by Gender

**Agency Dropout Rate** The agency dropout rate fields are computed by dividing the number of dropouts by the computed enrollment base.

**Computed Completion Rate Fields** Computed completion rates.

- Completion Rate by Total Diploma Recipients and Other High School Completers
- Completion Rate by Race/Ethnicity
- Completion Rate by Gender

## **VI. GLOSSARY OF TERMS**

## GLOSSARY OF TERMS

### Agency

See **Education Agency**.

### Alternative Education School

A public elementary/secondary school that:

- Addresses needs of students that typically cannot be met in a regular school,
- Provides nontraditional education,
- Serves as an adjunct to a regular school, and
- Falls outside the categories of regular, special education, or vocational/technical education.

See also **Type Code, School**.

### 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 cultural identification through tribal affiliation or community recognition.

### 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.

### Black, Not Hispanic

A person having origins in any of the black racial groups of Africa. Terms such as **Haitian** or **Negro** can be used in addition to **Black** or **African American**.

### Central City

- Within a Metropolitan Statistical Area (MSA),
- With a Census Urbanized Area Code (UA)
- With a minimum population of 50,000

### Charter School

A public school that is exempted from significant state or local rules that normally govern the operation and management of public schools. It is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. It operates in pursuit of a specific set of education objectives determined by the school's developer and agreed to by the public chartering agency and provides a program of elementary and secondary education, or both. It meets all applicable federal, state, and local health and safety requirements; complies with federal civil rights laws; and operates in accordance with state law.

### Classroom Teachers (FTE)

Total number of classroom teachers stated on a full-time equivalency basis for all graded and/or ungraded classes in a school. See **FTE (Full-time Equivalency)**.

### Completer, High School

Student who has graduated from high school or completed some other education program that is approved by the state or local education agency.

### Consolidated Statistical Area (CSA)

If an area that qualifies as a metropolitan area (MA) has more than one million people, two or more core-based metropolitan 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 CBSA's are established, the larger MA of which they are component parts is designated a consolidated statistical area (CSA). CSAs and CBSA's are established only where local governments favor such designations for a large MA.

### Core Based Statistical Area (CBSA)

Each CBSA must contain at least one urban area of 10,000 or more population. Each metropolitan statistical area must have at least one urbanized area of 50,000 or more inhabitants. Each micropolitan statistical area must have at least one urban cluster of at least 10,000 but less than 50,000 population.

Under the standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more population, or that contain at least 5,000 people residing within a single urban area of 10,000 or more population, is identified as a "central county" (counties). Additional "outlying counties" are included in the CBSA if they meet specified requirements of commuting to or from the central counties. Counties or equivalent entities form the geographic "building blocks" for metropolitan and micropolitan statistical areas throughout the United States and Puerto Rico.

### Diploma, High School

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

### Diploma Recipient

A student who has received a diploma during the previous school year and subsequent summer school. This field **includes** regular diploma recipients and other diploma recipients.

## GLOSSARY OF TERMS

### District Locale Code

A code based upon the school locale codes to indicate the location of the district in relation to populous areas. (See also, "Large City", "Mid-size City", "Urban Fringe of Large City", "Urban Fringe of Mid-Size City", "Large Town", "Small Town", "Rural, outside CBSA", and "Rural, inside CBSA".)

### Dropout

A dropout is a student who:

- Was enrolled in school at some time during the previous school year and is not enrolled on October 1 of the current school year; or
- Was not enrolled on October 1 of the previous school year although expected to be in membership (i.e., was not reported as a dropout the year before); and
- 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:
  1. Transfer to another public school district, private school, or state or district approved educational program;
  2. Temporary school recognized absence due to suspension or illness; or
  3. Death.

### Education Agency

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

### Elementary

General levels of instruction classified by state and local practice as elementary, that is composed of any span of grades not above grade 8. Preschool or kindergarten instruction is included **only** if these programs are an integral part of an elementary school or a regularly established school system.

### Elementary Guidance Counselors

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

See also **Guidance Counselors**.

### Elementary Teachers

Teachers of general level instruction classified by state and local practice as elementary and composed of any span of grades not above grade 8. **EXCLUDE prekindergarten and kindergarten teachers.**

### English Language Learner (ELL) Students

Formerly known as Limited-English-Proficient (LEP) students. These students:

- Are born outside of the United States and their native language is other than English; or
- Come from environments where the language is predominantly non-English; or
- Are American Indians and Alaska Natives whose level of English language proficiency may have been affected by a non-English environment resulting in difficulty speaking, reading, writing, or understanding the English language. These individuals may have been denied the opportunity to learn successfully in classrooms of English language instruction or to participate fully in our society.

### Federally Operated Education Agency

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

### FIPS County Code

This is a standard code that identifies each county and county-type area in the United States. Taken from the National Institute of Standards and Technology publication **FIPS Pub. 6-4**, the code indicates the county where the office of the education agency's chief executive officer is located. The code number is a 5-digit number that can be obtained from the Census Bureau.

### Free Lunch Eligible Students

A student eligible to participate for the Free Lunch Program under the National School Lunch Act.

### Free Lunch Program

A program under the National School Lunch Act that provides cash subsidies for free and reduced-price lunches to students based on family size and income criteria.

### Full-Time Equivalency (FTE)

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.

### Gender

Gender is considered either male or female.

### General Education Development (GED) Test

Comprehensive test used primarily to appraise the educational development of students who:

- Have not completed their formal high school education, and
- May earn a high school equivalency certificate through achievement of satisfactory scores.

## GLOSSARY OF TERMS

### Grade Classification

Grades 7 through 12 are used to report student dropouts.

### Grade Span Offered

The span of grades served by this school or agency, whether or not there are students currently enrolled in all grades. If a high school also has a PK program, the grade span of the high school is reported as a high school, not as a PK-12 school. Also, **UG** cannot be used as a grade span unless the whole school is ungraded students - report the grade span = **UGUG**.

### Guidance Counselors

Professional staff assigned specific duties and school time for any of the following activities in an elementary setting;

- Counseling with students and parents;
- Consulting with other staff members on learning problems;
- Evaluating student abilities;
- Assisting students in making educational and career choices;
- Assisting students in personal and social development;
- Providing referral assistance; and/or
- Working with other staff members in planning and conducting guidance programs for students.

### Head Start Program

A federally funded child development program that provides health, educational, nutritional, social, and other services primarily to economically disadvantaged preschool children. **INCLUDE** Indian children on federally recognized reservations and children of migratory workers and their families. The program involves parents in activities with their children so that the children will attain overall social competence. Examples of Head Start demonstration projects include Comprehensive Child Development Program, Family Services Centers, and Head Start/Public School Early Childhood Transition Projects.

### High School Completion Counts

A count of graduates and other high school completers including diploma recipients, other high school completers, and high school equivalency recipients (**State Nonfiscal Survey only**).

### High School Diploma

A formal document certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type, such as an academic diploma, a general diploma, or a vocational diploma.

### 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
- Completing other performance requirements (if any) set by a state education agency or other appropriate body.

### High School Equivalency Recipients

Individuals age 19 years or younger who received a high school equivalency certificate during the previous school year or subsequent summer.

### Hispanic

A person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

### In/Out Code

State assigned indicator to identify whether a school is located inside or outside the legal incorporated limits of a geographic area. This code is used by the Census Bureau to assign geographic information.

### Individualized Education Program (IEP)

See **Special Education - Individualized Educational Program (IEP)**.

### Instructional Aides

Staff members 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. **INCLUDE** only paid staff. **EXCLUDE** volunteer aides.

### Instructional Coordinators and Supervisors

Staff supervising instructional programs at the school district or sub-district level. **INCLUDE** curriculum coordinators or supervisors; in-service training staff; Title I supervisors; home economics supervisors; educational television staff; coordinators and supervisors of audiovisual services; and staff engaged in development of computer-assisted instruction. **EXCLUDE** school-based department chairpersons.

### Kindergarten

A schooling level that provides educational experiences for children in the year immediately preceding the first grade. A kindergarten class may be organized as a grade of an elementary school or as part of a separate kindergarten school.

### Kindergarten Teachers

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

## GLOSSARY OF TERMS

### Large City

A principal city of a CSA or CBSA, with the city having a population greater than or equal to 250,000. (See also "Locale Code".) Prior to 1994-95, "Large City" was defined as a principal city of a metropolitan area with a population of 400,000 or more, or a population density of at least 6,000 people per square mile.

### Large Town

An incorporated place or Census Designated Place (CDP) with a population greater than or equal to 25,000 and located outside a CBSA or CSA.

### Librarians and Media Specialists

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

### Library and Media Support Staff

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

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

See **English Language Learner (ELL)**.

### Limited-English-Proficient (LEP) Students Served in Appropriate Programs

These are students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). **Do not count pupils enrolled in a class to learn a language other than English.**

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

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

### Local Education Agency (LEA) Administrators

**INCLUDE** chief executive officer of the education agency, local education agency superintendents, deputy and assistant superintendents, and other persons with district-wide responsibilities, such as business managers, administrative assistants, and professional instructional support staff. **EXCLUDE** supervisors of instructional or student support staff.

### Location Address

This is the physical location of the school or agency.

### Locale Code

The designation of each school's **locale** based on its geographic location and population attributes such as density. School locale codes are coded by Census from school addresses in CCD files. The classifications are:

- 1 = **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.
- 2 = **Mid-Size City:** A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.
- 3 = **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.
- 4 = **Urban Fringe of a Mid-Size City:** Any incorporated place, Census designated place, or non-place territory within a CBSA of a Mid-Size City and defined as urban by the Census Bureau.
- 5 = **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.
- 6 = **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.
- 7 = **Rural, outside CBSA:** Any incorporated place, Census designated place (CDP), or non-place territory not within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau.
- 8 = **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.

### Magnet School or Program

A special school or program designed:

- 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
- Provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language.)

## GLOSSARY OF TERMS

### Mailing Address

This is the location where mail is delivered. In some cases, this may not represent the physical site of that school or agency.

### Media Specialists

Directors, coordinators, and supervisors of media centers. See **Librarians and Media Specialists**.

### Membership Count

Total student enrollment on October 1 (or the closest school day to October 1) for all grade levels and ungraded pupils. **INCLUDE** students both present and absent on the measurement day.

### Metropolitan Status (Metro Status)

Metro status is defined as the classification of an education agency's service area relative to an CBSA. (See also Metropolitan Statistical Area.)

### 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.

### 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.

### Mid-Size City

A central city of a CBSA or CSA with the city having a population less than 250,000. See also **Locale Code**.

### Migrant Students

A migrant student (defined under 34 CFR 200.40):

- Is younger than 22 years and has not graduated from high school or does not hold a high school equivalency certificate;
- Is a migrant agricultural worker or migrant fisher or has a parent, spouse or guardian who is a migrant agricultural worker or a migrant fisher;
- Performs, or has a parent, spouse, or guardian who performs agricultural or fishing employment as a principal means of livelihood;
- Has moved within the preceding 36 months to obtain or to accompany or join a parent, spouse, or guardian to obtain temporary or seasonal employment in agricultural or fishing work;

- Has moved from one school district to another; or in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity (applies only to Alaska).

**Please Note:** Beginning with the 2004 - 2005 processing year, Migrant student counts should be reported for closed agencies (BOUND = 2) and closed schools (STATUS = 2).

### Operational Status Code, Education Agency

This is the classification of changes in an education agency's boundaries or jurisdiction since the last report to NCES. The classifications are:

- 1 = **Open:** Agency listed on previous year's CCD Agency Universe. No significant change in geographical boundaries or instructional responsibility. Currently in operation.
- 2 = **Closed:** Agency listed on previous year's CCD Agency Universe. Currently not in operation, and is not expected to operate in the future. Should be removed from the database.
- 3 = **New:** Agency not listed on previous year's CCD Agency Universe **OR** listed as bound code = 7, Future Agency. Newly created or completely restructured into current geographical boundaries or instructional responsibility. Could have been reported as a Future Agency last year, but this is not a requirement. (Agencies not yet in operation should be coded as Future Agencies, code = 7.)
- 4 = **Added:** Agency not listed on previous year's CCD Agency Universe. In existence then but not reported. Currently in operation and is now being added.
- 5 = **Changed Boundary:** Agency in existence and listed on previous year's CCD Agency Universe, but has undergone a significant change in geographic boundaries or instructional responsibility.
- 6 = **Inactive:** Agency is temporarily closed and may reopen within three years. Agency can't report student data. Agencies coded as Inactive either Close or return to Open status within 3 years.
- 7 = **Future Agency:** Agency is scheduled to be operational within two years. The agency cannot report any student data. Must report directory information such as grade span and physical location. A New agency (boundary code = 3) would NOT have to be reported first as a Future Agency.

## GLOSSARY OF TERMS

### Operational Status Code, School

This is the classification of the operational condition of a school. The classifications are:

- 1 = **Open:** School listed on previous year's CCD School Universe. No significant change in instructional levels and programs. Currently in operation.
- 2 = **Closed:** School listed on previous year's CCD School Universe. Currently **NOT** in operation, is not expected to operate in the future, and should be removed from the database.
- 3 = **New:** School not listed on previous year's CCD School Universe **OR** listed as status code = 7, Future School. Newly created or completely restructured into the current instructional levels and programs. Currently in operation. (Schools not yet in operation should be coded as Future Schools, status code = 7.)
- 4 = **Added:** School not listed on previous year's CCD School Universe. In existence and operational but was not reported. Currently in operation and is now being Added to the CCD School Universe.
- 5 = **Changed Agency:** School in existence and lists on previous year's CCD School Universe as affiliated with a different education agency. The internal organization and instructional level have not changed, but the school is now affiliated with another agency.
- 6 = **Inactive:** School is temporarily closed (e.g. under construction) and may reopen within three years. The school cannot report student data. Schools coded as Inactive would either Close or return to Open status within 3 years.
- 7 = **Future School:** School is scheduled to be operational within two years. The school cannot report student data. Must report directory information such as grade span and physical location. A New school (status code = 3) would NOT have to be reported first as a Future School.

### Other High School Completers

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

### Other Support Staff

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

### Prekindergarten

A group or class that is part of a public school program, and is taught during the year or years preceding kindergarten. **INCLUDE** Head Start programs.

### Prekindergarten Teachers

Teachers of a group or class that is part of a public school program, and which is taught during the year or years preceding kindergarten. **INCLUDE teachers of Head Start students if part of authorized public education program of an LEA.**

### Public School

Institution that provides educational services, has one or more grade groups (PK-12) or is ungraded, and:

- Has one or more teachers to provided instruction;
- Is located in one or more buildings;
- Has an assigned administrator;
- Receives public funds as primary support; and
- Is operated by an education agency.

### Racial/Ethnic Categories

Describe groups to which individuals belong. R/E categories do not denote scientific definitions of anthropological origins. The categories are American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; Black, Not Hispanic; and White, Not Hispanic. The CCD will retain these categories until some time after tabulation guidelines have been established for reporting aggregated data under the 1997 OMB guidelines. For additional information about specific categories, go to the individual racial/ethnic definition.

### Reduced-Price Lunch Eligible Students

Students eligible to participate in Reduced-Price Lunch Program under the National School Lunch Act.

### Regional Education Service Agency (RESA)

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

### Regular School

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

### Rural, inside CBSA

Any incorporated place, Census designated place, or non-place territory within a CBSA or MSA of a Large or Mid-Size City and defined as rural by the Census Bureau. See also **Locale Code**.

## GLOSSARY OF TERMS

### Rural, outside CBSA

Any incorporated place, Census designated place, or non-place territory not within a CBSA or MSA of a Large or Mid-Size City and defined as rural by the Census Bureau. See also **Locale Code**.

### School

An institution that provides educational services; has one or more grade groupings (PK-12) or is ungraded; has one or more teachers to give instruction or care; is located in one or more buildings; has an assigned administrator(s); receives public funds; 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, **including clerical staff and secretaries**.

### School Administrators

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

- Principals, assistant principals, and other assistants;
- 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

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

### School Year

The 12 month period beginning on October 1 and ending the following September 30. Include the summer following the regular school year.

### Secondary

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

### Secondary Guidance Counselors

The state should apply its own standards in apportioning the aggregate of guidance counselors/directors into the elementary and secondary level components. See also **Guidance Counselors**.

### Secondary Teachers

Teachers of a 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.

### Shared Time School

A school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate "home" school and attend the shared-time school on a part-day basis, e.g., a regional vocational center that enrolls (or serves) students from multiple home high schools on a part-day basis.

### Small Town

An incorporated place or Census designated place (CDP) with population less than 25,000 and greater than or equal to 2,500 and located outside a CBSA or CSA. See also **Locale Code**.

### Special Education-Individualized Education Program (IEP)

The written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Act (IDEA-Part B) which includes:

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

### Special Education School

A public elementary/secondary school that:

- Focuses primarily on special education, including instruction for any of the following: autism, development delayed, specific learning disability, traumatic brain injury, hard of hearing, deaf, speech-impaired, orthopedically impaired, health-impaired, mentally retarded, seriously emotionally disturbed, multi-handicapped, visually handicapped, deaf and blind; and
- Adapts curriculum, materials or instruction for students served.

See also **Type Code, School**.

### State Education Agency

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

### State-Operated Agency

An education agency providing elementary and/or secondary instruction or support services.

## GLOSSARY OF TERMS

### State or District Approved Program

Is the formal recognition of completion from school authorities. **INCLUDE** special education programs, home-based instruction, and programs administered by a secondary education agency (but **NOT** adult or postsecondary) leading to a GED-based diploma or some other certification differing from the regular diploma. Programs recognized as legitimate by the state are considered approved even if the public education system does not directly administer them. Examples of such programs are home schooling and charter schools.

### Status Code

See **Operational Status Code**.

### Student

An individual for whom instruction, services and/or care are provided in an early childhood, elementary or secondary educational program under the jurisdiction of a school, education agency, or other educational institution or program.

### Student Support Services Staff

Professional and supervisory staff providing noninstructional services to students. **INCLUDE** 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.

### Summer Dropouts

Students who completed their grade programs at the close of the previous school year, but who fail to enroll by October 1 of the subsequent fall term. Report the summer dropouts for the grade and school year for which they fail to enroll. For example, a student who completed the 10<sup>th</sup> grade at the end of the prior school year, but does not re-enroll by October 1 of the current school year is reported as an 11<sup>th</sup> grade dropout of the current school year.

### 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 provides instructions to prekindergarten, kindergarten, grades 1 through 12, or ungraded classes and maintains daily student attendance records.

### Teachers of Ungraded Classes

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

### Title I Eligible School

A school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.

### Title I School-Wide Program

A program in which all the students in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.

### Transfer To Another School or Program

Transfer students may be confirmed by a method selected by the state or school district. A transcript request, withdrawal notice signed by a parent that includes assurances the student will be enrolled elsewhere, and the like are acceptable. In determining dropout status, states are discouraged from accepting hearsay reports or unsubstantiated statements of intent from departing students.

### Type Code, Education Agency

The education agency type code is a classification of education agencies within the geographical boundaries of a state according to the level of administrative and operational control. The classifications are:

- 1 = Regular local school district that is not a component of a supervisory union. This category includes both independent school districts and those that are a dependent segment of a local government such as a city or county. **INCLUDE** agencies that do not operate schools (**non-ops**) but have primary responsibility to provide free public elementary and/or secondary education to school-age children within their jurisdictions.
- 2 = Local school district that is a component of a supervisory union. A superintendent and administrative services are shared with other local school districts. Each agency given this code should have an entry in the **Supervisory Union Identification Number** field corresponding to the appropriate type 3 or type 4 agency. Non-ops in supervisory unions should be included in this category.
- 3 = Supervisory union administrative center, or county superintendent's office serving the same purposes. Each agency given this code should have an entry in the **Supervisory Union Identification Number** data field. Student and staff data reported elsewhere should **NOT** be duplicated in records carrying this code.
- 4 = Regional education services agency (RESA). Agencies created for the purposes of providing specialized educational services to other education agencies. Student and staff data reported elsewhere should **NOT** be duplicated in records carrying this code.

## GLOSSARY OF TERMS

- 5 =** State agency charged with providing elementary and/or secondary level instruction to school-age children in a specified population, e.g., agency responsible for state schools for blind or deaf students, correctional facilities, and state hospitals.
- 6 =** Federal agency charged with providing elementary and/or secondary level instruction to school-age children in a specified population.
- 7 =** Other education agencies that do not fit into the first six categories.

### Type Code, School

School type is a classification of schools conducting elementary and/or secondary instruction or programs according to the ordinary or special instructional needs of students. The four classifications are:

- 1 = Regular School:** A public elementary/secondary school that does **NOT** focus primarily on vocational, special or alternative education
- 2 = Special Education School:** A public elementary/secondary school that focuses primarily on special education. Include instruction for any of the following: autism, development delayed, specific learning disability, traumatic brain injury, hard of hearing; deaf; speech-impaired; health-impaired; orthopedically impaired; mentally retarded; seriously emotionally disturbed; multi-handicapped; visually handicapped; deaf and blind. Curriculum, materials or instruction are adapted for students served.
- 3 = Vocational Education School:** A public elementary/secondary school that focuses primarily on vocational education, and provides education and training in one or more semi-skilled or technical operations.
- 4 = Alternative Education School:** A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; or falls outside the categories of regular, special education, or vocational/technical education.

### Ungraded

A class that is not organized on the basis of grade grouping and has no standard grade designation. This includes regular classes that have no grade designations, special classes for exceptional students who 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.

### Ungraded Teachers

See **Teachers of Ungraded Classes**.

### Urban Fringe of a Large City

Any incorporated place, Census designated place (CDP), or non-place territory within a CBSA or CSA of a Large City and defined as urban by the Census Bureau. See also **Locale Code**.

### Urban Fringe of a Mid-Size City

Any incorporated place, Census designated place (CDP), or non-place territory within a CBSA or CSA of a Mid-Size City and defined as urban by the Census Bureau. See also **Locale Code**.

### Urbanized Area (UA) Code

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

### Vocational Education School

A public elementary/secondary school that focuses primarily on vocational education, and provides education and training in one or more semi-skilled or technical operations. See also **Type Code, School**.

### White, Not Hispanic

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

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