



U.S. Department of Education
NCES 2006-440rev

Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2004–05

Revised File Version 1c



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September 2007

Jane Moy Thomas
U.S. Bureau of the Census

Jennifer Sable
American Institutes for Research

Ben Dalton
Formerly of the American Institutes for Research

John Sietsema
National Center for
Education Statistics

John Sietsema
Project Officer
National Center for
Education Statistics

U.S. Department of Education

Margaret Spellings
Secretary

Institute of Education Sciences

Grover J. Whitehurst
Director

National Center for Education Statistics

Mark Schneider
Commissioner

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National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

September 2007

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Suggested Citation

Thomas, J.M., Sable, J., Dalton, B., and Sietsema, J. (2007). *Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2004–05* (NCES 2006-440rev). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Content Contact

John Sietsema
(202) 502-7425
john.sietsema@ed.gov

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I. Introduction to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2004–05, Version 1c

The Common Core of Data (CCD) nonfiscal surveys consist of data submitted annually to NCES by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four outlying areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Department of Defense (DoD) dependents schools (overseas and domestic), and the Bureau of Indian Affairs (BIA). In order to provide data comparable across states, NCES and representatives of SEAs have worked since the 1950s to develop and accept common data items and definitions. CCD data are sent to NCES by SEA personnel acting as CCD coordinators, are edited and maintained in machine-readable datasets by NCES, and are used to produce general-purpose publications and specialized reports. The principal users of CCD nonfiscal data are the federal government; the education research community; state and local government officials, including school boards and local education agency (LEA) administrators; and the general public.

The purpose of the CCD nonfiscal surveys is to provide a listing of all open schools (100,176 in 2004–05) and open agencies (17,846 in 2004–05)¹ that provide free public elementary and secondary education in the United States and its jurisdictions, along with basic descriptive statistical information on each school and agency listed. The CCD includes all settings in which free public education is provided to children. However, some SEAs do not provide information on education outside of the traditional public school system—such as schools that reside in correctional facilities or hospitals—while others do provide this information.

In the 2004–05 CCD Local Education Agency Universe Survey, there are 18,085 records, one for each public elementary and secondary education agency in the 50 states, the District of Columbia, Puerto Rico, the DoD schools (overseas and domestic), the BIA, and the four outlying areas. Agencies that were coded as open in last year's (2003–04) files, but that are coded as closed for the 2004–05 school year (239 agencies), are kept in the file for one year, and then removed (i.e., not kept on the file after that). Their status is indicated by a value of 2 for the variable BOUND04. Once these closed agencies are removed from the count, 17,846 agencies remain. Of these 17,846 open agencies, 14,235 are regular local school districts, 1,456 are supervisory unions or regional educational centers, 196 are state-operated agencies, and 1,959 are federally operated or other agencies.

The CCD system is designed to be inclusive rather than exclusive. Definitions and categories used in the CCD are deliberately generic so that they may accommodate the many and varied organizational structures used in the provision of public elementary and secondary education across the nation. Thus, CCD files contain a substantial number of records representing administrative and operating units that are unlike typical public schools and school districts—for example, regional administrative service centers without students. In 2004–05, 20 percent of all

¹These counts of schools and agencies include only those where the operational status codes (STATUS and BOUND, respectively) equal 1, 3, 4, 5, 6, or 7. These codes denote schools and agencies that are currently operational, are temporarily inoperable, or that plan to open in the near future. Schools and agencies with status codes of 2 (closed) are not included in these counts.

open school districts were unlike typical districts (i.e., non-typical districts are types 3, 4, 5, 6, or 7).²

The CCD system provides variables that enable the data provider and the data user to identify and select records according to the categories of interest to them. The Local Education Agency Universe data file includes the following variables: NCES agency ID number, state agency ID number, agency name, phone number, mailing address, physical location address, agency type code, supervisory union number, Federal Information Processing Standards (FIPS) county code, county name, combined statistical area (CSA) code, core based statistical area (CBSA) code, metropolitan/micropolitan code, metropolitan status code, district locale code, operational status code, low/high grade span offered, agency charter school code, number of schools, number of full-time-equivalent (FTE) teachers, number of ungraded students, number of PK–12 students, number of migrant students served in summer programs, number of special education/Individualized Education Program (IEP) students, number of English language learner (ELL) students, instructional staff fields, support staff fields, number of diploma recipients, number of other high school completers, and imputation flags.

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

- **Appendix A—Record Layout** gives the variable names and labels of the data elements discussed throughout the documentation, as well as their location in the data file.
- **Appendix B—Value Distribution and Field Frequencies** lists the minimum, maximum, and mean value of each numeric variable as well as the total number of agencies and the number of agencies for which data are missing. Appendix B also lists the frequency of responses by option for each of the categorical values.
- **Appendix C—Glossary** defines all of the CCD data items.
- **Appendix D—State Notes** provides comments for data users on individual states, including information on when the data files were submitted by each state.
- **Appendix E—Agency Universe Shuttle** is the paper copy of the agency survey form.

²Type codes for school districts (TYPE04) are as follows: 1—local school district that is not a component of a supervisory union; 2—local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts; 3—supervisory union administrative center, or a county superintendent serving the same purpose; 4—regional education services agency, or a county superintendent serving the same purpose; 5—state-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population; 6—federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population; and 7—other education agencies, including charter school agencies, that do not fit into the first six categories.

II. User's Guide

A. Methodology

Information at all levels of aggregation—school, agency, and state—is provided to NCES by officials in each SEA. Since it is understood that local education staff have already provided information to SEA officials in conjunction with established administrative records systems, CCD survey staff do not contact local personnel to verify data except in unusual circumstances. Certain edits are performed by survey staff and referred to SEA respondents for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

Although every public school must be administered by an education agency, it is not true that every education agency must operate schools. Some agencies provide support to other agencies and do not have teachers or students permanently assigned to them. In the event that a student is served by more than one agency, there may be some question about where to count the student's membership. Because the CCD asks for a headcount and not an FTE student count, it is left up to the reporting officials to decide where to report students unless it becomes clear to CCD staff that survey rules are not being properly applied.

Comments About the Local Education Agency Universe Data File

Users of the data file need to be aware of certain conditions that are unique to the file.

Coverage, response, and nonsampling error. The Local Education Agency Universe Survey includes all school districts and administrative units providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. There are 59 responding units: the 50 states, the District of Columbia, Puerto Rico, the Department of Defense dependents schools (overseas and domestic), the Bureau of Indian Affairs, and the four outlying areas.

Nonsampling error is the error in an estimate arising at any stage in a survey from such sources as varying interpretation of questions by respondents, unwillingness/inability of respondents to give correct answers, nonresponse, improper coverage, and other sources exclusive of sampling error. Non sampling error may occur if the reporting state did not follow the item definitions correctly. This can arise when states follow different education policies and are not able to map their data exactly to the CCD. For example, some states issue several kinds of high school credentials, while other states issue a regular diploma to every student who meets their requirements (which may vary); therefore high school diploma counts may represent different requirements across states. Another source of nonsampling error is the timing of the initial data collection. States may vary from the “as of October 1” requirement of the CCD.

Undercoverage and vertical consistency. Although CCD coverage of traditional (i.e., regular; see Appendix C—Glossary for definition) public schools and school districts is virtually 100 percent, the same cannot be said for publicly funded education outside of traditional settings and organizations. The CCD asks states to report all free public education in their state regardless of who administers the schools or districts. However, there are states that do not report schools that are administered by state organizations other than SEAs (such as health and human services or

corrections departments). These include schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA. Conversely, when these institutions are reported in the CCD school and agency universe files, the students and teachers may not be included in the count of persons for whom the state assumes responsibility in its official report.

Longitudinal consistency. Although longitudinal consistency is a key principle of the CCD, it is impossible for NCES to guarantee that state coordinators follow CCD conventions regarding the deletion of closed schools or agencies and the addition of new ones. Confusion is particularly likely when local agencies merge.

Imputation flag options. Care has been taken to provide a meaningful value for every variable in the data file. In order to achieve this result, it was necessary in some cases for NCES to assign a value other than that reported—including a blank response—by the state CCD coordinator. For each variable, there is a companion imputation variable containing a flag indicating whether the value in the variable was reported by the state or was edited by NCES using one of several methodologies. The imputation flag values are as follows:

- A—Adjustment
- C—Combined with data provided elsewhere by the state
- I—Imputation based on method other than prior year’s data
- N—Not applicable
- P—Imputation based on prior year’s data
- R—As reported by the state
- T—Total based on sum of internal or external detail

On the record layout, the imputation variable in each case is identified by the name of the variable preceded by an “I.” The documentation explains any action taken by NCES regarding each variable. A frequency distribution of the values of each imputation flag is included in appendix B.

Missing value options. All data elements are either completed by the state or have been filled with “0,” “-1,” “-2,” “M,” or “N” by NCES.

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

Note that starting with the 2002–03 CCD, all numeric fields contain a -1 to indicate “missing” and a -2 to indicate “not applicable.” Previously, numeric fields contained an “M” for missing

and an “N” for not applicable. Character fields continue to use “M” for missing and “N” for not applicable.

Comments About Selected Variables

Data users should also take note of certain conditions regarding some variables in the file. The code in parentheses before the variable description indicates the variable name, which is also referenced in appendix A. Counts are based on open agencies only (i.e., BOUND = 1, 3, 4, 5, 6, or 7), and do not match counts in appendix B, which include all agencies.

(FIPST) FIPS Codes. A list of the Federal Information Processing Standards (FIPS) codes for each state and other jurisdiction is presented in table 1.

(LEAID) NCES Education Agency ID. Each record contains a unique NCES Education Agency ID number. The first two characters of this number are the FIPS code.

(STID04) State Education Agency ID. State Local Education Agency ID numbers are assigned by SEAs and may not be unique across states.

(NAME04) Name of Education Agency. Each record contains an agency name. NCES reviewed any record filling the 60 characters assigned and may have adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(PHONE04) Area Code + Telephone Number. Telephone number of the education agency. Telephone number was reported as “M” for 120 agencies.

(MSTREE04) Mailing Address. Mailing address of the agency. This field may contain a street address or a P.O. Box number. If the mailing street, city, state, and ZIP Code fields were left blank, data from the corresponding location address fields were inserted.

(MCITY04) Mailing City Name. Name of the mailing address city. There may be some valid cases in which an agency may be located in one city and have a mailing address in another city. Each record contains a mailing city.

(MSTATE04) Mailing State Abbreviation. Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located. Each record contains a mailing state. There are valid cases in which an agency may be located in one state and have a mailing address in another state. A list of the 23 agencies that have a mailing state code different from their FIPS state code is included at the end of this section in table 2

(MZIP04, MZIP404) Mailing Zip Code + 4. Mailing 5-digit ZIP Code and Mailing +4 ZIP Five-digit U.S. Postal Service ZIP Code for the mailing address. Each record contains a mailing ZIP Code. The last four digits may be left blank if unknown.

(LSTREE04) Location Address. Location address of the agency. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields were inserted. Location street was reported as “M” for 569 records.

(LCITY04) Location City. Location city of the agency. Each record contains a location city.

(LSTATE04) Location State Abbreviation. Two-letter U.S. Postal Service abbreviation for the state where the agency is located. Each record contains a location state in this field.

(LZIP04, LZIP404) Location Zip Code + 4. Location 5-digit ZIP Code and Location +4 ZIP Code of the agency. Each record contains a location ZIP Code. The last four digits may be left blank if unknown.

(TYPE04) Education Agency Type Code. NCES code for type of agency. Each record has an education agency type code. Agencies classified as supervisory union administrative centers (TYPE04 = 3) generally do not report student membership, although Massachusetts and Vermont are exceptions and report students in membership for such agencies. The agency type codes are as follows:

- 1 = Local school district that is not a component of a supervisory union.
- 2 = Local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.
- 3 = Supervisory union administrative center, or a county superintendent serving the same purpose.
- 4 = Regional education services agency, or a county superintendent serving the same purpose.
- 5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.
- 6 = Federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.
- 7 = Other education agencies that do not fit into the first six categories.

(UNION04) Supervisory Union Number. The records for 165 supervisory union components (TYPE04 = 2) and supervisory union administrative centers (TYPE04 = 3) contain an “M” in this field. The records for 184 supervisory union components and supervisory union administrative centers contain an “N” in this field.

(CONAME04) County Name. Name of county in which the agency is located. There are nine records in the Department of Defense overseas that contain an “N” for County Name in the agency file. All other records were reported with county name information based on the location of the district.

(CONUM04) FIPS County Code. FIPS County Code for county in which agency is located. A small number of supervisory unions in the New England states have a FIPS county code that differs from the county in which the agency is physically located. There are nine records in the Department of Defense overseas that contain an “N” for County Code in the agency file. All other records were reported with county name information based on the location of the district.

(CSA04) CSA Code. The Combined Statistical Area (CSA) Code associated with the agency’s address. Each record has a valid entry in this field. A value in this field indicates the agency’s address is associated with a recognized CSA. A CSA may comprise two or more metropolitan

statistical areas, a metropolitan statistical area and a micropolitan statistical area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. The geographic components of combined New England City and Town Areas (NECTAs) are individual metropolitan and micropolitan NECTAs in various combinations. The areas that combine retain their own designations as metropolitan or micropolitan statistical areas (or NECTAs) within the larger CSA (or combined NECTA).

(CBSA04) CBSA Code. The Core Based Statistical Area (CBSA) Code associated with the agency's address. A value in this field indicates that the agency's address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus and is designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan statistical area, the field is zero filled. For all states but those in New England, the assignment was made using a file of FIPS county codes matched to CBSA codes. For the New England states, the assignment was made using the NECTA codes of the schools within the corresponding agency. The metropolitan area definitions used were those issued by the U.S. Office of Management and Budget as of June 2003. Each record has a valid entry for this field.

(METMIC04) Metropolitan/Micropolitan Type Code. Indicates whether the CBSA is a metropolitan or micropolitan area.

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

(MSC04) Metropolitan (Metro) Status Code. NCES's classification of the agency's service area relative to a CBSA. This code is based upon the locale codes of the schools within the agency. Local education agencies in which all schools have a locale code of 5, 6, or 7 (large town, small town, or rural, inside CBSA) are assigned a Metro Status Code of "3" (does not serve a CBSA). Within this code, any agency with a value other than 00000000 in the CBSA field—i.e., any agency whose address is within a CSA/CBSA—is assigned a Metro Status Code of "2" (serves a CBSA but not primarily its principal city). For agencies whose schools have locale codes of 1, 2, 3, 4 or 8 (large city; midsize city; urban fringe of a large city; urban fringe of a midsize city; rural within a CBSA), enrollments are aggregated by locale code and the agency is assigned a Metro Status Code of "1" (primarily serves a principal city of a CBSA) or "2" (serves a CBSA but not primarily its principal city). Note that this procedure differs from that used prior to 1998–99, in which Metro Status Code was assigned solely on the basis of the agency's mailing address. (See a more detailed description of the Metro Status Code methodology at the end of this section.) Metro Status Code contains an "N" for 14 records for the outlying areas and the Department of Defense overseas.

(BOUND04) Operational Status Code. The boundary change indicator is a classification of changes in an education agency's boundaries since the last report to NCES. All agencies are coded to reflect their status as reported for the 2004–05 school year. The valid responses include the following:

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

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

(GSLO04, GSHI04) Low/High Grade span offered. Lowest grade and highest grade offered by the agency. If low/high grade span was not reported, it was calculated using the low/high grade spans of the associated schools in the CCD school universe file. Reported grade spans were adjusted when grades spans of the associated schools were found outside of the district grade span that was reported.

(AGCHRT04) Agency Charter Code. Code indicating charter schools served. This field was added to the agency file starting in 2002–03. The values for this field were calculated by matching each agency to its associated schools in the school file.

- 1 = All associated schools are charter schools.
- 2 = All associated schools are charter or noncharter schools.
- 3 = All associated schools are noncharter schools.

(UG04) Ungraded Membership. Total number of students in classes or programs without standard grade designations. Ungraded students are reported as "-2" (not applicable) for states in which students are not assigned to this grade category.

(PK1204) Prekindergarten–Grade 12 Membership. Total number of students in classes from prekindergarten through grade 12 that are part of the public school program. There are valid agency records that do not include number of students. Some regular school districts contract with other agencies to provide services for some of their students (such as special education students) rather than operate schools for these students directly. To avoid duplication, these student counts are not reported for the receiving district. Conversely, in cases where all services are provided by a contracting district, no student counts are reported for the sending district. Student counts are also not generally attributed to supervisory union administrative centers or regional education services agencies.

(MIGRNT04) Migrant Students Served in Summer Programs. The number of migrant students, as defined under 34 CFR 200.40, enrolled in summer programs during the summer immediately prior to the 2004–05 school year (i.e., data are for the previous [2003–04] school year).

(SPECED04) Special Education/IEP Students. Count of all students having a written Individualized Education Program (IEP) under the Individuals With Disabilities Education Act (IDEA), Part B.

(ELL04) English Language Learner Students. The number of English language learner (ELL) students served in appropriate programs.

Diploma Recipients. Includes regular diploma recipients and other diploma recipients. Diploma recipient total counts that were not reported were calculated using reported diploma recipient detail. Data are for the previous (2003–04) school year. Data on diploma recipients by race/ethnicity and gender are not published in this file to prevent the possible identification of individuals.

Other High School Completers. Some states grant a certificate of attendance or completion in lieu of a diploma, as reported in these fields. Other high school completers totals that were not reported were calculated using reported other high school completers detail. Data are for the previous (2003–04) school year. Data on other high school completers by race/ethnicity and gender are not published in this file to prevent the possible identification of individuals.

Disclosure Risk Analysis, Data Suppression, and Data Perturbation for High School Completers (Diploma Recipients and Other High School Completers).

The data files for the 2004–05 CCD Local Education Agency Universe Survey and the State Nonfiscal Survey of Public Elementary and Secondary Education have undergone disclosure risk analysis to eliminate the possibility of using the data to identify individuals who did not graduate with a diploma at the end of 12th grade. Each record in the two data files was examined to determine where a comparison of the diploma count to the affiliated 12th-grade membership could be used to accurately predict whether an individual was a diploma nonrecipient.

Analysis of the Local Education Agency Universe Survey file resulted in the suppression of diploma data for 206 agencies and the suppression of other high school completion data for 158 agencies. Suppressed cells were set to a value of -1 (missing). No changes were made to the imputation flags for these cells, and the suppressed cells are indistinguishable from missing values reported by states. Overall, there are 1,535 agencies with a missing or suppressed value for the diploma recipient total and 1,768 agencies with a missing or suppressed value for the other high school completers total. Suppression of detail in the Local Education Agency Universe survey file did not directly affect aggregate values for diploma recipients and other high school completer counts in the State Nonfiscal Survey of Public Elementary and Secondary Education file.

The State Nonfiscal Survey of Public Elementary and Secondary Education file also underwent disclosure risk analysis, but no data were suppressed. Rather than suppressing completion data for entire states or outlying areas, data perturbation was used to eliminate the risk of disclosure. Each record was examined to determine if a comparison between the 12th-grade membership and the diploma count, or the difference between the state's reported total and the aggregate total from the Local Education Agency Universe Survey file, could be used to

determine with a high degree of certainty a diploma nonrecipient. This analysis led to 37 extra diplomas being added to 18 states or other jurisdictions, with no state receiving more than two diplomas. These adjustments did not correspond with a change in the imputation flag and are indistinguishable from regular reported values.

Teacher and Staff Data Items. Teacher and staff data items in the file are as follows: Prekindergarten Teachers (PKTCH04), Kindergarten Teachers (KGTCH04), Elementary Teachers (ELMTCH04), Secondary Teachers (SECTCH04), Teachers of Ungraded Classes (UGTCH04), Total FTE Teachers (TOTTCH04), Instructional Aides (AIDES04), Instructional Coordinators/Supervisors (CORSUP04), Elementary Guidance Counselors (ELMGUI04), Secondary Guidance Counselors (SECGUI04), Total Guidance (TOTGUI04), Librarians/Media Specialists (LIBSPE04), Librarians/Media Support Staff (LIBSUP04), LEA Administrators (LEAADM04), LEA Administrative Support Staff (LEASUP04), School Administrators (SCHADM04), School Administrative Support Staff (SCHSUP04), Student Support Services Staff (STUSUP04), and All Other Support Staff (OTHSUP04).

See appendix C for definitions of teachers and staff types. All teacher and staff counts are FTEs. Not all states are able to report each of these items.

Derived Variables. Number of Schools and FTE Teachers are derived from the individual school records in the CCD Public Elementary/Secondary School Universe Survey file.

- (SCH04) Number of Schools. This variable is constructed from the public school universe file. It sums the number of operational schools in that file affiliated with the district.
- (TEACH04) FTE Teachers. This variable is constructed from the public school universe file. It sums the FTE teachers reported in that file for schools affiliated with the district. FTE teachers are reported to the nearest tenth in the public school and agency universe files. This is not necessarily the total number of teachers employed by the agency, since some teachers, often those providing special education or services to homebound students, may not be assigned to a particular school. Thus, FTE counts may be less than the total teacher counts obtained from agency staff reports for each state.

Metro Status Code Methodology

Metro status codes were assigned primarily through the use of existing school locale codes by the following methods:

1. The agency file was matched to the school file. Agencies that did not have any associated schools assigned had their previous year's metro status codes pulled forward. If the prior year's code was N, the code was assigned based on the agency city listed in the location address (or mailing address where no location address was provided).
2. Agencies with at least one associated school, but no enrollment, were separated from the main file.
3. The main file was then matched to the school file, and a count of locale codes by agency was obtained. (For a list of the locale codes, see "District Locale Code Methodology" below.)

4. Any agency that had an associated school with a locale code of 1, 2, 3, 4, or 8 was then separated out for further analysis. The remaining agencies were assigned a locale code of 3.
5. Agencies having schools with a locale code of 1, 2, 3, 4, or 8 were then matched back to the school file. Enrollment numbers were aggregated up by locale code for each group of schools belonging to a specific locale code in the agency using the following two sets of groupings: (1) locale codes 1 and 2; and (2) locale codes 3, 4, 5, 6, 7, and 8. Agencies whose schools in the first grouping had a greater enrollment number than those in the second grouping were assigned a metro status code of 1. The remaining agencies were assigned a metro status code of 2. There were no ties.
6. Agencies with at least one associated school, but no enrollment, were then queried by the number of schools within each locale code. Those agencies that had an equal or greater number of schools in the first group (locale codes 1 and 2) were assigned a metro status code of 1. Those that had a predominance of schools in the second group were assigned a metro status code of 2 if any school in the agency had a locale code other than 5, 6, or 7. Otherwise, they were assigned a metro status code of 3.
7. Agencies that had only one school with no enrollment were assigned a metro status code of 1 if the school had a locale code of 1 or 2; a metro status code of 2 if the school had a locale code of 3, 4, or 8; and a metro status code of 3 if the school had a locale code of 5, 6, or 7.
8. Agencies with no associated schools and no prior year's code were assigned a code based on the city listed in the agency location address (or mailing address where no location address was provided).
9. Outlying areas and Department of Defense overseas agencies were assigned a code of "N," as they administer education in foreign countries. Their county codes and county numbers are also coded as "N."
10. Metro status codes of 3 are changed to 2 if the district has a numeric value other than 00000000 in the CBSA field.

Metro Status Code

Metro status code is the classification of an education agency's service area relative to a metropolitan statistical area. The agency classifications are as follows:

- 1 = Primarily serves a principal city of a CBSA.
- 2 = Serves a CBSA but not primarily its principal city.
- 3 = Does not serve a CBSA.

District Locale Code Methodology

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

District locale codes are assigned primarily through the use of locale codes assigned to schools using the following methods.

1. If 50 percent or more of students attend schools in a single locale code, that code is assigned to the district.
2. Schools with locale codes 1 and 2 are put in one group; those with locale codes 3, 4, and 8 in another group; and those with locale codes 5, 6, and 7 in another group. The group that has the largest number of students is determined, and a district locale code is assigned based on the largest number of students in that group. If the number of students in two or more groups is the same, then the highest (i.e., most rural) locale code is assigned.
3. Districts with no schools or students are given a locale code of “N.”

Locale Codes

- 1 = Large city
- 2 = Midsize city
- 3 = Urban fringe of a large city
- 4 = Urban fringe of a midsize city
- 5 = Large town
- 6 = Small town
- 7 = Rural, outside CBSA
- 8 = Rural inside CBSA

Table 1. State and other jurisdiction FIPS codes and abbreviations used in CCD datasets

State name/jurisdiction	FIPS ¹	Abbreviation ²	State name/jurisdiction	FIPS ¹	Abbreviation ²
Alabama	01	AL	Ohio	39	OH
Alaska	02	AK	Oklahoma	40	OK
Arizona	04	AZ	Oregon	41	OR
Arkansas	05	AR	Pennsylvania	42	PA
California	06	CA	Rhode Island	44	RI
Colorado	08	CO	South Carolina	45	SC
Connecticut	09	CT	South Dakota	46	SD
Delaware	10	DE	Tennessee	47	TN
District of Columbia	11	DC	Texas	48	TX
Florida	12	FL	Utah	49	UT
Georgia	13	GA	Vermont	50	VT
Hawaii	15	HI	Virginia	51	VA
Idaho	16	ID	Washington	53	WA
Illinois	17	IL	West Virginia	54	WV
Indiana	18	IN	Wisconsin	55	WI
Iowa	19	IA	Wyoming	56	WY
Kansas	20	KS			
Kentucky	21	KY	Department of Defense		
Louisiana	22	LA	Dependents Schools		
Maine	23	ME	(overseas)	58 ³	DO
Maryland	24	MD			
Massachusetts	25	MA	Department of Defense		
Michigan	26	MI	Dependents Schools		
Minnesota	27	MN	(domestic)	61 ³	DD
Mississippi	28	MS			
Missouri	29	MO	Bureau of		
Montana	30	MT	Indian Affairs	59 ³	BI
Nebraska	31	NE			
Nevada	32	NV	American Samoa	60	AS
New Hampshire	33	NH	Guam	66	GU
New Jersey	34	NJ	Northern Marianas	69	MP
New Mexico	35	NM	Puerto Rico	72	PR
New York	36	NY	Virgin Islands	78	VI
North Carolina	37	NC			
North Dakota	38	ND			

¹ Federal Information Processing Standards Codes (01–78).

² Postal state abbreviation codes.

³ Not official U.S. FIPS code. The state abbreviations for Department of Defense (overseas) schools are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. For Department of Defense (domestic) schools and Bureau of Indian Affairs schools, state abbreviations correspond to the state in which the school is located.

Table 2. Agencies with mailing address in another state, by administration state and NCES agency identification number: School year 2004–05

NCES agency ID	Agency name	City	State
Arizona agencies			
0400103	OMBUDSMAN EDUCATIONAL SVCS	LIBERTYVILLE	IL
0400188	ADVANCED EDUCATION SVCS, INC	COLTON	CA
0400234	ACADEMY OF ARIZONA	SOUTHFIELD	MI
0400286	ADVANCED EDUCATION SERVICES	COLTON	CA
0400324	AZ SCHOOL FOR INTEGRATED ACAD	VISTA	CA
0400383	LIFE SKILLS CENTER OF ARIZONA,	AKRON	OH
Idaho agencies			
1602610	PLEASANT VALLEY SCH DIST 364	JORDAN VALLEY	OR
Indiana agencies			
1800051	INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL	FARMINGHAM	MA
1800052	GARY LIGHTHOUSE CHARTER SCHOOL	FARMINGHAM	MA
New York agencies			
3611100	FISHERS ISLAND UNION FREE SCHOO	FISHERS ISLAND	CT
North Dakota agencies			
3803150	BOWLINE BUTTE 19	SIDNEY	MT
3805670	EARL 18	SIDNEY	MT
3818690	UNION 12	POLLOCK	SD
3820340	YELLOWSTONE 14	FAIRVIEW	MT
Ohio agencies			
3900380	ECKERD YOUTH ALTERNATIVES INC	CLEARWATER	FL
South Dakota agencies			
4635010	GREATER HOYT 61-4	HAWARDEN	IA
4665250	GREATER SCOTT 61-5	HAWARDEN	IA
Texas agencies			
4800033	ACADEMY OF HOUSTON	SOUTHFIELD	MI
4800077	BEXAR COUNTY ACADEMY	SOUTHFIELD	MI
4842540	TEXHOMA ISD	TEXHOMA	OK
Vermont agencies			
5000010	RIVENDELL SUPERVISORY UNION	ORFORD	NH
5000024	RIVENDELL INTERSTATE SCH DIST	ORFORD	NH
5099955	SAU 70	HANOVER	NH

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data “Local Education Agency Universe Survey,” 2004–05.

B. User Guidelines for Processing the Local Education Agency Universe Survey Data Files

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2004–05 Local Education Agency Universe Survey SAS file is called AG041C.SD2, and the flat ASCII file is called AG041C.DAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (04 = 2004–05 CCD collection), and the fifth and sixth characters indicate the version number (1 = final file, C = revised version). The record layout for the agency universe file is contained in appendix A.

Approximately one year after the release of the first version of the final file (version number 1a), NCES releases a revised data file. The purpose of the revised data file is to allow SEAs to submit any corrections to their data. The revised file is labeled 1b unless an additional revision of the file (version 1a) has occurred sometime in that year due to an error NCES found in the file. The revisions in this version include the following.

- County number and name data were revised for several local education agencies. The affected fields are CONUM04 and CONAME04.

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(*) Fields have one explicit decimal place

(+) Fields represent subfields of the fields immediately preceding them.

The file contains data for school year 2004–05, sorted by the NCES-assigned local education agency identification code (LEAID).

Note that starting with the 2002–03 CCD, all numeric fields contain a -1 to indicate missing and a -2 to indicate not applicable. Previously, numeric fields contained an “M” to indicate missing and an “N” to indicate not applicable. Character fields continue to use “M” for missing and “N” for not applicable.

Variable Name	Start Position	End Position	Field Length	Data Type Description
LEAID	0001	0007	7	AN NCES Local Education Agency ID. The first two positions of this field are also the FIPS state code.
+FIPST	0001	0002	2	AN Federal Information Processing Standards (FIPS) state code.
STID04	0008	0021	14	AN State’s own ID for the education agency.
NAME04	0022	0081	60	AN Name of the education agency.
NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation.				
M: when alphanumeric data are missing; that is, a value is expected but none was measured.				
-1: when numeric data are missing; that is, a value is expected but none was measured.				
N: when alphanumeric data are not applicable; that is, a value is neither expected nor measured.				
-2: when numeric data are not applicable; that is, a value is neither expected nor measured.				
PHONE04	0082	0091	10	AN Telephone number of education agency. NOTE: Position #0082–0084 is the area code, and position #0085–0091 is the exchange and number.
MSTREE04	0092	0121	30	AN Mailing address of the agency—may be a street address, a P.O. Box number, or, if there is no address beyond CITY, STATE, and ZIP, the character “N.”
MCITY04	0122	0151	30	AN Name of the mailing address city.
MSTATE04	0152	0153	2	AN Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP04	0154	0158	5	AN Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP404	0159	0162	4	AN Four-digit ZIP+4, if assigned; if none, field is blank.
LSTREE04	0163	0192	30	AN Location address.
LCITY04	0193	0222	30	AN Location city.
LSTATE04	0223	0224	2	AN Location state (two-letter postal abbreviation).

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Variable Name	Start Position	End Position	Field Length	Data Type Description
LZIP04	0225	0229	5	AN Location 5-digit ZIP Code.
LZIP404	0230	0233	4	AN Location +4 ZIP Code.
TYPE04	0234	0234	1	AN NCES code for type of agency: 1 = Local school district that is not a component of a supervisory union. 2 = Local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts. 3 = Supervisory union administrative center, or a county superintendent serving the same purpose. 4 = Regional education services agency, or a county superintendent serving the same purpose. 5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population. 6 = Federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population. 7 = Other education agencies that do not fit into the first six categories.
UNION04	0235	0237	3	AN Supervisory union number. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the FIPS county number. If no number was reported, the field will contain "000."
CONUM04	0238	0242	5	AN FIPS county number. NOTE: Position #0238–0239 is the FIPS state number, and position #0240–0242 is the FIPS number for county within state.
CONAME04	0243	0272	30	AN Name of county.
CSA04	0273	0275	3	AN A value in this field indicates the agency's address is associated with a recognized combined statistical area (CSA). A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan statistical area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. The geographic components of combined New England City and Town Areas (NECTAs) are individual metropolitan and micropolitan NECTAs in various combinations. The areas that combine retain their own designations as metropolitan or micropolitan statistical areas (or NECTAs) within the larger CSA (or combined NECTA).
CBSA04	0276	0280	5	AN A value in this field indicates that the agency's address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus and is designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan statistical area, the

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Variable Name	Start Position	End Position	Field Length	Data Type Description
				field is zero filled. For all states but those in New England, the assignment was made using a file of FIPS county codes matched to core based statistical area (CBSA) codes. For the New England states, the assignment was made using the NECTA codes of the schools within the corresponding agency. The metropolitan area definitions used were those issued by the U.S. Office of Management and Budget as of June 2003.
METMIC04	0281	0281	1	AN Indicates whether the CBSA is a metropolitan or micropolitan area. 0 = CBSA is equal to 70,300 or higher and does not have an associated type code. CBSA equal to 70,300 or higher is NECTA and is not denoted as metropolitan or micropolitan. 1 = CBSA is a metropolitan area. 2 = CBSA is a micropolitan area.
MSC04	0282	0282	1	AN NCES classification of the agency's service area relative to a CBSA. 1 = Primarily serves a principal city of a CBSA. 2 = Serves a CBSA but not primarily its principal city. 3 = Does not serve a CBSA.
LOCALE04	0283	0283	1	AN NCES code for location of the agency relative to populous areas derived from the locale codes of the agency's schools: 1 = <u>Large city</u> : 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 = <u>Midsize city</u> : A principal city of a metropolitan CBSA, with the city having a population less than 250,000. 3 = <u>Urban fringe of a large city</u> : 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 = <u>Urban fringe of a midsize city</u> : Any incorporated place, Census-designated place, or non-place territory within a CBSA of a midsize city and defined as urban by the Census Bureau. 5 = <u>Large town</u> : 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 = <u>Small town</u> : 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 = <u>Rural, outside CBSA</u> : Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau.

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Variable Name	Start Position	End Position	Field Length	Data Type Description
				8 = <u>Rural, inside CBSA</u> : Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA and defined as rural by the Census Bureau.
BOUND04	0284	0284	1	AN The boundary change indicator is a classification of changes in an education agency’s boundaries since the last report to NCES. The options are as follows: 1 = No significant boundary change for this agency since the last report. Currently in operation. 2 = Education agency has closed with no effect on another agency’s boundaries. 3 = This is a new education agency formed with no effect on another agency’s boundaries. 4 = Agency was in existence, but not reported in previous year’s CCD agency universe survey, and is now being added. 5 = Agency has undergone a significant change in geographic boundaries or instructional responsibility. 6 = Agency is temporarily closed and may reopen within 3 years. 7 = Agency is scheduled to be operational within 2 years.
GSLO04	0285	0286	2	AN Agency low grade offered. If grade span data were not reported, this field was calculated from the low grade spans of the associated schools in the CCD school universe file.
GSHI04	0287	0288	2	AN Agency high grade offered. If grade span data were not reported, this field was calculated from the high grade spans of the associated schools in the CCD school universe file. When combined, GSLO04 and GSHI04 are the grade span of the school.
AGCHRT04	0289	0289	1	AN Agency charter. Code indicating charter schools served: 1 = All associated schools are charter schools. 2 = All associated schools are charter and noncharter schools. 3 = All associated schools are noncharter schools.
SCH04	0290	0294	5	N Aggregate number of schools associated with this agency in the CCD school universe file.
TEACH04	0295	0301	7*	N Aggregate full-time-equivalent (FTE) classroom teachers reported for schools associated with this agency in the CCD school universe file, reported to the nearest tenth; field includes one explicit decimal point. This is not necessarily the total number of teachers employed by the agency.
UG04	0302	0308	7	N Total number of students in classes or programs without standard grade designations.

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Variable Name	Start Position	End Position	Field Length	Data Type Description
PK1204	0309	0315	7	N Total number of students in classes from prekindergarten through 12th grade that are part of the public school program.
MEMBER04	0316	0322	7	N Calculated total student membership of the local education agency: the sum of the fields UG04 and PK1204.
MIGRNT04	0323	0329	7	N The number of migrant students, as defined under 34 CFR 200.40, enrolled in summer programs during the summer immediately prior to the 2004–05 school year.
SPECED04	0330	0336	7	N Count of all students having a written Individualized Education Program (IEP) under the Individuals With Disabilities Education Act (IDEA), Part B.
ELL04	0337	0343	7	N The number of English language learner (ELL) students served in appropriate programs.
PKTCH04	0344	0350	7*	N Prekindergarten teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
KGTCH04	0351	0357	7*	N Kindergarten teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
ELMTCH04	0358	0364	7*	N Elementary teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SECTCH04	0365	0371	7*	N Secondary teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
UGTCH04	0372	0378	7*	N Teachers of classes or programs to which students are assigned without standard grade designation. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTTCH04	0379	0385	7*	N Total teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
AIDES04	0386	0392	7*	N Instructional aides. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
CORSUP04	0393	0399	7*	N Instructional coordinators & supervisors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
ELMGUI04	0400	0406	7*	N Elementary guidance counselors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
SECGUI04	0407	0413	7*	N Secondary guidance counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTGUI04	0414	0420	7*	N Total guidance counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSPE04	0421	0427	7*	N Librarians/media specialists. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSUP04	0428	0434	7*	N Library/media support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.

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Variable Name	Start Position	End Position	Field Length	Data Type Description
LEAADM04	0435	0441	7*	N LEA administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEASUP04	0442	0448	7*	N LEA administrative support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHADM04	0449	0455	7*	N School administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHSUP04	0456	0462	7*	N School administrative support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
STUSUP04	0463	0469	7*	N Student support services staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
OTHSUP04	0470	0476	7*	N All other support services staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTDPL04	477	482	6	N Total diploma recipients. Includes both regular and other diploma recipients.
TOTOHC04	483	488	6	N Total other high school completers.
IGSLO04	489	489	1	AN If this field contains anything other than “R,” the GSLO value originally submitted was adjusted.
IGSHI04	490	490	1	AN If this field contains anything other than “R,” the GSHI value originally submitted was adjusted.
ISCH04	491	491	1	AN If this field contains anything other than “T,” the aggregate number of schools associated with this agency in the school universe file was adjusted.
ITEACH04	492	492	1	AN If this field contains anything other than “T,” the aggregate FTE classroom teacher count reported for schools associated with this agency in the school universe file was adjusted.
IUG04	493	493	1	AN If this field contains anything other than “R,” the ungraded student count originally submitted was adjusted.
IPK1204	494	494	1	AN If this field contains anything other than “R,” the PK through 12 student count originally submitted was adjusted.
IMEMB04	495	495	1	AN If this field contains anything other than “T,” the total student count (ungraded plus PK through 12) was adjusted.
IMIGRN04	496	496	1	AN If this field contains anything other than “R,” the migrant student count originally submitted was adjusted.
ISPEC04	497	497	1	AN If this field contains anything other than “R,” the special education/IEP count originally submitted was adjusted.
IELL04	498	498	1	AN If this field contains anything other than “R,” the English language learner student count originally submitted was adjusted.

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Variable Name	Start Position	End Position	Field Length	Data Type Description
IPKTCH04	499	499	1	AN If this field contains anything other than “R,” the prekindergarten teacher count originally submitted was adjusted.
IKGTCH04	500	500	1	AN If this field contains anything other than “R,” the kindergarten teacher count originally submitted was adjusted.
IELTCH04	501	501	1	AN If this field contains anything other than “R,” the elementary teacher count originally submitted was adjusted.
ISETCH04	502	502	1	AN If this field contains anything other than “R,” the secondary teacher count originally submitted was adjusted.
IUGTCH04	503	503	1	AN If this field contains anything other than “R,” the teachers of ungraded classes count originally submitted was adjusted.
ITOTCH04	504	504	1	AN If this field contains anything other than “R,” the total FTE teacher count originally submitted was adjusted.
IAIDES04	505	505	1	AN If this field contains anything other than “R,” the instructional aides count originally submitted was adjusted.
ICOSUP04	506	506	1	AN If this field contains anything other than “R,” the instructional coordinators and supervisors count originally submitted was adjusted.
IELGUI04	507	507	1	AN If this field contains anything other than “R,” the elementary guidance counselors count originally submitted was adjusted.
ISEGUI04	508	508	1	AN If this field contains anything other than “R,” the secondary guidance counselors count originally submitted was adjusted.
ITOGUI04	509	509	1	AN If this field contains anything other than “R,” the total guidance counselors count originally submitted was adjusted.
ILISPE04	510	510	1	AN If this field contains anything other than “R,” the librarians/media specialists count originally submitted was adjusted.
ILISUP04	511	511	1	AN If this field contains anything other than “R,” the library/media support staff count originally submitted was adjusted.
ILEADM04	512	512	1	AN If this field contains anything other than “R,” the LEA administrators count originally submitted was adjusted.
ILESUP04	513	513	1	AN If this field contains anything other than “R,” the LEA administrative support staff count originally submitted was adjusted.
ISCADM04	514	514	1	AN If this field contains anything other than “R,” the school administrative support staff count originally submitted was adjusted.
ISCSUP04	515	515	1	AN If this field contains anything other than “R,” the school administrative support staff count originally submitted was adjusted.
ISTSUP04	516	516	1	AN If this field contains anything other than “R,” the student support services staff count originally submitted was adjusted.
IOTSUP04	517	517	1	AN If this field contains anything other than “R,” the all other support services staff count originally submitted was adjusted.

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Variable Name	Start Position	End Position	Field Length	Data Type Description
ITDPL04	518	518	1	AN If this field contains anything other than “R,” the total diploma recipients count originally submitted was adjusted.
ITOHC04	519	519	1	AN If this field contains anything other than “R,” the total other high school completers count originally submitted was adjusted.

APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data Local Education Agency Universe Survey: School Year 2004–05

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Variable	Label	M	N	Other
FIPST	FIPS State Number	0	0	18,085
LEAID	Unique Agency ID (NCES Assigned)	0	0	18,085
STID04	State Agency ID	0	0	18,085
NAME04	Name of Local Education Agency	0	0	18,085
PHONE04	Telephone Number of Agency	139	0	17,946
MSTREE04	Mailing Address	0	0	18,085
MCITY04	Mailing City Name	0	0	18,085
MSTATE04	Mailing USPS State Abbreviation	0	0	18,085
MZIP04	Mailing 5-Digit ZIP Code	0	0	18,085
MZIP404	Mailing ZIP+4 (if assigned)	0	0	15,162
LSTREE04	Location Address	588	0	17,497
LCITY04	Location City Name	0	0	18,085
LSTATE04	Location USPS State Abbreviation	0	0	18,085
LZIP04	Location 5-Digit ZIP Code	0	0	18,085
LZIP404	Location ZIP+4 (if assigned)	0	7	14,999
UNION04	Supervisory Union Number	165	423	17,497
CONAME04	County Name	0	9	18,076
CONUM04	FIPS County Number (FIPS St + County)	0	9	18,076
CSA04	CSA Code	0	0	18,085
CBSA04	CBSA Code	0	0	18,085

NOTE: M indicates that the data are missing; a value was expected, but no value was measured. N indicates that the data are not applicable; a value was neither expected nor measured.

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Variable	Label	Minimum	Maximum	Mean	-1	-2
SCH04	Number of Schools (School Univ)	0	1,523.0	5.7	0	423
TEACH04	Total Classroom Teachers (School Univ)	0	34,276.1	150.4	1,689	1,378
UG04	Total Ungraded Students	0	82,168.0	41.8	558	8,980
PK1204	Total PK Through 12 Students	0	904,799.0	2,990.4	76	1,594
MEMBER04	Total Calculated Students	0	986,967.0	3,004.1	76	1,551
MIGRNT04	Migrant Students	0	6,345.0	29.7	6,251	2,880
SPECED04	Count of Special Ed/IEP Students	0	87,593.0	420.8	2,169	1,545
ELL04	English Language Learner Students	0	315,467.0	298.4	3,534	1,346
PKTCH04	Prekindergarten Teachers	0	456.7	2.5	5,197	652
KGTCH04	Kindergarten Teachers	0	4,143.5	10.4	3,450	652
ELMTCH04	Elementary Teachers	0	22,768.0	90.9	2,024	761
SECTCH04	Secondary Teachers	0	16,573.0	69.2	2,025	834
UGTCH04	Teachers of Ungraded Classes	0	4,114.0	19.5	2,394	6,207
TOTTCH04	Total FTE Teachers	0	43,054.0	179.5	1,081	759
AIDES04	Instructional Aides	0	12,315.5	41.1	2,308	760
CORSUP04	Instructional Coordinators/Supervisors	0	1,467.0	2.8	1,555	664
ELMGUI04	Elementary Guidance Counselors	0	477.1	2.4	2,507	761
SECGUI04	Secondary Guidance Counselors	0	759.0	3.8	2,784	834
TOTGUI04	Total Guidance	0	1,024.0	5.9	1,038	759
LIBSPE04	Librarians/Media Specialists	0	1,095.0	3.2	1,084	760
LIBSUP04	Library Media Support Staff	0	267.0	2.5	6,317	683
LEAADM04	LEA Administrators	0	1,727.0	3.9	1,172	674
LEASUP04	LEA Administrators Support Staff	0	2,353.5	9.2	2,781	601
SCHADM04	School Administrators	0	1,667.7	9.9	1,158	759
SCHSUP04	School Administrative Support Staff	0	4,718.0	17.6	3,854	682
STUSUP04	Student Support Services Staff	0	3,927.0	12.2	1,330	665
OTHSUP04	All Other Support Staff	0	18,833.0	74.4	3,373	682
TOTDPL04	Diploma Recipients (Total)	0	30,083.0	234.4	1,535	5,528
TOTOHC04	Other High School Completers (Total)	0	1,863.0	10.6	1,768	11,664

NOTE: -1 indicates that the data are missing; a value was expected, but no value was measured. -2 indicates that the data are not applicable; a value was neither expected nor measured.

APPENDIX B—Value Distribution and Field Frequencies
Common Core of Data Local Education Agency Universe Survey: School Year 2004–05

Agency Type				
TYPE04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	12,852	71.06	12,852	71.06
2	1,519	8.40	14,371	79.46
3	285	1.58	14,656	81.04
4	1,184	6.55	15,840	87.59
5	204	1.13	16,044	88.71
6	39	0.22	16,083	88.93
7	2,002	11.07	18,085	100.00

Metro/Micro Code				
METMIC04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	5,880	32.51	5,880	32.51
1	8,954	49.51	14,834	82.02
2	3,250	17.97	18,084	99.99
N	1	0.01	18,085	100.00

Metro Status Code				
MSC04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2,173	12.02	2,173	12.02
2	7,475	41.33	9,648	53.35
3	8,184	45.25	17,832	98.60
N	253	1.40	18,085	100.00

Agency Locale Code				
LOCALE04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	882	4.88	882	4.88
2	966	5.34	1,848	10.22
3	2,594	14.34	4,442	24.56
4	1,545	8.54	5,987	33.11
5	126	0.70	6,113	33.80
6	1,735	9.59	7,848	43.40
7	5,459	30.19	13,307	73.58
8	2,763	15.28	16,070	88.86
N	2,015	11.14	18,085	100.00

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APPENDIX B—Value Distribution and Field Frequencies
Common Core of Data Local Education Agency Universe Survey: School Year 2004–05

Operational Status Code				
BOUND04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	17,251	95.39	17,251	95.39
2	239	1.32	17,490	96.71
3	311	1.72	17,801	98.43
4	20	0.11	17,821	98.54
5	80	0.44	17,901	98.98
6	13	0.07	17,914	99.05
7	171	0.95	18,085	100.00

Agency Low Grade Offered				
GSLO04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	1,011	5.59	1,011	5.59
01	70	0.39	1,081	5.98
02	20	0.11	1,101	6.09
03	28	0.15	1,129	6.24
04	23	0.13	1,152	6.37
05	84	0.46	1,236	6.83
06	187	1.03	1,423	7.87
07	217	1.20	1,640	9.07
08	57	0.32	1,697	9.38
09	848	4.69	2,545	14.07
10	78	0.43	2,623	14.50
11	29	0.16	2,652	14.66
12	4	0.02	2,656	14.69
KG	5,544	30.66	8,200	45.34
N	426	2.36	8,626	47.70
PK	9,299	51.42	17,925	99.12
UG	160	0.88	18,085	100.00

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APPENDIX B—Value Distribution and Field Frequencies
Common Core of Data Local Education Agency Universe Survey: School Year 2004–05

Agency High Grade Offered				
GSHI04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	1,011	5.59	1,011	5.59
01	7	0.04	1,018	5.63
02	11	0.06	1,029	5.69
03	29	0.16	1,058	5.85
04	38	0.21	1,096	6.06
05	138	0.76	1,234	6.82
06	550	3.04	1,784	9.86
07	81	0.45	1,865	10.31
08	2,810	15.54	4,675	25.85
09	75	0.41	4,750	26.26
10	52	0.29	4,802	26.55
11	66	0.36	4,868	26.92
12	12,597	69.65	17,465	96.57
KG	6	0.03	17,471	96.60
N	426	2.36	17,897	98.96
PK	28	0.15	17,925	99.12
UG	160	0.88	18,085	100.00

Agency Charter				
AGCHRT04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1,816	10.04	1,816	10.04
2	580	3.21	2,396	13.25
3	14,497	80.16	16,893	93.41
N	1,192	6.59	18,085	100.00

Agency Low Grade Offered Adj Flag				
IGSLO04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,680	9.29	1,680	9.29
N	423	2.34	2,103	11.63
R	15,982	88.37	18,085	100.00

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APPENDIX B—Value Distribution and Field Frequencies
Common Core of Data Local Education Agency Universe Survey: School Year 2004–05

Agency High Grade Offered Adj Flag

IGSHI04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,335	7.38	1,335	7.38
N	423	2.34	1,758	9.72
R	16,327	90.28	18,085	100.00

Number of Schools Adj Flag

ISCH04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	423	2.34	423	2.34
T	17,662	97.66	18,085	100.00

Total Classroom Teachers Adj Flag

ITEACH04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	423	2.34	423	2.34
T	17,662	97.66	18,085	100.00

Total Ungraded Students Adj Flag

IUG04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2,649	14.65	2,649	14.65
N	423	2.34	3,072	16.99
R	13,494	74.61	16,566	91.60
T	1,519	8.40	18,085	100.00

Total PK Through 12 Students Adj Flag

IPK1204	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	318	1.76	318	1.76
N	420	2.32	738	4.08
R	15,388	85.09	16,126	89.17
T	1,959	10.83	18,085	100.00

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APPENDIX B—Value Distribution and Field Frequencies
Common Core of Data Local Education Agency Universe Survey: School Year 2004–05

Total Calculated Students Adj Flag

IMEMB04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	532	2.94	532	2.94
N	420	2.32	952	5.26
R	21	0.12	973	5.38
T	17,112	94.62	18,085	100.00

Migrant Adj Flag

IMIGRN04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2,084	11.52	2,084	11.52
N	423	2.34	2,507	13.86
R	15,578	86.14	18,085	100.00

Special Ed/IEP Students Adj Flag

ISPEC04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	947	5.24	947	5.24
N	423	2.34	1,370	7.58
R	16,715	92.42	18,085	100.00

English Language Learner Students Adj Flag

IELL04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	540	2.99	540	2.99
N	423	2.34	963	5.32
R	17,122	94.68	18,085	100.00

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APPENDIX B—Value Distribution and Field Frequencies
Common Core of Data Local Education Agency Universe Survey: School Year 2004–05

Prekindergarten Teachers Adj Flag

IPKTCH04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,458	8.06	1,458	8.06
N	423	2.34	1,881	10.40
R	16,204	89.6	18,085	100.00

Kindergarten Teachers Adj Flag

IKGTCH04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,457	8.06	1,457	8.06
N	423	2.34	1,880	10.40
R	16,205	89.60	18,085	100.00

Elementary Teachers Adj Flag

IELTCH04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	874	4.83	874	4.83
N	423	2.34	1,297	7.17
R	16,788	92.83	18,085	100.00

Secondary Teachers Adj Flag

ISETCH04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	874	4.83	874	4.83
N	423	2.34	1,297	7.17
R	16,788	92.83	18,085	100.00

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APPENDIX B—Value Distribution and Field Frequencies
Common Core of Data Local Education Agency Universe Survey: School Year 2004–05

Ungraded Teachers Adj Flag

IUGTCH04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2,777	15.36	2,777	15.36
N	423	2.34	3,200	17.69
R	14,885	82.31	18,085	100.00

Total FTE Teachers Adj Flag

ITOTCH04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	836	4.62	836	4.62
N	413	2.28	1,249	6.91
R	16,440	90.90	17,689	97.81
T	396	2.19	18,085	100.00

Instructional Aides Adj Flag

IAIDES04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,954	10.80	1,954	10.81
N	423	2.34	2,377	13.14
R	15,708	86.86	18,085	100.00

Instruc Coordinators/Super Adj Flag

ICOSUP04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,144	6.33	1,144	6.33
N	423	2.34	1,566	8.66
R	16,518	91.34	18,085	100.00

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APPENDIX B—Value Distribution and Field Frequencies
Common Core of Data Local Education Agency Universe Survey: School Year 2004–05

Elementary Guidance Counselor Adj Flag

IELGUI04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,615	8.93	1,615	8.93
N	423	2.34	2,038	11.27
R	16,047	88.73	18,085	100.00

Secondary Guidance Counselor Adj Flag

ISEGUI04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	874	4.83	874	4.83
N	423	2.34	1,297	7.17
R	16,788	92.83	18,085	100.00

Total Guidance Counselor Adj Flag

ITOGUI04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,011	5.59	1,011	5.59
N	423	2.34	1,434	7.92
R	16,651	92.07	18,085	100.00

Library/Media Specialist Adj Flag

ILISPE04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	860	4.76	860	4.76
N	423	2.34	1,283	7.09
R	16,802	92.91	18,085	100.00

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APPENDIX B—Value Distribution and Field Frequencies
Common Core of Data Local Education Agency Universe Survey: School Year 2004–05

Library Media Support Staff Adj Flag

ILISUP04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3,153	17.43	3,153	17.43
N	423	2.34	3,576	19.77
R	14,509	80.23	18,085	100.00

LEA Administrator Adj Flag

ILEADM04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	860	4.76	860	4.76
N	423	2.34	1,283	7.09
R	16,802	92.91	18,085	100.00

LEA Admin Support Staff Adj Flag

ILESUP04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2,578	14.25	2,578	14.25
N	423	2.34	3,001	16.59
R	15,084	83.41	18,085	100.00

School Admin Adj Flag

ISCADM04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	860	4.76	860	4.76
N	423	2.34	1,283	7.09
R	16,802	92.91	18,085	100.00

School Admin Support Adj Flag

ISCSUP04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3,651	20.19	3,651	20.19
N	423	2.34	4,074	22.53
R	14,011	77.47	18,085	100.00

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APPENDIX B—Value Distribution and Field Frequencies
Common Core of Data Local Education Agency Universe Survey: School Year 2004–05

Student Support Serv Staff Adj Flag

ISTSUP04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	962	5.32	962	5.32
N	423	2.34	1,385	7.66
R	16,700	92.34	18,085	100.00

All Other Support Staff Adj Flag

IOTSUP04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2,469	13.65	2,469	13.65
N	423	2.34	2,892	15.99
R	15,193	84.01	18,085	100.00

Diploma Recipients (Total) Adj Flag

ITDPL04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4,750	26.26	4,750	26.26
N	423	2.34	5,173	28.60
R	12,912	71.40	18,085	100.00

Other High School Completers (Total) Adj Flag

ITOHC04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5,752	31.81	5,752	31.81
N	423	2.34	6,175	34.14
R	11,910	65.86	18,085	100.00

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**APPENDIX C—Glossary for the Common Core of Data: School Year
2004–05**

APPENDIX C—Glossary for the Common Core of Data: School Year 2004–05

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

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 of the categories of regular, special education, or vocational education.

American Indian/Alaska Native

A person having origins in any of the original peoples of North 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 includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Black

A person having origins in any of the black racial groups of Africa.

Boundary Change

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

Charter School

A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school. Item was first collected in 1998–99.

Classroom Teacher

See “Teacher.”

Combined Statistical Area (CSA)

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

Core Based Statistical Area (CBSA)

Each CBSA must contain at least one urban area of 10,000 or more people.

APPENDIX C—Glossary for the Common Core of Data: School Year 2004–05

Under the Census standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more people, or that contains at least 5,000 people residing within a single urban area of 10,000 or more people, is identified as a “central county” (or 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

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

Diploma Recipient

A student who has received a diploma during the previous school year or subsequent summer school.

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,” “Midsize City,” “Urban Fringe of a Large City,” “Urban Fringe of a Midsize City,” “Large Town,” “Small Town,” “Rural, Outside CBSA,” and “Rural, Inside CBSA.”)

Dropout

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

Education Agency

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

Elementary

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

English Language Learner (ELL)

“English language learner (ELL)” was formerly referred to as “limited English proficient (LEP).” Refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also, ELL students are individuals who were not born in the United States or whose native language is a language other than English; individuals who come from environments where a language other than English is dominant; or individuals who are American Indians or Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. Item was first collected in 1998–99.

Federally Operated Education Agency

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

Free Lunch Program

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

Full-time Equivalency (FTE)

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

General Educational Development (GED) Test

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

Grade Span Offered

The span of grades intended to be served by a school or agency, whether or not there are students currently enrolled in all grades. If a high school also has a prekindergarten program, the grade span of the high school is reported as a high school, not as a PK–12 school. For example, if a school has PK as well as grades 9, 10, 11, and 12, the grade span will be reported as grades 9 through 12 (0912). Also, the ungraded designation (UG) cannot be used in a grade span unless the whole school consists of ungraded students, and in this case the grade span is reported as UGUG. “Grade span” was calculated from school membership through 1997–98 and first collected as a separate item in 1998–99.

Graduate, High School

A high school graduate is defined as an individual who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance).

Guidance Counselor/Director

Professional staff assigned specific duties and school time for any of the following activities in an elementary or secondary 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. The state applies its own standards in apportioning the aggregate of guidance counselors/directors into the elementary and secondary level components.

Head Start Program

A federally funded program that provides comprehensive educational, social, health, and nutritional services to low-income preschool children and their families, and children from ages 3 to school entry age (i.e., the age of compulsory school attendance). Head Start students and teachers are reported on the CCD only when the program is administered by a local education agency.

High School Completion Count

A count of graduates and other high school completers including diploma recipients and other high school completers.

High School Equivalency Certificate

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

High School Equivalency Recipient

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

High School Graduate, Other Programs

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

High School Graduate, Regular Day School

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

Hispanic

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Individualized Educational Program (IEP)

A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Improvement Act (IDEA), Part B. The written instructional plan includes a statement of the child’s present level of educational performance; a statement of annual goals, including short-term instructional objectives; a statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs; the projected date for initiation and anticipated duration of services; the appropriate objectives, criteria, and evaluation procedures; and the schedule for determining, on at least an annual basis, whether instructional objectives are being achieved.

Instructional Aide

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

Instructional Coordinators and Supervisors

Persons who supervise instructional programs at the school district or subdistrict level: category includes educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

Kindergarten

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

Large City

A principal city of a metropolitan 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 with a population greater than or equal to 25,000 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

Latitude

Latitude is the north or south angular distance from the equator that, when combined with longitude, reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to and are displayed in terms of their decimal equivalent. The first 3 digits 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. For example, if a school’s latitude is 30 degrees, 30 minutes north, then it is shown as 030500000.

Local Education Agency (LEA) Administrative Support Staff

All staff members who provide direct support to LEA administrators, business office support, and data processing.

LEA Administrator

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

Librarian

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

Library and Media Support Staff

Staff member who renders other professional library and media services; also includes library aides and those involved in library/media support. Duties include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials

maintained separately or as part of an instructional materials center. Also included are activities in the audiovisual center, TV studio, related work-study areas, and services provided by audiovisual personnel.

Limited-English Proficient (LEP)

See “English Language Learner (ELL).”

Locale Code

Locale code is defined based on how the school is situated in a particular location relative to populous areas, based on the school’s address. (See also “Large City,” “Midsize City,” “Urban Fringe of a Large City,” “Urban Fringe of a Midsize City,” “Large Town,” “Small Town,” “Rural, Outside CBSA,” and “Rural, Inside CBSA.”)

Longitude

Longitude is the east or west angular distance from the prime meridian that, when combined with latitude, reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to and are displayed in terms of their decimal equivalent. The first 3 digits of the code represent the number of degrees from the prime meridian; the last 6 digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal. For example, if a school’s longitude is 90 degrees, 15 minutes west, then it is shown as -090250000.

Magnet School or Program

A special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation (50 percent or more minority enrollment); and/or to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). Item was first collected in 1998–99.

Media Specialist

Directors, coordinators, and supervisors of media centers. See “Library and Media Support Staff.”

Membership

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

Metropolitan Statistical Area (MSA)

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

Metropolitan Status (Metro Status)

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

Micropolitan Statistical Area

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

Midsized City

A principal city of a metropolitan CBSA, with the city having a population less than 250,000. (See also “Locale Code.”) Prior to 1994–95, term was defined as a central city of a metropolitan area with a population less than 400,000 and a population density less than 6,000 people per square mile.

Migrant Student

Defined under 34 CFR (Code of Federal Regulations) 200.40: (1) (a) Is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate), but (b) if the child is too young to attend school-sponsored educational programs, is old enough to benefit from an organized instructional program; and (2) A migrant agricultural worker or a migrant fisher or who has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and (3) Performs, or has a parent, spouse, or guardian who performs qualifying agricultural or fishing employment as a principal means of livelihood; and (4) 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 (5) 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. (Provision 5 currently applies only to Alaska.) Item was first collected in 1998–99.

Officials and Administrators

Chief executive officers of education agencies, including superintendents, deputies, and assistant superintendents; and other persons with districtwide responsibilities, such as business managers, administrative assistants, etc.

Operational Status, Agency

Classification of changes in an education agency’s boundaries or jurisdiction. Classifications include no change, currently in operation; closed with no effect on another agency’s boundaries; new agency with no effect on another agency’s boundaries; added; significant change in geographic boundaries or instructional responsibility; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years. Prior to 1998–99, the term “Boundary Change” was used.

Operational Status, School

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

Other Diploma Recipient

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

Other High School Completer

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

Other Support Staff

Staff who serve in a support capacity and who are not included in the categories of central office administrative support, library support, student support, or school administrative support: e.g., data processing staff; bus drivers; and health, building, equipment maintenance, security, and cafeteria workers.

Prekindergarten Student

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

Prekindergarten Teacher

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

Principal City

The largest city in each metropolitan or micropolitan statistical area is designated a “principal city.” Additional cities qualify if specified requirements are met concerning population size and employment. The title of each metropolitan or micropolitan statistical area consists of the names of up to three of its principal cities and the name of each state into which the metropolitan or micropolitan statistical area extends. Titles of metropolitan divisions also typically are based on principal city names but in certain cases consist of county names. (See also “Locale Code.”)

Public School

An institution that provides educational services and has one or more grade groups (PK–12) or that is ungraded, has one or more teachers to give 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.

Reduced-Price-Lunch Student

A student who is eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act. (See also “Free Lunch Program”)

Regional Education Service Agency

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

Regular Diploma Recipient

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

Regular School

A public elementary/secondary school that does not focus primarily on vocational, special, or alternative education.

Rural

Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau. From 1998–99 onward, the category was separated into “Rural, Inside CBSA” and “Rural, Outside CBSA.”

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. Category represents a subset of “Rural,” and was introduced in 1998–99. (See also “Locale Code.”)

Rural, Outside CBSA

Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau. Category represents a subset of “Rural,” and was introduced in 1998–99. (See also “Locale Code.”)

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; this includes clerical staff and secretaries.

School Administrator

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

School District

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

Secondary

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

Shared Time School

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

Small Town

An incorporated place or Census Designated Place (CDP) 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. (See also “Locale Code.”)

Special Education School

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

State Education Agency (SEA)

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

State-Operated Agency

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

Student

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

Student Support Services Staff

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

Supervisory Union

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

Teacher

An individual who provides instruction to prekindergarten, kindergarten, grade 1–12, or ungraded classes; or individuals who teach in an environment other than a classroom setting and who maintain daily student attendance records.

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. Item was first collected in 1998–99.

Title I Schoolwide Program

A school in which all pupils are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. Item was first collected in 1998–99.

Ungraded Student

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

Urban Fringe

A closely settled area, contiguous to a principal city, outside a principal city; with a minimum population of 2,500 inhabitants; with a population density of at least 1,000 per square mile; and with a Census Urbanized Area Code. (See also “Locale Code.”)

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. Prior to 1994–95, defined as any incorporated place, Census-designated place, or non-place territory within a CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population of 400,000 or more, or a population density of at least 6,000 people per square mile. (See also “Locale Code.”)

Urban Fringe of a Midsize City

Any incorporated place, Census-designated place, or non-place territory within a CBSA of a midsize city and defined as urban by the Census Bureau. Prior to 1994–95, defined as any incorporated place, Census-designated place, or non-place territory within a CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population less than 400,000, or a population density less than 6,000 people per square mile. (See also “Locale Code.”)

Urbanized Area

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 providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

White

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

**APPENDIX D—State Notes for the Common Core of Data: School Year
2004–05**

APPENDIX D—State Notes for the Common Core of Data: School Year 2004–05

This appendix provides information on known anomalies and comments for data users for individual states on the school and agency files including information on when the data files were submitted by each state. Counts are based on currently operational (status 1, 3, 4, 5) units only. Sch=School File, Agn=Agency File.

Alabama

Date Received: 11/28/2005

Anomalies: Not Applicable Data: Sch – Charter School, Ungraded Students; Agn – Teachers of Ungraded Classes, Ungraded Students.

Alaska

Date Received: 9/19/2005

Anomalies: Missing Data: Agn – Instructional Coordinators/Supervisors. Not Applicable Data: Sch – Ungraded Students; Agn – Teachers of Ungraded Classes, Ungraded Students.

Arizona

Date Received: 10/6/2005

Anomalies: Not Applicable Data: Agn – Teachers of Ungraded Classes.

Arkansas

Date Received: 7/8/2005

Anomalies: None.

California

Date Received: 12/8/2005

Anomalies: Missing Data: Sch – Prekindergarten Students; Agn – Prekindergarten Teachers, Library Media Support Staff. Not Applicable Data: Agn – Other High School Completers.

Colorado

Date Received: 9/29/2005

Anomalies: Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

Connecticut

Date Received: 8/31/2005

APPENDIX D—State Notes for the Common Core of Data: School Year 2004–05

Anomalies: Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Migrant Students; Agn – Migrant Students. Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students.

Delaware

Date Received: 7/21/2005

Anomalies: Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

District of Columbia

Date Received: 8/25/2005

Anomalies: None.

Florida

Date Received: 10/21/2005

Anomalies: Missing Data: Sch – Magnet School. Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students.

Georgia

Date Received: 8/1/2005

Anomalies: Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

Hawaii

Date Received: 6/07/2005

Anomalies: Missing Data: Agn – Kindergarten Teachers. Not Applicable Data: Sch – Magnet School.

Idaho

Date Received: 10/3/2005

Anomalies: Not Applicable Data: Sch – Magnet School, Ungraded Students; Agn – Teachers of Ungraded Classes, Ungraded Students.

Illinois

Date Received: 9/22/2005

Anomalies: Missing Data: Agn – English Language Learner Students, Instructional Aides, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff. Not Applicable Data: Agn – Other High School Completers.

Indiana

Date Received: 8/3/2005

Anomalies: Missing Data: Sch – Migrant Students; Agn – Migrant Students. Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students.

Iowa

Date Received: 6/29/2005

Anomalies: Not Applicable Data: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

Kansas

Date Received: 7/22/2005

Anomalies: Not Applicable Data: Agn – Other High School Completers.

Kentucky

Date Received: 7/13/2005

Anomalies: Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students, Prekindergarten Students.
Not Applicable Data: Sch – Charter School.

Louisiana

Date Received: 7/29/2005

Anomalies: Not Applicable Data: Sch – Ungraded Students. Agn – Ungraded Students, Teachers of Ungraded Classes.

Maine

Date Received: 8/4/2005

Anomalies: Missing Data: Sch – Migrant Students; Agn – Prekindergarten Teachers, Kindergarten Teachers, Migrant Students. Not Applicable Data: Sch – Charter School, Ungraded Students; Agn – Teachers of Ungraded Classes, Ungraded Students.

Maryland

Date Received: 7/8/2005

Anomalies: Missing Data: Sch – Magnet School. Not Applicable Data: Sch – Ungraded Students; Agn – Teachers of Ungraded Classes, Ungraded Students.

Massachusetts

Date Received: 8/11/2005

Anomalies: Missing Data: Agn – Prekindergarten Teachers, Library Media Support Staff. Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students.

Michigan

Date Received: 09/30/2005

Anomalies: Missing Data: Agn – Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Elementary Guidance Counselors, Secondary Guidance Counselors, Teachers of Ungraded Classes.

Minnesota

Date Received: 7/22/2005

Anomalies: Not Applicable Data: Sch – Ungraded Students; Agn – Other High School Completers, Ungraded Students.

Mississippi

Date Received: 10/03/2005

Anomalies: Missing Data: Sch - Migrant Students; Agn – Migrant Students.

Missouri

Date Received: 09/26/2005

Anomalies: Missing Data: Sch – Ungraded Students; Agn –Ungraded Students, Teachers of Ungraded Classes, Library Media Support Staff, School Administrative Support Staff. Not Applicable Data: Agn – Other High School Completers.

Comments: Missouri reported district-level ungraded students as missing. In order to provide district-level total student membership counts (MEMBER04), MEMBER04 was calculated based on reported district-level prekindergarten through grade 12 membership (PK1204).

Montana

Date Received: 7/11/2005

Anomalies: Missing Data: Sch - Migrant Students; Agn – Migrant Students, Prekindergarten Teachers, Kindergarten Teachers, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff. Not Applicable Data: Sch – Magnet School, Charter School; Agn – Other High School Completers, Teachers of Ungraded Classes.

Nebraska

Date Received: 9/28/2005

APPENDIX D—State Notes for the Common Core of Data: School Year 2004–05

Anomalies: Missing Data: Sch – Magnet School; Agn – Prekindergarten Teachers, Kindergarten Teachers, School Administrative Support Staff. Not Applicable Data: Sch – Charter School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

Nevada

Date Received: 10/24/2005

Anomalies: Missing Data: Agn – Migrant Students, Instructional Coordinators/Supervisors, LEA Administrators, LEA Administrative Support Staff, School Administrative Support Staff.

Comments: Student membership data are from the Nevada Department of Education web site. School operational status codes, school and agency high and low grades, and pupil/teacher ratios have been adjusted to agree with these membership data. Geocoding information is missing for 8 schools that were reported as closed by the state but later determined to be open.

New Hampshire

Date Received: 8/31/2005

Anomalies: Missing Data: Agn – Migrant Students, Diploma Recipients by Race/Ethnicity and by Gender, Instructional Coordinators/Supervisors, Student Support Services Staff. Not Applicable Data: Sch – Magnet School; Agn – Teachers of Ungraded Classes.

Comments: New Hampshire does not report gender information for Other High School Completers or Diploma recipients.

New Jersey

Date Received: 11/14/2005

Anomalies: Missing Data: Sch – Magnet School; Agn –Migrant Students, Special Ed (IEP) Students, English Language Learner Students, Elementary Guidance Counselors, Secondary Guidance Counselors, All Other Support Staff. Not Applicable Data: Agn – Other High School Completers, Teachers of Ungraded Classes.

Comments: Sch –High Grade Offered (GSHI04) was lowered from a reported high of grade 10 to grade 8 for 655 schools in New Jersey based on student enrollment information (student enrollments in these 655 schools terminated at grade 8). Agn – New Jersey reported district-level Ungraded Students as “Missing.” The count of Ungraded Students by agency was calculated by summing the total students for each of the associated schools on the school file. High Grade Offered (GSHI04) was lowered from a reported high of grade 10 to grade 8 for 247 agencies in New Jersey based on student enrollment information of associated schools (student enrollments in the associated 655 schools terminated at grade 8). Total teachers (TOTTECH04) were adjusted downward for 396 agencies in New Jersey because the sum of reported teacher detail exceeded the reported number of total teachers.

New Mexico

Date Received: 8/12/2005

Anomalies: Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students.

New York

Date Received: 9/27/2005

Anomalies: Missing Data: Agn – Migrant Students, Special Ed (IEP) Students, English Language Learner Students, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Total Teachers, Instructional Aides, Instructional Coordinators/Supervisors, 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, All Other Support Staff, Diploma Recipients, Other High School Completers.

Comments: New York reported school universe data only. Agency directory information was pulled forward from 2003–04 and the count of students by agency was calculated by summing the total students for each of the associated schools on the school file. All other fields on the agency file were set to “Missing.”

North Carolina

Date Received: 7/21/2005

Anomalies: Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students.

North Dakota

Date Received: 7/21/2005

Anomalies: Not Applicable Data: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes, Other High School Completers.

Ohio

Date Received: 9/28/2005

Anomalies: Missing Data: Sch – Magnet School; Agn – Migrant Students. Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes, Other High School Completers.

Oklahoma

Date Received: 12/6/2005

Anomalies: Not Applicable Data: Sch – Magnet School; Agn – Other High School Completers.

Oregon

Date Received: 10/19/2005

Anomalies: Missing Data: Sch – Magnet School.

Pennsylvania

Date Received: 8/4/2005

Anomalies: Missing Data: Agn – English Language Learner Students. Not Applicable Data: Agn – Other High School Completers.

Rhode Island

Date Received: 9/9/2005

Anomalies: Missing Data: Agn – Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Instructional Aides, Instructional Coordinators/Supervisors, Librarians/Media Specialists. Not Applicable Data: Sch –Ungraded Students; Agn – Ungraded Students.

South Carolina

Date Received: 12/2/2005

Anomalies: Missing Data: Agn – Other High School Completers by Race/Ethnicity and by Gender, Diploma Recipients by Race/Ethnicity and by Gender, LEA Administrative Support Staff, School Administrative Support Staff. Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students.

South Dakota

Date Received: 9/28/2005

Anomalies: Missing Data: Agn – Migrant Students. Not Applicable Data: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Other High School Completers.

Tennessee

Date Received: 9/29/2005

Anomalies: Missing Data: Sch – Free Lunch Eligible Students, Reduced-Price Lunch Eligible Students, Total Free and Reduced Lunch Students, Migrant Students, Students Membership Counts by Race/Ethnicity and by Gender; Agn – Migrant Students, English Language Learner Students, Instructional Coordinators/Supervisors, Library Media Support Staff.

Comments: Total student membership (MEMBER04) was adjusted downward for 1 school (NCESSCH = 470318000299) because the sum of associated grade detail exceeded total reported student membership.

Texas

Date Received: 9/15/2005

Anomalies: Missing Data: Sch – Magnet School; Agn – Migrant Students, Library Media Support Staff. Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students, Other High School Completers.

Utah

Date Received: 9/30/2005

Anomalies: Missing Data: Sch – Prekindergarten Students; Agn – Migrant Students. Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students.

Vermont

Date Received: 8/25/2005

Anomalies: Not Applicable Data: Sch – Magnet School, Charter School.

Virginia

Date Received: 9/9/2005

Anomalies: Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

Washington

Date Received: 9/28/2005

Anomalies: Not Applicable Data: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students.

West Virginia

Date Received: 7/22/2005

Anomalies: Not Applicable Data: Sch – Magnet School, Charter School.

Wisconsin

Date Received: 12/23/2005

Anomalies: Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students; Agn – PK-12 Students, Other High School Completers, Diploma Recipients. Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students.

Wyoming

Date Received: 7/22/2005

Anomalies: Not Applicable Data: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students.

Bureau of Indian Affairs

Date Received: Did Not Report

Anomalies: Missing Data: Sch – Classroom Teachers, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students, Migrant Students, Student Enrollment for Grades PK–12; Agn – PK–12 Students, Migrant Students, Special Ed (IEP) Students, English Language Learner Students, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers Of Ungraded Classes, Total Teachers, Instructional Aides, Instructional Coordinators/Supervisors, 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, All Other Support Staff, Diploma Recipients. Not Applicable Data: Sch – Magnet School, Charter School, Ungraded Students; Agn – Other High School Completers, Teachers of Ungraded Classes, Ungraded Students.

Comments: The Bureau of Indian Affairs did not report data to CCD in 2004–05. Universe and directory values were pulled forward from the prior year’s file (2003–04). Aside from fields that are known to be “Not Applicable” for Bureau of Indian Affairs (i.e., those listed above), values were set to “Missing.”

Department of Defense Dependents (overseas) Schools

Date Received: 11/16/2005

Anomalies: Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students; Agn – Library Media Support Staff. Not Applicable Data: Sch – Magnet School, Charter School, Migrant Students, Ungraded Students; Agn –Ungraded Students, Migrant Students, Other High School Completers.

Comments: No schools in this jurisdiction are Title I or School-wide Title I eligible.

Department of Defense Dependents (domestic) Schools

Date Received: 11/16/2005

Anomalies: Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students; Agn – Library Media Support Staff, LEA Administrative Support Staff, Student Support Services Staff. Not Applicable Data: Sch – School-wide Title I, Magnet School, Charter School, Migrant Students, Ungraded Students; Agn – Migrant Students, Ungraded Students, Other High School Completers.

Comments: No schools in this jurisdiction are Title I or School-wide Title I eligible.

American Samoa

Date Received: 7/22/2005

Anomalies: Missing Data: Sch – Migrant Students; Agn – Migrant Students. Not Applicable Data: Sch – Magnet School, Charter School.

Comments: No schools in this jurisdiction are Title I or School-wide Title I eligible.

Guam

Date Received: 9/30/2005

Anomalies: Missing Data: Sch – Migrant Students; Agn – Migrant Students, Teachers of Ungraded Classes. Not Applicable Data: Sch – Magnet School, Charter School, Ungraded Students; Agn –Ungraded Students, Other High School Completers.

Comments: No schools in this jurisdiction are Title I or School-wide Title I eligible.

Northern Marianas

Date Received: 8/29/2005

Anomalies: Missing Data: Sch - Migrant Students; Agn – Migrant Students, English Language Learner Students, Other High School Completers. Not Applicable Data: Sch – Magnet School.

Comments: Northern Marianas does not report gender data. No schools in this jurisdiction are Title I or School-wide Title I eligible.

Puerto Rico

Date Received: 10/20/2005

Anomalies: Missing Data: Agn – English Language Learner Students.

Virgin Islands

Date Received: 9/16/2005

Anomalies: Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students, Migrant Students, Prekindergarten Students; Agn – Migrant Students, Prekindergarten Teachers. Not Applicable Data: Sch – Charter School; Agn – Other High School Completers.

**APPENDIX E—Agency Universe Shuttle for the Common Core of Data Local
Education Agency Universe Survey: School Year 2004–05**

National Center for Education Statistics

OMB No. 1850-0067
Expires 1/31/2007

Public Elementary/Secondary Education Agency Universe Survey

<u>Description</u>	<u>Data Field</u>
NCES Education Agency ID	LEAID
State Education Agency ID	STID
Name of Education Agency	NAME
Telephone Number (Area Code and Phone Number)	PHONE
Mailing Address - Street	MSTREE
Mailing Address - City	MCITY
Mailing Address - State (P.O. Abbreviation)	MSTATE
Mailing Address - ZIP (digits 1 thru 5)	MZIP
Mailing Address - ZIP4 (digits 6 thru 9)	MZIP4
Physical Location Address - Street	LSTREE
Physical Location Address - City	LCITY
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
Education Agency Type Code	AGTYPE
Supervisory Union ID Number	UNION
County Name	CONAME
FIPS County Code	CONUM
Operational Status Code	BOUND
Grade Span Offered - Lowest Grade	GSLO
Grade Span Offered - Highest Grade	GSHI

<u>Description</u>	<u>Data Field</u>
Students:	
Student Counts - Ungraded	UG
Student Counts - PK thru 12	PK12
Migrant Students Served in a Summer Program	MIGRNT
Special Education - Individual Education Program (IEP)	SPECED
English Language Learner (formerly known as Limited-English-Proficient)	ELL
Instructional Staff:	
Prekindergarten Teachers	PKTCH
Kindergarten Teachers	KGTCH
Elementary Teachers	ELMTCH
Secondary Teachers	SECTCH
Teachers of Ungraded Classes	UGTCH
Total FTE Teachers	TOTTCH
Instructional Aides	AIDES
Instructional Coordinators and Supervisors	CORSUP
Support Services Staff:	
Elementary Guidance Counselors	ELMGUI
Secondary Guidance Counselors	SECGUI
Total Guidance Counselors	TOTGUI
Librarians/Media Specialists	LIBSPE
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

High School Completers (Previous Year)

Diploma Recipients:

<u>Description</u>	<u>Data Field</u>
Total Diploma Recipients	TOTDPL
American Indian/Alaska Native - male	AMDPLM
American Indian/Alaska Native - female	AMDPLF
American Indian/Alaska Native - unknown	AMDPLU
Asian/Pacific Islander - male	ASDPLM
Asian/Pacific Islander - female	ASDPLF
Asian/Pacific Islander - unknown	ASDPLU
Hispanic - male	HIDPLM
Hispanic - female	HIDPLF
Hispanic - unknown	HIDPLU
Black, not Hispanic - male	BLDPLM
Black, not Hispanic - female	BLDPLF
Black, not Hispanic - unknown	BLDPLU
White, not Hispanic - male	WHDPLM
White, not Hispanic - female	WHDPLF
White, not Hispanic - unknown	WHDPLU

Other High School Completers:

<u>Description</u>	<u>Data Field</u>
Total Other High School Completers	TOTOHC
American Indian/Alaska Native - male	AMOHCM
American Indian/Alaska Native - female	AMOHCF
American Indian/Alaska Native - unknown	AMOHCU
Asian/Pacific Islander - male	ASOHCM
Asian/Pacific Islander - female	ASOHCF
Asian/Pacific Islander - unknown	ASOHCU
Hispanic - male	HIOHCM
Hispanic - female	HIOHCF
Hispanic - unknown	HIOHCU
Black, not Hispanic - male	BLOHCM
Black, not Hispanic - female	BLOHCF
Black, not Hispanic - unknown	BLOHCU
White, not Hispanic - male	WHOHCM
White, not Hispanic - female	WHOHCF
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

DROPOUT STUDENTS

Seventh Grade Dropouts:

<u>Description</u>	<u>Data Field</u>
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:

<u>Description</u>	<u>Data Field</u>
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

Ninth Grade Dropouts:

<u>Description</u>	<u>Data Field</u>
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:

<u>Description</u>	<u>Data Field</u>
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:

<u>Description</u>	<u>Data Field</u>
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:

<u>Description</u>	<u>Data Field</u>
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

