

**Documentation to the NCES Common Core of Data
Public Elementary and Secondary School Universe:
1997-98**

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I. Introduction to the 1997–98 NCES Common Core of Data (CCD) Public Elementary and Secondary School Universe

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, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, the Virgin Islands, and the Department of Defense. In order to provide data comparable across states to the maximum extent feasible, common data items and definitions have been developed and accepted by NCES and representatives of SEAs over a period of time from the 1950's to the present. CCD data are sent to NCES by SEA personnel acting as CCD coordinators are edited and maintained in machine-readable data sets 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 LEA administrators, and the general public.

The purpose of the Common Core of Data (CCD) Nonfiscal surveys is to provide a listing of all schools (91,340) and agencies (16,411) providing free public elementary and secondary education in the United States and its outlying areas, along with basic descriptive statistical information on each unit listed. It includes all settings in which free public education is provided to children by a public agency. (Some SEAs do not provide information on education outside of the traditional public school system.) In the 1997-98 Common Core of Data Public Elementary and Secondary School Universe Survey there were 92,352 records, one for each public elementary and secondary school in the 50 states, District of Columbia, five outlying areas, and the Department of Defense dependent schools outside the United States. Schools that were open on last year's files (1996-97), but are closed for the 1997-98 school year (1,012) are kept on the file for one year. They are indicated by a value of 2 under the variable STATUS97 on the school file. Once these closed schools are stripped off the file, 91,340 open schools remain. Of the 91,340 open schools, 84,421 were regular elementary and secondary schools, 2,098 were special education schools, 952 were vocational/technical schools, and 3,869 were other/alternative schools.

The CCD system was developed and is designed to be inclusive rather than exclusive. In accordance with this purpose, CCD files contain a substantial number of records representing administrative and operating units that are unlike typical public schools (8 percent) and school districts (12 percent), eg. schools or districts without students, special education schools, etc. The CCD system provides features that enable the data provider and the data user to identify and select records according to the categories of interest to them. 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.

Public School Universe data include NCES and state identification numbers, name and ID number of the agency that operates the school, name, address, and phone number of school, school type (regular, special education, vocational education, and alternative), locale code (seven categories from urban to rural), number of students by grade and ungraded, number of students eligible for free lunch, and number of students by five racial/ethnic categories.

The remainder of this document contains a User's Guide and six appendices. The User's guide contains information on 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 on the data file.

Appendix B — Imputation Flag Frequencies indicates the number of schools for which any data item was imputed.

Appendix C — Glossary defines all of the CCD data items.

Appendix D — School Nonresponse Tables report data and count of records with zeros for the data items.

Appendix E — State Notes provide comments for data users on individual states.

Appendix F — School Universe Shuttle is the paper copy of the school survey form.

II. Users Guide

A. Methodology

Information at all levels of aggregation--school, agency, and state--is provided to NCES by officials in each state education agency. Since it is understood that local education staff have already provided information to SEA officials in conjunction with established administrative records systems, it is not the policy of CCD survey staff to contact local personnel for data verification 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. Appendix E provides information on when and how the data files were submitted by each state.

In the context of CCD, a school is an organization composed of students and staff. The CCD definition recognizes that this organization may encompass several locations, but must have a single contact point, which is the mailing address to be entered on the CCD school record. There may be situations in which pupils are served by two schools at the same time (e.g., a regular school and a vocational school). In these situations, a judgment must be made as to where the student should be

counted. Typically, such judgment is left to the SEA official who reports the data. Users should keep in mind that the CCD school universe encompasses units that may not be within the scope of every survey. In most cases, CCD files contain enough data so that decision rules can be applied to the file without the need for manual review of every case.

Comments for Users of the Data File

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

Undercoverage and Vertical Consistency - Although CCD coverage of traditional public schools and school districts (those schools and districts typed as regular) is virtually 100 percent, the same cannot be said for publicly funded education outside of the traditional settings and organizations. There are states that do not report schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the state education agency. Conversely, when these institutions are reported on the school and agency universes, 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 CCD, it is impossible for NCES to guarantee that state coordinators follow CCD conventions with regard to the deletion of closed schools or agencies and the addition of new ones. Confusion is particularly likely when agencies are merged.

Imputation Flag Options - Care has been taken to provide a meaningful entry in every cell of this data set. 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 coordinator responding to the CCD surveys. For each data cell, there is a companion cell containing a flag indicating whether the figure in the cell was reported by the state or was placed in the cell by NCES using one of several methodologies.

R - As reported by the state

A - Adjusted, but no arithmetic manipulation (example, "blank" changed to "M")

P - Imputation based on prior years data

I - Imputation based on a source other than prior year's data

T - Total based on sum of internal or external detail

C - Combined with data provided elsewhere by the state

N - Not applicable

On the record layout, the companion cell in each case is identified by the name of the data cell preceded by an "I". The documentation explains any action taken by NCES in regard to each variable. A frequency distribution of the values of each imputation flag is attached in appendix B and appendix D contains nonresponse tables.

Missing Value Options - All data elements are either completed by the state or they have been filled with a "0", "M", or "N".

0 - There are no occurrences of this data element. A value was expected and measured, but there were 0 (zero) cases found in the category. (For example, a high school having no 12 graders would report 0)

M - Data are missing. A value was expected and none was measured. (For example, a school that has at least one 12 grader but can not measure the number of 12 graders would report M.)

N - Data are not applicable. A value was neither expected nor measured. (For example, an elementary school would report N for 12 graders.)

FIPS Codes – Federal Information Processing Standards. A list of the FIPS codes is attached. (The Common Core of Data Public Education Agency and School Universe used the "old" FIPS codes for the outlying areas prior to the 1991-92 survey year.)

(A01) NCES Education Agency ID - Each record contains a unique NCES agency identification number.

(A02) State Education Agency ID - Each record contains a state agency identification number.

(A03) Name of Education Agency - Each record includes an agency name with which the school is affiliated. NCES reviewed any record filling the 30 characters assigned, and may have adjusted the agency name to improve readability (e.g., applied standard abbreviations).

(B01) State School ID - Each record contains a state school identification number.

(B02) NCES School ID - Each record contains a unique NCES school identification number.

(B03) Name of School - Each record has a school name. NCES reviewed any record filling the 30 characters assigned, and may have adjusted the school name to improve readability (e.g., applied standard abbreviations).

(B04) Mailing Address - Some mailing addresses consist solely of a city and state, indicated by an "N" in the street address field.

(B05) City - Each record has a city name in the address. There are valid cases in which a school may be located in one city and have a mailing address in another city.

(B06) State - Each record has a two-letter post office code indicating the state in which the school's mailing address is located. There are instances where a school that is part of one state's education system reports a mailing address in another state; these situations have been confirmed by the reporting state. There are 27 schools in the 1997-98 School Universe that have a different FIPS code

from the state abbreviation. A list of these schools is attached.

(B07) Zip Code - Each record has a valid zip code.

(B08) Telephone Number - Telephone numbers were reported as "M" or "N" for 612 schools.

(C01) School Type - Each record has a school type code. See appendix A and the *Instructions for Completing the Nonfiscal Surveys of the Common Core of Data 1997-98* for a detailed definition of each of these codes.

(C02) Operational Status Code - All schools are coded to reflect their status as reported for the 1997-98 school year. Valid responses include:

- 1 - School continues operational from the previous year
- 2 - School closed
- 3 - New school
- 4 - School was operational during the previous year, but was not reported in the 1997-98 collection.

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

(C03) Locale Code - Puerto Rico and the Department of Defense Dependents schools have not been assigned a type of locale and have an "N" for this field. All other records have a code ranging from 1-7 indicating the location of the school relative to populous areas, based on the school's mailing address. See the end of this "Comments for Users" section, and the *Instructions for Completing the Nonfiscal Surveys of the Common Core of Data 1997-98* for a detailed definition of each locale code.

(C04) FTE Teachers - Full-time equivalent teachers are collected to the nearest tenth. Some schools may report teachers, but no pupils, while other schools may report pupils in membership but no teacher FTE. These are valid records indicating situations in which more than one school provides services to pupils, but the pupils are attributed to a single school to avoid double counting; or where a teacher provides services to pupils at multiple schools. An example of the former situation might be an Area Vocational School whose pupil membership is attributed to high schools that send pupils for vocational services.

These data were not provided by Washington DC, Massachusetts, Minnesota, Tennessee, and Virginia. While Washington DC, Minnesota, Tennessee and Virginia reported "M" in the teacher field, Massachusetts reported "N" for its 1,868 schools because teacher data are only collected at the district level. However, NCES adjusted reports to show FTE as missing for these school records by placing an "M" in the teacher field since a value was expected, but none was measured.

The submission from Colorado contained a group of records that accounted for district-wide teaching staff. In order to avoid undercounting of teachers at the school and state level, it was decided in consultation with Colorado's CCD coordinator, to apportion these teacher counts across the schools within the associated district. The following methodology was used:

- a. The Colorado file was divided into the district-wide records and the remaining school records.
- b. The ratio of each school's reported teachers to the sum of teachers across all schools in a district was calculated.
- c. These school records were then matched with the district-wide records and each school's ratio applied to the district-wide teacher total. This resulted in the number to be added to the school's originally reported teacher count.
- d. Records which were adjusted through this process may be identified by the value "C" in the teacher flag field (IFTE93, Position 300).

(D01) Ungraded Membership - The classification of "ungraded" is not used for students in Alabama, Alaska, Florida, Georgia, Minnesota, Nebraska, New Mexico, North Dakota, South Carolina, Texas, Washington, Wisconsin, and Department of Defense Dependents Schools. Also, no ungraded students were reported for Delaware, Guam and Northern Marianas. Idaho, and Wyoming, have small numbers of ungraded pupils in unique settings and reported those numbers where applicable and "0" where there were no pupils in that category.

(D02-D15) Prekindergarten Membership, Kindergarten Membership, Grades 1-12, Membership, by Grade - NCES uses the sum of students by grade (ungraded and prekindergarten through 12) as the official count of students for the school.

(E01) Free Lunch Eligible - These counts may be taken by the schools at a different time than the membership counts, and free lunch and membership totals may not be comparable in a given school. In some states, a single school may provide the free lunch program for a cluster of schools, and the free lunch eligible count for the school providing services may be over represented relative to the school's total membership. To avoid identifying any student as eligible for free lunch, the maximum number reported has been adjusted to 95 percent of a schools total membership.

(E02-E06) Membership, by Race - These counts may be taken by the schools at a different time than membership counts, thus, racial/ethnic and membership totals may not be the same.

Appendix C is a glossary of the definitions of the variables on the dataset.

Information on Locale Codes

Locale codes were systematically assigned by the Geography Division, Bureau of the Census. The codes were assigned based on the classification of the place in which each school is located. This was done by matching the school addresses from the Common Core of Data School Universe Survey to the Census Bureau's City Reference File. The School Universe contained 91,340 records, which were assigned to one of the seven locale code categories. They were unable to assign 2,270 records. Of those, 1,672 were located in Puerto Rico or the Outlying Areas and 160 were DOD Dependents Schools. Codes for the remaining 298 records, located in the United States, were pulled forward from the prior year because of either an inability to geocode the address or an inability to identify the urban/rural status of the school. The latter occurred in areas in which the record could not be assigned to an incorporated place or Census Designated Place.

Locale Code Categories

- 1 **Large City**
A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000.
- 2 **Mid-size City**
A central city of a CMSA or MSA, with the city having a population less than 250,000.
- 3 **Urban Fringe of a Large City**
Any incorporated place, Census designated place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.
- 4 **Urban Fringe of a Mid-size City**
Any incorporated place, Census designated place, or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.
- 5 **Large Town**
An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.
- 6 **Small Town**
An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.
- 7 **Rural**
Any incorporated place, Census designated place, or non-place territory designated as rural by the Census Bureau.

Schools With Mailing Address in an Alternative State

NCES School ID	School Name	City	State
<u>Arizona School</u>			
040000700160	SHIPROCK, BIA	SHIPROCK	NM
<u>Arkansas Schools</u>			
051311001068	ARKANSAS HIGH SCHOOL	TEXARKANA	TX
051311001069	CARVER KINDERGARTEN	TEXARKANA	TX
051311001070	COLLEGE HILL ELEMENTARY SCHOOL	TEXARKANA	TX
051311001071	COLLEGE HILL JR. HIGH SCHOOL	TEXARKANA	TX
051311001072	FAIRVIEW ELEMENTARY SCHOOL	TEXARKANA	TX
051311001073	NORTH HEIGHTS JR. HIGH SCHOOL	TEXARKANA	TX
051311001074	UNION ELEMENTARY SCHOOL	TEXARKANA	TX
051311001075	VERA KILPATRICK ELEM. SCHOOL	TEXARKANA	TX
051311001076	WASHINGTON INTERMEDIATE SCH	TEXARKANA	TX
051311001264	EDWARD D. TRICE ELEM. SCHOOL	TEXARKANA	TX
<u>California School</u>			
062519003767	STATELINE ELEMENTARY	NEW PINE CREEK	OR
<u>Idaho Schools</u>			
160132000237	POWELL ELEMENTARY JUNIOR HI	LOLO	MT
160261000459	PLEASANT VALLEY ELEM/JR HI	JORDAN VALLEY	OR
<u>Indiana School</u>			
181161001870	UNION ELEMENTARY SCHOOL	COLLEGE CORNER	OH
<u>Minnesota School</u>			
273315001446	SIOUX VALLEY ELEMENTARY SCH	LAKE PARK	IA
<u>North Dakota Schools</u>			
380315000073	STEVENSON SCHOOL	SIDNEY	MT
380567000826	SQUAW GAP SCHOOL	SIDNEY	MT
381869000820	UNION SCHOOL	POLLOCK	SD
382034000714	EAST FAIRVIEW ELEMENTARY	FAIRVIEW	MT
<u>South Dakota Schools</u>			
467209000503	KLEIN ELEMENTARY	VALENTINE	NE
467209000504	LAKEVIEW ELEMENTARY	CROOKSTON	NE
467209000506	LITTLEBURG ELEMENTARY	VALENTINE	NE
<u>Texas School</u>			
484254004866	TEXHOMA EL	TEXHOMA	OK

Utah Schools

490114000892	HILDALE SCHOOL	COLORADO CITY	AZ
490090000491	NAVAJO MOUNTAIN HIGH	TONALEA	AZ

Wyoming School

560583000337	ALTA ELEMENTARY SCHOOL	DRIGGS	ID
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State Codes and Abbreviations Used in CCD Datasets

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

B. User Guidelines for Processing the Public Elementary and Secondary School Universe

The SAS file for the 1997-98 National Public Elementary and Secondary School Universe is called CCDSCH97.SD2 and the flat ASCII file is called CCDSCH97.DAT. The record layout for the file is contained in appendix A.

APPENDIX A
Record Layout for Common Core of Data Public School Universe, 1997-98

Variable name	Field length	Record position	Data type	Description
NCESSCH	12	001-012	A	ID assigned by NCES to each school.
LEAID	7	001-007	A	ID assigned by NCES to system NOTE: Position # 001-002 is the FIPS state code for the location of the school, and position # 003-012 is the agency code.
SCHNO	5	008-012	A	Unique number for each school within a LEA. NOTE: By combining FIPS state code with SCHNO, each school can be uniquely identified within the total file.
STID97	14	013-026	A	State's own ID for the education agency.
LEANM97	30	027-056	A	Name of the education agency which operates this school.
SEASCH97	20	057-076	A	State's own ID for the school.
SCHNAM97	30	077-106	A	Name of the school.
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 data are missing; that is, a value is expected but none was measured.				
N - when data are not applicable; that is, a value is neither expected nor measured.				
STREET97	30	107-136	A	The mailing address of the school -- may be a street address, a Post Office box number, or, if verified that there is no address beyond CITY, STATE, and ZIP, the character "N."
CITY97	18	137-154	A	City name of the mailing address.
ST97	2	155-156	A	Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see attached list).
ZIP97	5	157-161	A	Five-digit U.S. Postal Service ZIP code for the mailing address.
ZIP497	4	162-165	A	If the mailing address has been assigned the additional four-digit ZIP+4, this field contains that number; otherwise, this field is blank.
PHONE97	10	166-175	A	Telephone number of school. NOTE: Position # 166-168 is the area code, and position #169-175 is the exchange and number.
TYPE97	1	176-176	A	NCES code for type of school : 1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school
STATUS97	1	177-177	A	NCES code for the school status :

1 = School was operational at the time of the last report and is currently operational.
 2 = School has closed since the time of the last report.
 3 = School has been opened since the time of the last report.
 4 = School was operational at the time of the last report but was not on the CCD list at that time.

LOCALE97	1	178-178	A	<p>NCES code for location of the school relative to populous areas :</p> <p>1 = Large City - A central city of Consolidated Metropolitan Statistical Area (CMSA) with the city having a population greater than or equal to 250,000.</p> <p>2 = Mid-size City - A central city of a CMSA or Metropolitan Statistical Area(MSA), with the city having a population less than 250,000.</p> <p>3 = Urban Fringe of Large City - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.</p> <p>4 = Urban Fringe of Mid-size City - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.</p> <p>5 = Large Town - An incorporated place or Census Designated Place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.</p> <p>6 = Small Town - An incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA.</p> <p>7 = Rural - Any incorporated place, Census Designated Place, or non-place territory designated as rural by the Census Bureau.</p>
FTE97	5	179-183	N	Full-time equivalent of classroom teachers, reported to the nearest tenth; field includes one implied decimal point.
GRSPAN97	4	184-187	A	<p>Range of grades taught in the school, derived from the grades for which students were reported. The following codes are used:</p> <p>UG = Ungraded PK = Prekindergarten KG = Kindergarten 01 -- 12 = First through Twelfth grade 00 = School had no students reported</p> <p>UG and 00 each occurs only in isolation from other codes. When one of these does occur, it is both the lowest and the highest grade.</p>
GSLO97	2	184-185	A	NCES code for lowest grade taught.
GSHI97	2	186-187	A	NCES code for highest grade taught.
UG97	5	188-192	N	Students in ungraded classes.
PK97	5	193-197	N	Prekindergarten students.
KG97	5	198-202	N	Kindergarten students.

G0197	5	203-207	N	1 st grade students.
G0297	5	208-212	N	2 nd grade students.
G0397	5	213-217	N	3 rd grade students.
G0497	5	218-222	N	4 th grade students.
G0597	5	223-227	N	5 th grade students.
G0697	5	228-232	N	6 th grade students.
G0797	5	233-237	N	7 th grade students.
G0897	5	238-242	N	8 th grade students.
G0997	5	243-247	N	9 th grade students.
G1097	5	248-252	N	10 th grade students.
G1197	5	253-257	N	11 th grade students.
G1297	5	258-262	N	12 th grade students.
MEMBER97	6	263-268	N	Calculated total of all students reported; if any grades contain missing values, this may not represent the school's actual total.
FLE97	6	269-274	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
IND97	5	275-279	N	American Indian or Alaskan Native students.
ASIAN97	5	280-284	N	Asian or Pacific Islander students.
HISP97	5	285-289	N	Hispanic students.
BLACK97	5	290-294	N	Black, Non-Hispanic students.
WHITE97	5	295-299	N	White, Non-Hispanic students.
TOTETH97	6	300-305	N	Sum of American Indian/Alaskan; Asian/Pacific Islander; Hispanic; Black, Non-Hispanic; and White, Non-Hispanic students.
PUPTCH97	6	306-311	N	Total students divided by FTE classroom teachers, reported to the nearest tenth; filed include one implied decimal point.
IFTE97	1	312-312	A	If the field contains anything other than "R", the FTE of classroom teachers originally submitted was adjusted.
IUG97	1	313-313	A	If the field contains anything other than "R", the count of Ungraded students originally submitted was adjusted.
IPK97	1	314-314	A	If the field contains anything other than "R", the count of Prekindergarten students originally submitted was adjusted.
IKG97	1	315-315	A	If the field contains anything other than "R", the count of Kindergarten students originally submitted was adjusted.
IG0197	1	316-316	A	If the field contains anything other than "R", the count of First Grade Students originally submitted was adjusted.
IG0297	1	317-317	A	If the field contains anything other than "R", the count of Second Grade Students originally submitted was adjusted.
IG0397	1	318-318	A	If the field contains anything other than "R", the count of Third Grade Students

				originally submitted was adjusted.
IG0497	1	319-319	A	If the field contains anything other than "R", the count of Fourth Grade Students originally submitted was adjusted.
IG0597	1	320-320	A	If the field contains anything other than "R", the count of Fifth Grade Students originally submitted was adjusted.
IG0697	1	321-321	A	If the field contains anything other than "R", the count of Sixth Grade Students originally submitted was adjusted.
IG0797	1	322-322	A	If the field contains anything other than "R", the count of Seventh Grade Students originally submitted was adjusted.
IG0897	1	323-323	A	If the field contains anything other than "R", the count of Eighth Grade Students originally submitted was adjusted.
IG0997	1	324-324	A	If the field contains anything other than "R", the count of Ninth Grade Students originally submitted was adjusted.
IG1097	1	325-325	A	If the field contains anything other than "R", the count of Tenth Grade Students originally submitted was adjusted.
IG1197	1	326-326	A	If the field contains anything other than "R", the count of Eleventh Grade Students originally submitted was adjusted.
IG1297	1	327-327	A	If the field contains anything other than "R", the count of Twelfth Grade Students originally submitted was adjusted.
IMEMB97	1	328-328	A	If the field contains anything other than "T", the computed Total Membership originally submitted was adjusted.
IFLE97	1	329-329	A	If the field contains anything other than "R", the count of Free Lunch Eligible students originally submitted was adjusted.
IIND97	1	330-330	A	If the field contains anything other than "R", the count of American Indian/Alaskan students originally submitted was adjusted.
IASIAN97	1	331-331	A	If the field contains anything other than "R", the count of Asian/Pacific Island students originally submitted was adjusted.
IHISP97	1	332-332	A	If the field contains anything other than "R", the count of Hispanic students originally submitted was adjusted.
IBLACK97	1	333-333	A	If the field contains anything other than "R", the count of Black, Non-Hispanic students originally submitted was adjusted.
IWHITE97	1	334-334	A	If the field contains anything other than "R", the count of White, Non-Hispanic students originally submitted was adjusted.
IETH97	1	335-335	A	If the field contains anything other than "T", one or more of the Racial/Ethnic counts originally submitted was adjusted.
IPUTCH97	1	336-336	A	If the field contains anything other than "T", one or more of the Pupil/Teacher counts originally submitted was adjusted.

Appendix B—Imputation Flag Frequencies

Common Core of Data Public School Universe, 1997-1998
Imputation Flag Frequencies

ADJUSTED TEACHERS FLAG

IFTE97	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5066	5.5	5066	5.5
N	1012	1.1	6078	6.6
R	86274	93.4	92352	100.0

ADJUSTED UNGRADED STUDENTS FLAG

IUG97	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	60282	65.3	60282	65.3
N	1012	1.1	61294	66.4
R	31058	33.6	92352	100.0

ADJUSTED PREKINDERGARTEN STUDENTS FLAG

IPK97	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	43745	47.4	43745	47.4
N	1012	1.1	44757	48.5
R	47595	51.5	92352	100.0

Imputation Flags:

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- C - Combined with Data Provided Elsewhere by the State
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Common Core of Data Public School Universe, 1997-1998
Imputation Flag Frequencies

ADJUSTED KINDERGARTEN STUDENTS FLAG

IKG97	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	28619	31.0	28619	31.0
N	1012	1.1	29631	32.1
R	62721	67.9	92352	100.0

ADJUSTED 1ST GRADE STUDENTS FLAG

IG0197	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	27652	29.9	27652	29.9
N	1012	1.1	28664	31.0
R	63688	69.0	92352	100.0

ADJUSTED 2ND GRADE STUDENTS FLAG

IG0297	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	27566	29.8	27566	29.8
N	1012	1.1	28578	30.9
R	63774	69.1	92352	100.0

Imputation Flags:

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Common Core of Data Public School Universe, 1997-1998
Imputation Flag Frequencies

ADJUSTED 3RD GRADE STUDENTS FLAG

IG0397	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	27628	29.9	27628	29.9
N	1012	1.1	28640	31.0
R	63712	69.0	92352	100.0

ADJUSTED 4TH GRADE STUDENTS FLAG

IG0497	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	28115	30.4	28115	30.4
N	1012	1.1	29127	31.5
R	63225	68.5	92352	100.0

ADJUSTED 5TH GRADE STUDENTS FLAG

IG0597	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	29211	31.6	29211	31.6
N	1012	1.1	30223	32.7
R	62129	67.3	92352	100.0

Imputation Flags:

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Common Core of Data Public School Universe, 1997-1998
Imputation Flag Frequencies

ADJUSTED 6TH GRADE STUDENTS FLAG

IG0697	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	39152	42.4	39152	42.4
N	1012	1.1	40164	43.5
R	52188	56.5	92352	100.0

ADJUSTED 7TH GRADE STUDENTS FLAG

IG0797	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45260	49.0	45260	49.0
N	1012	1.1	46272	50.1
R	46080	49.9	92352	100.0

ADJUSTED 8TH GRADE STUDENTS FLAG

IG0897	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45297	49.0	45297	49.0
N	1012	1.1	46309	50.1
R	46043	49.9	92352	100.0

Imputation Flags:

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Common Core of Data Public School Universe, 1997-1998
Imputation Flag Frequencies

ADJUSTED 9TH GRADE STUDENTS FLAG

IG0997	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	48492	52.5	48492	52.5
N	1012	1.1	49504	53.6
R	42848	46.4	92352	100.0

ADJUSTED 10TH GRADE STUDENTS FLAG

IG1097	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	48978	53.0	48978	53.0
N	1012	1.1	49990	54.1
R	42362	45.9	92352	100.0

ADJUSTED 11TH GRADE STUDENTS FLAG

IG1197	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	49197	53.3	49197	53.3
N	1012	1.1	50209	54.4
R	42143	45.6	92352	100.0

Imputation Flags:

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Common Core of Data Public School Universe, 1997-1998
Imputation Flag Frequencies

ADJUSTED 12TH GRADE STUDENTS FLAG

IG1297	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	49548	53.7	49548	53.7
N	1012	1.1	50560	54.7
R	41792	45.3	92352	100.0

ADJUSTED TOTAL STUDENTS FLAG

IMEMB97	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	1012	1.1	1012	1.1
T	91340	98.9	92352	100.0

ADJUSTED FREE-LUNCH ELIGIBLE STUDENTS

IFLE97	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5161	5.6	5161	5.6
N	1012	1.1	6173	6.7
R	86179	93.3	92352	100.0

Imputation Flags:

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Common Core of Data Public School Universe, 1997-1998
Imputation Flag Frequencies

ADJUSTED AM INDIAN/ALASKAN STUDENTS FLAG

IIND97	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5727	6.2	5727	6.2
N	1012	1.1	6739	7.3
R	85613	92.7	92352	100.0

ADJUSTED ASIAN/PACIFIC ISLANDER STU FLAG

IASIAN97	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4414	4.8	4414	4.8
N	1012	1.1	5426	5.9
R	86926	94.1	92352	100.0

ADJUSTED HISPANIC STUDENTS FLAG

IHISP97	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2729	3.0	2729	3.0
N	1012	1.1	3741	4.1
R	88611	95.9	92352	100.0

Imputation Flags:

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Common Core of Data Public School Universe, 1997-1998
 Imputation Flag Frequencies

ADJUSTED BLACK NON-HISPANIC STUDENT FLAG

IBLACK97	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3722	4.0	3722	4.0
N	1012	1.1	4734	5.1
R	87618	94.9	92352	100.0

ADJUSTED WHITE NON-HISPANIC STUDENT FLAG

IWHITE97	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2996	3.2	2996	3.2
N	1012	1.1	4008	4.3
R	88344	95.7	92352	100.0

ADJUSTED ETHNICITY FLAG

IETH97	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	1012	1.1	1012	1.1
T	91340	98.9	92352	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- N - Not Applicable
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Common Core of Data Public School Universe, 1997-1998
 Imputation Flag Frequencies

ADJUSTED PUPIL TEACHER RATIO FLAG

IPUTCH97	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	1012	1.1	1012	1.1
T	91340	98.9	92352	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- N - Not Applicable
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APPENDIX C

Glossary

For 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.

Alternative Education School

A public elementary/secondary school that addresses needs of students which 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/Alaskan 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

Classification of changes in an education agency's boundaries or jurisdiction. Classifications include no change; closed with no effect on another agency's boundaries; new agency with no effect on another agency's boundaries; and action taken to create, close, or modify affected the boundaries of at least one other agency.

Central City

A central city is defined as a city within a Metropolitan Statistical Area (MSA) with a minimum population of 50,000; and has a Census Urbanized Area Code.

Classroom Teachers

See Teachers"

Consolidated Metropolitan Statistical Area (CMSA)

CMSA is defined as an area of greater than 1,000,000 population, totality of the PMSAs in a single geographical area.

Diploma, High School

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

Dropout

A dropout is 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.

Education Agency

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

Elementary

Elementary is defined as 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.

Federally Operated Education Agency

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

Free Lunch Program

The free lunch program is defined as 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)

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

General Education Development (GED) Test

General education development test is defined as 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.

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, other diploma recipients, and other high school completers (e.g., those granted a certificate of attendance).

Guidance Counselors/Directors

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 should apply 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 regular diploma recipients, other diploma recipients, other high school completers, and high school equivalency recipients (State Nonfiscal Survey only).

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 Recipients

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

Hispanic

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

Individualized Educational Program (IEP)

IEP is a written instructional plan for students with disabilities designated as special education students under IDEA-Part B. This includes statement of present levels of educational performance of a child; statement of annual goals, including short-term instructional objectives; statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs; projected date for initiation and anticipated duration of services; appropriate objectives, criteria and evaluation procedures; and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Instructional Aides

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

Instructional Coordinators and Supervisors

Instruction coordinators and supervisors that supervise instructional programs at the school district or subdistrict level and are defined as educational television staff; coordinators and supervisors of audio-visual services; and curriculum coordinators and in-service training staff; Chapter I and home economics supervisors; staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

Kindergarten

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

Large City

A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000.

Large Town

An incorporated place or CDP with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

Local Education Agency (LEA) Administrative Support Staff

LEA administrative support staff is defined as all staff members who provide direct support to LEA administrators, business office support, and data processing.

LEA Administrators

LEA administrators are chief executive officers of the education agencies, including superintendents, deputies, and assistant superintendents; other persons with district-wide responsibilities: e.g., business managers, administrative assistants, professional instructional support staff, Chapter I coordinators, and home economics supervisors.

Exclude supervisors of instructional or student support staff.

Librarians

Librarians are defined as professional staff members and supervisors assigned specific duties and school time for professional library services activities.

This includes selecting, acquiring, preparing, cataloguing, and circulating books and other printed materials; planning the use of the library by students, teachers, and instructional staff; and guiding individuals in use of library books and material maintained separately or as a part of an instructional materials center.

Library and Media Support Staff

Library and media support staff are defined as staff members who render other professional library and media services; also includes library aides and those involved in library/media support.

Their 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 audio-visual center, TV studio, related work-study areas, and services provided by audio-visual personnel.

Media Specialists

Media specialists are defined as directors, coordinators, and supervisors of media centers.

See point under Librarians.

Membership

Membership is defined as 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 Status (Metro Status)

Metro status is defined as the classification of an education agency's service area relative to a Metropolitan Statistical Area.

Metropolitan Areas

The term Metropolitan Area (MA) refers collectively to Metropolitan Statistical Areas, Consolidated Metropolitan Statistical Areas, Primary Metropolitan Statistical Areas, and New England County Metropolitan Areas. The Office of Management and Budget (OMB) defines new MAs and revised definitions of existing MAs by applying published standards to decennial census data.

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. An area is defined as MSA if: It is the only MSA in the immediate area and it has a city of at least 50,000 population; or it is an urbanized area of at least 50,000 with a total metropolitan population of at least 100,000 (75,000 in New England).

Mid-size City

A central city of a CMSA or MSA, with the city having a population less than 250,000.

Non-MSA City

A Non-MSA city is a city or place not in an MSA with a minimum population of 25,000 inhabitants and a population density of at least 1,000 per square mile; and does not have a Census Urbanized Area Code.

Officials and Administrators

Officials and administrators are chief executive officers of the education agencies, including superintendents, deputies, and assistant superintendents; and other persons with district-wide responsibilities, such as business managers, administrative assistants, etc.

Operational Status

Classification of the operational condition of a school. Classifications include currently operational, closed, and opened.

Other Diploma Recipients

Other diploma recipients are individuals who received a diploma from other than a regular school program during the previous school year and subsequent summer school.

Other High School Completers

Other high school completers are individuals who have 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

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

Outside Urbanized Area

Outside urbanized area is defined as an area not contiguous to any city or urban fringe area with a minimum population of 2,500 inhabitants; an area with a population density of at least 1,000 per square mile; and without a Census Urbanized Area Code.

Prekindergarten Students

Prekindergarten students are defined as students who are 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.

Prekindergarten Teachers

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

Primary Metropolitan Statistical Area (PMSA)

If an area meets the requirements to qualify as a MSA and has a population of one million or more, one or more PMSAs may be defined within it if statistical criteria are met and local opinion also is in favor. A PMSA consists of a large urbanized county, or a cluster of such counties (cities and towns in New England) that have substantial commuting interchange. When one or more PMSAs have been recognized the larger area of which they are component parts then is designated a CMSA.

Public School

Public school is defined as an institution that provides educational services and has one or more grade groups (PK-12), or which 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.

Regional Education Service Agency

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

Regular Diploma Recipients

Graduates who received a regular diploma during the previous school year and subsequent summer school.

Regular School

A regular school is defined as a public elementary/secondary school that does not focus primarily on vocational, special, or alternative education.

Rural

An area designated as rural is an area with 2,500 inhabitants or fewer; or a population density of less than 1,000 per square mile; or does not have a Census Urbanized Area Code.

School Administrative Support Staff

School administrative support staff are 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 Administrators

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

School District

A school district is an educational agency or administrative unit that operates under a public board of education.

Secondary

Secondary is defined as 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.

Small Town

An incorporated place or CDP with population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.

Special Education School

A special education school is defined as a public elementary/secondary school that focuses primarily on special education; including instruction for any of the following: hard of hearing, deaf, speech-impaired, health-impaired, orthopedically impaired, mentally retarded, seriously emotionally disturbed, multi-handicapped, visually handicapped, deaf and blind; and which adapts curriculum, materials or instruction for students served.

State Education Agency

State education agency is defined as an agency of the state charged with primary responsibility for coordinating and supervising public instruction including setting of standards for elementary and secondary instructional programs.

State-Operated Agency

A State-operated agency is one 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

A student is 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

Student support services staff are 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

Supervisory Union is defined as an educational agency where administrative services are performed for more than one school district, by a common superintendent.

Teachers

Teachers are defined as individuals who provide instruction to pre-kindergarten, kindergarten, grades 1 through 12, or ungraded classes; or individuals who teach in an environment other than a classroom setting; and who maintain daily student attendance records.

Ungraded Students

Ungraded students are defined as individuals assigned to classes or programs that do not have standard grade designations.

Urban Fringe

Urban fringe is defined as a closely settled area, contiguous to a central city outside a central city; with a minimum population of 2,500 inhabitants; with a population density of at least 1,000 per square mile; and has a Census Urbanized Area Code.

Urban Fringe of a Large City

Any incorporated place, CDP, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

Urban Fringe of a Mid-size City

Any incorporated place, CDP, or non-place territory within a CMSA or MSA of a Mid-Size City and defined as urban by the Census Bureau.

Urbanized Area

An urbanized area is defined as an area with a population concentration of at least 50,000; generally consisting of a central city and the surrounding, closely settled, contiguous territory and with a population density of at least 1,000 per square mile.

Vocational Education School

A vocational educational school is defined as a public elementary/secondary school that focuses primarily on vocational education; and provides education and training in one or more semi-skilled or technical occupations.

White

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

Appendix D—Nonresponse Tables

COMMON CORE OF DATA PUBLIC SCHOOL UNIVERSE, 1997-98
TOTAL NUMBER OF SCHOOLS, TOTAL STUDENT MEMBERSHIP, FREE-LUNCH ELIGIBLE, AND STUDENTS BY RACE
DATA AND COUNT OF RECORDS WITH ZEROES, BY STATE

State	Number of Schools	Student Membership			Free-Lunch Eligible		Students By Race	
		Total	Records w/o Data	Records w/ Zero	Records w/o Data	Records w/ Zero	Records w/o Data	Records w/ Zero
Total On File	91,340	46,809,709	1,905	0	17,966	3,777	2,669	54,288
Alabama	1,353	738,596	8	0	3	30	8	1,091
Alaska	506	132,122	9	0	9	152	9	297
Arizona	1,429	815,294	45	0	1,429	0	45	507
Arkansas	1,112	461,847	0	0	0	3	0	845
California	8,182	5,728,378	4	0	3	611	4	2,527
Colorado	1,562	687,167	65	0	64	89	65	581
Connecticut	1,080	535,162	22	0	89	28	22	671
Delaware	186	111,960	1	0	16	1	1	120
District of Columbia	171	77,111	1	0	171	0	1	155
Florida	2,888	2,294,001	11	0	11	121	11	1,295
Georgia	1,823	1,375,980	0	0	0	17	0	1,152
Hawaii	251	189,887	1	0	1	0	1	72
Idaho	642	244,318	6	0	4	65	642	0
Illinois	4,244	2,008,519	16	0	4,244	0	16	3,293
Indiana	1,926	987,525	67	0	128	6	67	1,426
Iowa	1,552	498,889	4	0	5	28	4	1,141
Kansas	1,454	468,687	1	0	1	10	1	884
Kentucky	1,418	643,456	66	0	139	2	67	1,191
Louisiana	1,488	776,305	12	0	12	33	12	1,110
Maine	724	212,982	27	0	57	0	29	598
Maryland	1,300	830,744	2	0	1	17	2	599
Massachusetts	1,868	949,006	10	0	1,868	0	9	1,248
Michigan	3,862	1,686,760	237	0	166	449	237	2,159
Minnesota	2,260	853,355	248	0	249	152	315	1,060
Mississippi	1,013	507,776	139	0	144	0	139	761
Missouri	2,301	906,220	107	0	175	55	147	1,617
Montana	889	162,335	0	0	0	160	0	724
Nebraska	1,375	292,681	22	0	22	309	22	1,064
Nevada	455	296,621	7	0	80	0	7	114
New Hampshire	513	201,634	0	0	14	83	0	412
New Jersey	2,314	1,249,910	1	0	83	0	1	1,728
New Mexico	745	331,675	1	0	745	0	1	416
New York	4,208	2,860,277	4	0	4	240	4	2,186
North Carolina	2,063	1,236,063	15	0	113	5	15	1,001
North Dakota	605	118,572	40	0	40	32	40	473
Ohio	3,945	1,871,436	104	0	75	511	104	3,108
Oklahoma	1,840	622,580	22	0	44	3	22	997
Oregon	1,253	542,175	1	0	1	70	1	419
Pennsylvania	3,181	1,815,151	66	0	3,181	0	66	2,371
Rhode Island	314	153,321	0	0	4	2	0	175
South Carolina	1,096	650,755	41	0	66	1	60	758
South Dakota	833	142,449	19	0	22	121	19	684
Tennessee	1,571	903,919	49	0	1,571	0	49	906
Texas	7,090	3,891,877	37	0	37	297	37	4,302
Utah	759	481,735	0	0	54	0	0	303
Vermont	395	105,984	40	0	194	0	40	323
Virginia	1,910	1,110,723	99	0	180	1	99	1,048
Washington	2,180	991,235	164	0	2,180	0	164	476
West Virginia	854	301,419	35	0	36	26	35	742
Wisconsin	2,112	881,780	0	0	40	1	0	1,185
Wyoming	413	97,115	1	0	1	43	1	319
DoD Dependents Schools	160	78,254	0	0	160	0	0	28
American Samoa	31	15,204	0	0	0	0	0	31
Guam	36	32,350	0	0	0	3	0	21
Northern Marianas	26	9,246	0	0	0	0	0	26
Puerto Rico	1,543	617,077	27	0	29	0	27	1,516
Virgin Islands	36	22,109	1	0	1	0	1	32

NOTE: Totals represent data after post-edit and are the summaries of data on the file and may undercount categories to the extent that data are not reported.

COMMON CORE OF DATA PUBLIC SCHOOL UNIVERSE, 1997-98
TOTAL NUMBER OF SCHOOLS, STUDENT MEMBERSHIP, AND CLASSROOM TEACHERS WITH COUNT OF RECORDS LACKING
DATA AND COUNT OF RECORDS WITH ZEROES, BY STATE

State	Number of Schools	Student Membership			Teachers		
		Total	Records w/o Data	Records w/ Zero	Total	Records w/o Data	Records w/ Zero
Total On File	91,340	46,809,709	1,905	0	2,501,877	8,367	1,315
Alabama	1,353	738,596	8	0	4,457	3	1
Alaska	506	132,122	9	0	759	1	19
Arizona	1,429	815,294	45	0	4,091	239	2
Arkansas	1,112	461,847	0	0	2,702	0	10
California	8,182	5,728,378	4	0	26,027	41	0
Colorado	1,562	687,167	65	0	3,784	26	39
Connecticut	1,080	535,162	22	0	3,740	0	9
Delaware	186	111,960	1	0	677	15	0
District of Columbia	171	77,111	1	0	---	171	0
Florida	2,888	2,294,001	11	0	12,398	1	229
Georgia	1,823	1,375,980	0	0	8,503	0	0
Hawaii	251	189,887	1	0	1,059	1	1
Idaho	642	244,318	6	0	1,321	2	4
Illinois	4,244	2,008,519	16	0	11,595	0	85
Indiana	1,926	987,525	67	0	5,630	32	0
Iowa	1,552	498,889	4	0	3,361	0	4
Kansas	1,454	468,687	1	0	3,123	0	2
Kentucky	1,418	643,456	66	0	3,998	0	48
Louisiana	1,488	776,305	12	0	4,784	0	10
Maine	724	212,982	27	0	1,442	2	0
Maryland	1,300	830,744	2	0	4,710	0	10
Massachusetts	1,868	949,006	10	0	---	1,868	0
Michigan	3,862	1,686,760	237	0	8,886	42	151
Minnesota	2,260	853,355	248	0	---	2,260	0
Mississippi	1,013	507,776	139	0	2,938	6	2
Missouri	2,301	906,220	107	0	5,948	1	19
Montana	889	162,335	0	0	1,024	0	0
Nebraska	1,375	292,681	22	0	2,007	0	25
Nevada	455	296,621	7	0	1,533	4	13
New Hampshire	513	201,634	0	0	1,334	0	1
New Jersey	2,314	1,249,910	1	0	8,552	1	0
New Mexico	745	331,675	1	0	1,965	0	0
New York	4,208	2,860,277	4	0	18,252	0	21
North Carolina	2,063	1,236,063	15	0	8,448	13	23
North Dakota	605	118,572	40	0	807	0	15
Ohio	3,945	1,871,436	104	0	10,815	1	78
Oklahoma	1,840	622,580	22	0	3,959	1	6
Oregon	1,253	542,175	1	0	2,654	11	2
Pennsylvania	3,181	1,815,151	66	0	10,269	2	31
Rhode Island	314	153,321	0	0	1,060	4	0
South Carolina	1,096	650,755	41	0	4,178	0	0
South Dakota	833	142,449	19	0	915	7	3
Tennessee	1,571	903,919	49	0	---	1,571	0
Texas	7,090	3,891,877	37	0	25,367	37	274
Utah	759	481,735	0	0	2,270	1	0
Vermont	395	105,984	40	0	792	28	0
Virginia	1,910	1,110,723	99	0	---	1,910	0
Washington	2,180	991,235	164	0	4,896	0	174
West Virginia	854	301,419	35	0	2,034	9	2
Wisconsin	2,112	881,780	0	0	5,572	54	0
Wyoming	413	97,115	1	0	659	2	0
DoD Dependents Schools	160	78,254	0	0	581	0	0
American Samoa	31	15,204	0	0	76	0	0
Guam	36	32,350	0	0	130	0	0
Northern Marianas	26	9,246	0	0	48	0	2
Puerto Rico	1,543	617,077	27	0	3,902	0	0
Virgin Islands	36	22,109	1	0	156	0	0

NOTE: Totals represent data after post-edit and are the summaries of data on the file and may undercount categories to the extent that data are not reported.
---These states did not provide classroom teachers at School level.

COMMON CORE OF DATA PUBLIC SCHOOL UNIVERSE, 1997-98
NUMBER OF RECORDS LACKING TELEPHONE NUMBER AND STREET ADDRESS, BY STATE

State	Total Records	Records Lacking Telephone Number		Records Lacking Street Address
		N	M	
Total On File	91,340	66	546	317
Alabama	1,353	0	0	0
Alaska	506	0	1	0
Arizona	1,429	0	12	8
Arkansas	1,112	0	0	0
California	8,182	0	0	0
Colorado	1,562	0	53	8
Connecticut	1,080	0	0	3
Delaware	186	0	0	0
District of Columbia	171	0	0	0
Florida	2,888	0	7	2
Georgia	1,823	0	0	0
Hawaii	251	0	1	0
Idaho	642	0	0	2
Illinois	4,244	1	20	0
Indiana	1,926	0	0	4
Iowa	1,552	0	0	90
Kansas	1,454	0	0	39
Kentucky	1,418	0	21	14
Louisiana	1,488	0	0	0
Maine	724	0	0	4
Maryland	1,300	0	1	0
Massachusetts	1,868	0	1	0
Michigan	3,862	0	27	0
Minnesota	2,260	51	45	45
Mississippi	1,013	0	0	0
Missouri	2,301	0	0	0
Montana	889	0	2	12
Nebraska	1,375	0	0	0
Nevada	455	0	0	10
New Hampshire	513	0	0	1
New Jersey	2,314	0	7	0
New Mexico	745	0	1	8
New York	4,208	4	1	6
North Carolina	2,063	0	1	0
North Dakota	605	0	0	0
Ohio	3,945	0	3	0
Oklahoma	1,840	0	4	0
Oregon	1,253	3	0	3
Pennsylvania	3,181	0	8	9
Rhode Island	314	0	0	0
South Carolina	1,096	0	0	0
South Dakota	833	0	0	0
Tennessee	1,571	0	30	0
Texas	7,090	4	78	0
Utah	759	0	1	9
Vermont	395	0	0	31
Virginia	1,910	0	3	5
Washington	2,180	0	1	0
West Virginia	854	0	4	0
Wisconsin	2,112	0	0	0
Wyoming	413	0	0	3
DoD Dependents Schools	160	0	160	0
American Samoa	31	0	0	0
Guam	36	0	0	1
Northern Marianas	26	0	0	0
Puerto Rico	1,543	3	53	0
Virgin Islands	36	0	0	0

NOTE: N - No Telephone Number
M - Telephone Number Missing

UNITED STATES DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
National Center for Education Statistics
1997-98
Public Elementary/Secondary School Universe Shuttle

OMB No. 1850-0067

Description	Item Code	Description	Item Code
NCES Education Agency ID:	A01 _____	Classroom teachers:	C04 _____
State Education Agency ID:	A02 _____	Students by Grade:	
Name of Education Agency:	A03 _____	Ungraded:	D01 _____
State School ID:	B01 _____	Prekindergarten:	D02 _____
NCES School ID:	B02 _____	Kindergarten:	D03 _____
Name of School:	B03 _____	Grade 01:	D04 _____
Mailing Address:	B04 _____	Grade 02:	D05 _____
City:	B05 _____	Grade 03:	D06 _____
State (PO Abbreviation):	B06 _____	Grade 04:	D07 _____
ZIP Code + 4:	B07 _____	Grade 05:	D08 _____
Area Code + Phone Number:	B08 _____	Grade 06:	D09 _____
School Type Code:	C01 _____	Grade 07:	D10 _____
Operational Status Code:	C02 _____	Grade 08:	D11 _____
Type of Locale Code:	C03 _____	Grade 09:	D12 _____
		Grade 10:	D13 _____
		Grade 11:	D14 _____
		Grade 12:	D15 _____
		Free lunch eligible:	E01 _____
		Students by Race:	
		American Indian/Alaskan Native:	E02 _____
		Asian/Pacific Islander:	E03 _____
		Hispanic:	E04 _____
		Black, Not Hispanic:	E05 _____
		White, Not Hispanic:	E06 _____

ED(NCES) Form 2442 This report is authorized by law (20 U.S.C. 1221E-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.