

INSTRUCTIONS FOR COMPLETING

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

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

**2003 - 2004**

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

Revised March 1, 2004

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OMB No. 1850-0067  
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The time required to complete this information collection for all Common Core of Data Surveys is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improvement, please write to: U.S. Department of Education, Washington, DC 20202-4651.

## 2003 - 2004 CCD INSTRUCTION MANUAL CHANGES

Listed below are the changes to the instruction manual for the 2003 - 2004 Nonfiscal Surveys of the Common Core of Data (School Universe Survey, Education Agency Universe Survey and State Nonfiscal Survey).

The 2003 - 2004 CCD Survey materials will be mailed out later this year, February 17, 2004 instead of late January. The **Due Date** for this CCD survey year is **March 30, 2004**. However, September 30 remains as the final date Census will accept 2003 - 2004 data submission.

Every attempt should be made to report **EVERY** data item on the Nonfiscal CCD surveys - School and Agency files and the State Nonfiscal web form, especially when reporting student counts for **grade span**. If there are no students for a reported grade span in the school/agency, please report **zero (0)** students. If some schools in your state report students in grade span = UG (ungraded), then the state has to report the remaining schools with an UG grade span = **zero (0)**, rather than codes **N** (not applicable) or **M** (missing). Code **M** should only be used as a valid response for truly "missing" data.

**MCITY** or **LCITY** information has to be reported for all schools and school districts. If no **CITY** data are available, the record will be **removed** from the corresponding school or agency file.

**PLEASE NOTE:** **SCHNM** in the School Universe file has been corrected to **SCHNAM**.

The assignment of school and district **locale codes** is now derived from the new **2000 Census geography** data. CMSA codes no longer exist and have been replaced with the new coding structure. The definitions for **locale codes** are virtually unchanged, just the **MSA** geographic reference has been replaced by **CBSA**. The 2000 geography data matches a higher percentage of physical addresses to the block and tract level. (For more information about the 2000 Geography concepts, go to the web site:

[http://www.census.gov/mso/www/pres\\_lib/geo\\_con/sld001.htm](http://www.census.gov/mso/www/pres_lib/geo_con/sld001.htm)).

### Appendix J (Data Items NCES Adds to the Public Files)

The following two new data items have been added to the public school file by NCES when locale codes are assigned. Both are based on the school's physical location address: **County Code** and **County Name**.

A **Charter School District Flag** will be added to the agency file to denote whether the agency has: only charter schools; some charter schools and other schools; or no charter schools. Computations of completion and drop out rates by grade, by gender, and by race/ethnicity are also added to the agency file.

### State Nonfiscal Web Form

New and improved edits have been implemented for the **SNF** web form. These edits will ensure better quality CCD state data reporting.

Census and NCES encourage CCD Coordinators to provide quality statistics. Each year, additional edits and statistical standards are applied to CCD data. To achieve this goal of accurate, consistent, and standardized data reporting, Census has implemented innovations such as the CCD Software and the EXCEL edit workbooks. These operations will continue to improve and the bar will be raised again. The point system for the annual July NCES CCD awards has been revised. For further details about how your state can accumulate the highest number of points in 2004, go to:

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

## General Information

**Due Date** - March 30, 2004

### Submission Methods (see Appendix D for details)

- Internet (FTP or e-mail)

Contact the Census Bureau if you plan to submit data on paper shuttles.

### Census Bureau Contacts

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

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

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

### Respondent Tools

The Census Bureau web site provides several tools to prepare the state CCD Nonfiscal data files. Prior year ID data files, edit software, sample spreadsheet/database files, and web-based form. These tools are available at the following web address:

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

### NCES Contacts

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

### Coordinator's Corner

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

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

# TABLE OF CONTENTS

|  |    |
|--|----|
| I. INTRODUCTION  | 1  |
| Goals, Purpose and Objectives of the Nonfiscal Surveys     | 3  |
| Instruction Manual Coverage                                | 3  |
| CCD Coordinator/Certification                              | 3  |
| Due Date   | 3  |
| Reference Date   | 3  |
| Abbreviations  | 3  |
| Missing and Not Applicable Data                            | 3  |
| Item Location Reference                                    | 4  |
| General Survey Procedures                                  | 4  |
| II. PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY     | 5  |
| Purpose  | 7  |
| Missing and Not Applicable Data                            | 7  |
| Due Date   | 7  |
| NCES Agency/School Identification Numbers                  | 7  |
| State Local Education Agency/School Identification Numbers | 7  |
| Local Education Agency/School Name                         | 7  |
| Telephone Number   | 8  |
| Mailing Address, City, State, ZIP Code                     | 8  |
| Location Address, City, State, ZIP Code                    | 8  |
| School Type Code   | 8  |
| Operational Status Code                                    | 9  |
| Grade Span Offered   | 10 |
| Title I Eligible School                                    | 10 |
| School-wide Title I  | 10 |
| Magnet School  | 10 |
| Charter School   | 10 |
| Classroom Teachers   | 11 |
| Free Lunch Eligible Students                               | 11 |
| Reduced-Price Lunch Eligible Students                      | 11 |
| Total of Free Lunch and Reduced-Price Lunch Eligible       | 11 |
| Migrant Students Enrolled in Previous Year                 | 11 |
| Students by Grade, by Race/Ethnicity, and by Gender        | 12 |

## TABLE OF CONTENTS

|  |    |
|--|----|
| III. PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY . . . . .                | 17 |
| Purpose . . . . .  | 19 |
| Missing and Not Applicable Data . . . . .  | 19 |
| Due Date . . . . .   | 19 |
| NCES Identification Numbers . . . . .  | 19 |
| State Identification Numbers . . . . .   | 19 |
| Education Agency Name . . . . .  | 19 |
| Telephone Number . . . . .   | 19 |
| Mailing Address, City, State, ZIP Code . . . . .   | 20 |
| Location Address, City, State, ZIP Code . . . . .  | 20 |
| Education Agency Type Code . . . . .   | 20 |
| Supervisory Union Identification Number . . . . .  | 21 |
| County Name . . . . .  | 21 |
| FIPS County Code . . . . .   | 21 |
| Operational Status Code . . . . .  | 21 |
| Grade Span Offered . . . . .   | 22 |
| Ungraded Students . . . . .  | 22 |
| PK-12 Students . . . . .   | 22 |
| Migrant Students Served in a Summer Program . . . . .                                      | 22 |
| Special Education - Individualized Education Program (IEP) Students . . . . .              | 22 |
| English Language Learner (formerly known as Limited-English-Proficient) Students . . . . . | 23 |
| Instructional Staff . . . . .  | 23 |
| Support Services Staff . . . . .   | 23 |
| Diploma Recipients by Race/Ethnicity and by Gender . . . . .                               | 24 |
| Other High School Completers by Race/Ethnicity and by Gender . . . . .                     | 24 |
| Dropouts by Grade, by Race/Ethnicity and by Gender . . . . .                               | 25 |
| IV. STATE NONFISCAL SURVEY . . . . .   | 29 |
| Purpose . . . . .  | 31 |
| Missing and Not Applicable Data . . . . .  | 31 |
| Due Date . . . . .   | 31 |
| Survey Instruments . . . . .   | 31 |
| State Education Agency Information . . . . .   | 31 |
| Instructional Staff . . . . .  | 31 |
| Support Services Staff . . . . .   | 31 |
| Student Counts by Grade . . . . .  | 32 |
| Students by Grade and by Race/Ethnicity . . . . .  | 32 |
| High School Completion Counts . . . . .  | 32 |
| High School Completion Counts by Race/Ethnicity . . . . .                                  | 32 |

# TABLE OF CONTENTS

|   |     |
|---|-----|
| V. APPENDICES .....   | 33  |
| APPENDIX A-1: SCHOOL UNIVERSE SHUTTLE .....   | 35  |
| APPENDIX A-2: EDUCATION AGENCY UNIVERSE SHUTTLE .....   | 38  |
| APPENDIX B: CCD DOWNLOADABLE REPORTING SOFTWARE .....   | 43  |
| APPENDIX C: ELECTRONIC FILE FORMATS .....   | 45  |
| APPENDIX D: DATA SUBMISSION METHODS .....   | 47  |
| APPENDIX E-1: SCHOOL UNIVERSE <u>MULTIPLE</u> RECORD LAYOUT .....                             | 49  |
| APPENDIX E-1: SCHOOL UNIVERSE <u>LONG</u> RECORD LAYOUT .....                                 | 53  |
| APPENDIX E-2: AGENCY UNIVERSE <u>MULTIPLE</u> RECORD LAYOUT .....                             | 61  |
| APPENDIX E-2: AGENCY UNIVERSE <u>LONG</u> RECORD LAYOUT .....                                 | 67  |
| APPENDIX E-3: STATE NONFISCAL RECORD LAYOUT .....   | 71  |
| APPENDIX F-1: STATE ABBREVIATIONS USED IN CCD SURVEYS .....                                   | 75  |
| APPENDIX F-2: ABBREVIATIONS RECOMMENDED FOR CCD SURVEYS .....                                 | 77  |
| APPENDIX G: STATE REPORTING DROPOUT INSTRUCTIONS .....  | 79  |
| APPENDIX H: HOW TO MAKE CORRECTIONS TO SUBMITTED DATA .....                                   | 83  |
| APPENDIX I: STATE NONFISCAL SURVEY - ACCESS DATABASE OR EXCEL<br>SPREADSHEET SUBMISSION ..... | 85  |
| APPENDIX J: DATA ITEMS NCES ADDS TO THE PUBLIC FILES .....                                    | 87  |
| VI. GLOSSARY OF TERMS .....   | 91  |
| VII. INDEX .....  | 103 |

# **I. INTRODUCTION**



## INTRODUCTION

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

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

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

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

The surveys collect nested information. The data in the school universe are reflected in the agency universe, and the school and agency universe data are reflected in the state aggregate surveys. The counts in all three surveys may not be equal, but the differences should be consistent and explanations should be provided.

The objectives of the CCD are to maintain:

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

### Instruction Manual Coverage

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

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

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

### CCD Coordinator/Certification

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

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

To revise CCD Coordinator data: Access the Census Bureau web site ([Http://www.census.gov/govs/www/ccd.html](http://www.census.gov/govs/www/ccd.html)); click on *Administrative Reports*; logon with the SNF password; press **State Contacts** button; update CCD Coordinator data.

### Due Date

All CCD survey reports are due on or before **March 30, 2004**. Revisions to 2003 - 2004 CCD reports will be accepted through September 30, 2004.

### Reference Date

Data are reported as of **October 1**, if that is a school day, or the closest school day to October 1. Exceptions to this rule are noted within the context of individual item instructions. The Education Agency Universe collects data for dropouts and graduates from the prior academic year. The Education Agency and School Universes collect data on migrant students served during the prior academic year.

### Abbreviations

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

### Missing and Not Applicable Data

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

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

## INTRODUCTION

### Item Location Reference

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

### General Survey Procedures

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

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

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

- A PDF version of this instruction manual for completing the current Nonfiscal Surveys of the CCD
- The State Nonfiscal Survey web-based form
- The CCD Data Collection Software for the School and Agency Universe Surveys

The software allows the user to: import state data in the correct format; match current year data to prior year data; view and/or update school and agency records; generate import, match and summary reports; compact the databases; and export a text file to send to the Census Bureau via FTP.

- School and Agency Software User Guide Manual
- Instructions on how to download, install, troubleshoot and run the CCD School and Agency Software
- Prior Year State ID Data Files

The prior year (PY) files provide corrections/additions made to the state's files. These files incorporate all changes made by Census in editing, including new NCES ID numbers, and proper **M** and **N** codes for missing, not applicable, or blank data.

These PY files can be used to submit current year (CY) data; adding new school and agency records to the file, and reporting data; and updating status codes to indicate closed or changed school/agency records.

**Do not overlay fields with blanks unless instructed to do so.**

- School and Agency Sample Templates  
  
Examples of templates to be used for transmitting state data as EXCEL spreadsheet(s), ACCESS database or dBase databases.
- Electronic form to prepare files for FTP data transmission.
- Administrative reports and time schedules for state coordinators to view the current status of their state's data within the CCD Nonfiscal CY processing cycle.

The CCD Data Collection Software instructions are located in **Appendix B**. Preferred file format options and instructions for text, spreadsheet, dBase or SAS files are located in **Appendix C**. Text file record layout options (multiple format or long format) are located in **Appendix E**.

Use the following submission methods to transmit data to the Census Bureau (see **Appendix D** for detailed instructions):

- Internet (FTP or e-mail)
- State Nonfiscal Survey web-based form to complete

Please do **NOT** use the paper shuttles to submit data. Contact the Census Bureau if data must be submitted on paper shuttles.

**Appendix H** describes the new methodology for making corrections to previously submitted data for the 2003 - 2004 survey year.

**Appendix I** describes how to submit State Nonfiscal Survey data on an Excel spreadsheet or as an ACCESS data base.

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

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

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

### Purpose

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

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

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

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

### Missing and Not Applicable Data

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

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

### Due Date

This survey is due on March 30 of the school year reported. Revisions and corrections will be accepted through September 30, 2004 unless otherwise noted.

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

### NCES Agency/School Identification Numbers

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

The NCES agency identification number has seven characters. A two-digit state code followed by a five-digit number, unique to each agency. These codes are assigned a five-digit NCES school identification number to each school. The agency and school identification numbers are combined by NCES to form a unique twelve-digit identifier for individual schools. **Please do not change NCES identification numbers.** If there is a problem with an NCES identification number, call **(800) 451-6236**, the Census Bureau, to discuss the issue. **The NCES identification numbers for new schools should be left blank. The ID will be assigned by the Census Bureau and requires no action by the state.** Identification numbers are retired when schools/agencies close.

### State Local Education Agency/School Identification Numbers

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

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

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

### Local Education Agency/School Name

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

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

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

### Telephone Number

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

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

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

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

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

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

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

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

### School Type Code

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

Schools must be classified into only one school type category.

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

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

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

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

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

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

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

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

### Operational Status Code

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

Classify schools into only one operational status category.

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

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

Codes **M** or **N**, and leaving this data field blank are considered **invalid** entries.

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

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

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

In each case listed above, the NCES school identification number should remain the same as in the prior year data file. **If an agency associated with a school changes, the corrected agency identification number should be provided.** Use the NCES agency identification number, if known. Use the state-assigned agency identification if the NCES number is not known. Enter the state identification number for new agencies. **The NCES identification number for new agencies must be left blank.**

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

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

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

### Grade Span Offered

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

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

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

### Title I Eligible School

| Field Mnemonic | Alpha/Numeric | Multiple | Long      |
|----------------|---------------|----------|-----------|
| TITLEI         | A             | 319-319  | 0315-0315 |

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

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

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

- 1 Yes
- 2 No

### School-wide Title I

| Field Mnemonic | Alpha/Numeric | Multiple | Long      |
|----------------|---------------|----------|-----------|
| STITLI         | A             | 320-320  | 0316-0316 |

If TITLEI = 1, then is the Title I School school-wide?  
If TITLEI = 2, then set **STITLI** = **N**.

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

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

- 1 Yes
- 2 No

### Magnet School

| Field Mnemonic | Alpha/Numeric | Multiple | Long      |
|----------------|---------------|----------|-----------|
| MAGNET         | A             | 321-321  | 0317-0317 |

### Is it a magnet school?

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

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

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

- 1 Yes
- 2 No

### Charter School

| Field Mnemonic | Alpha/Numeric | Multiple | Long      |
|----------------|---------------|----------|-----------|
| CHARTR         | A             | 322-322  | 0318-0318 |

### Is it a charter school?

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

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

- 1 Yes
- 2 No

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

### Classroom Teachers

| <u>Field Mnemonic</u> | <u>Alpha/Numeric</u> | <u>Multiple</u> | <u>Long</u> |
|-----------------------|----------------------|-----------------|-------------|
| FTE                   | N                    | 323-327         | 0319-0323   |

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

Report classroom teacher FTE counts in the following manner:

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

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

### Free Lunch Eligible Students

| <u>Field Mnemonic</u> | <u>Alpha/Numeric</u> | <u>Multiple</u> | <u>Long</u> |
|-----------------------|----------------------|-----------------|-------------|
| FRELCH                | N                    | 328-331         | 0324-0327   |

Report the number, by school, of **students eligible to participate** for the Free Lunch Program under the National School Lunch Act. This program provides an indicator of the socioeconomic status of the school. **EXCLUDE** students eligible only for reduced price lunch. Enter **0** (zero) if the program exists, but there are currently no students eligible. Enter code **M** if the information is unknown or missing or code **N** if the program does not apply. **An entire state's schools CANNOT have a code N for this item since all states participate in the National School Lunch Program.**

### Reduced-Price Lunch Eligible Students

| <u>Field Mnemonic</u> | <u>Alpha/Numeric</u> | <u>Multiple</u> | <u>Long</u> |
|-----------------------|----------------------|-----------------|-------------|
| REDLCH                | N                    | 332-335         | 0328-0331   |

Report the number, by school, of **students eligible to participate** in the Reduced-Price Lunch Program under the National School Lunch Act. Enter **0** (zero) if the program exists, but there are currently no students eligible. Enter code **M** if the information is unknown or missing, or code **N** if the program does not apply. **An entire state's schools CANNOT report code N for this item since all states participate in the National School Lunch Program.**

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

| <u>Field Mnemonic</u> | <u>Alpha/Numeric</u> | <u>Multiple</u> | <u>Long</u> |
|-----------------------|----------------------|-----------------|-------------|
| FLE                   | N                    | 336-339         | 0332-0335   |

Report the total number of students eligible to participate in Free Lunch and Reduced-Price Lunch Programs under the National School Lunch Act. This field is the sum of the Free Lunch Eligible count and Reduced-Price Lunch Eligible count. Enter code **M** if the information is unknown or missing, or code **N** if the program does not apply. **An entire state's schools CANNOT report code N for this item since all states participate in the National School Lunch Program.**

### Migrant Students Enrolled in Previous Year

| <u>Field Mnemonic</u> | <u>Alpha/Numeric</u> | <u>Multiple</u> | <u>Long</u> |
|-----------------------|----------------------|-----------------|-------------|
| MIGRNT                | N                    | 340-343         | 0336-0339   |

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

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

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



## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

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

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

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

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

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

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

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

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

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

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

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





**PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY**

11<sup>th</sup> Grade Students

Ungraded Students

| <u>Field Name</u> | <u>Alpha/Numeric</u> | <u>Multiple</u> | <u>Long</u> |
|-------------------|----------------------|-----------------|-------------|
| TOT11             | N                    | 051-054         | 1108 - 1111 |
| AM11M             | N                    | 055-058         | 1112 - 1115 |
| AM11F             | N                    | 059-062         | 1116 - 1119 |
| AM11U             | N                    | 063-066         | 1120 - 1123 |
| AS11M             | N                    | 067-070         | 1124 - 1127 |
| AS11F             | N                    | 071-074         | 1128 - 1131 |
| AS11U             | N                    | 075-078         | 1132 - 1135 |
| HI11M             | N                    | 079-082         | 1136 - 1139 |
| HI11F             | N                    | 083-086         | 1140 - 1143 |
| HI11U             | N                    | 087-090         | 1144 - 1147 |
| BL11M             | N                    | 091-094         | 1148 - 1151 |
| BL11F             | N                    | 095-098         | 1152 - 1155 |
| BL11U             | N                    | 099-102         | 1156 - 1159 |
| WH11M             | N                    | 103-106         | 1160 - 1163 |
| WH11F             | N                    | 107-110         | 1164 - 1167 |
| WH11U             | N                    | 111-114         | 1168 - 1171 |

| <u>Field Name</u> | <u>Alpha/Numeric</u> | <u>Multiple</u> | <u>Long</u> |
|-------------------|----------------------|-----------------|-------------|
| TOTUG             | N                    | 051-054         | 1236 - 1239 |
| AMUGM             | N                    | 055-058         | 1240 - 1243 |
| AMUGF             | N                    | 059-062         | 1244 - 1247 |
| AMUGU             | N                    | 063-066         | 1248 - 1251 |
| ASUGM             | N                    | 067-070         | 1252 - 1255 |
| ASUGF             | N                    | 071-074         | 1256 - 1259 |
| ASUGU             | N                    | 075-078         | 1260 - 1263 |
| HIUGM             | N                    | 079-082         | 1264 - 1267 |
| HIUGF             | N                    | 083-086         | 1268 - 1271 |
| HIUGU             | N                    | 087-090         | 1272 - 1275 |
| BLUGM             | N                    | 091-094         | 1276 - 1279 |
| BLUGF             | N                    | 095-098         | 1280 - 1283 |
| BLUGU             | N                    | 099-102         | 1284 - 1287 |
| WHUGM             | N                    | 103-106         | 1288 - 1291 |
| WHUGF             | N                    | 107-110         | 1292 - 1295 |
| WHUGU             | N                    | 111-114         | 1296 - 1299 |

12<sup>th</sup> Grade Students

Total Students, All Grades

| <u>Field Name</u> | <u>Alpha/Numeric</u> | <u>Multiple</u> | <u>Long</u> |
|-------------------|----------------------|-----------------|-------------|
| TOT12             | N                    | 051-054         | 1172 - 1175 |
| AM12M             | N                    | 055-058         | 1176 - 1179 |
| AM12F             | N                    | 059-062         | 1180 - 1183 |
| AM12U             | N                    | 063-066         | 1184 - 1187 |
| AS12M             | N                    | 067-070         | 1188 - 1191 |
| AS12F             | N                    | 071-074         | 1192 - 1195 |
| AS12U             | N                    | 075-078         | 1196 - 1199 |
| HI12M             | N                    | 079-082         | 1200 - 1203 |
| HI12F             | N                    | 083-086         | 1204 - 1207 |
| HI12U             | N                    | 087-090         | 1208 - 1211 |
| BL12M             | N                    | 091-094         | 1212 - 1215 |
| BL12F             | N                    | 095-098         | 1216 - 1219 |
| BL12U             | N                    | 099-102         | 1220 - 1223 |
| WH12M             | N                    | 103-106         | 1224 - 1227 |
| WH12F             | N                    | 107-110         | 1228 - 1231 |
| WH12U             | N                    | 111-114         | 1232 - 1235 |

| <u>Field Name</u> | <u>Alpha/Numeric</u> | <u>Multiple</u> | <u>Long</u> |
|-------------------|----------------------|-----------------|-------------|
| TOTAL             | N                    | 051-054         | 1300 - 1303 |
| AMALM             | N                    | 055-058         | 1304 - 1307 |
| AMALF             | N                    | 059-062         | 1308 - 1311 |
| AMALU             | N                    | 063-066         | 1312 - 1315 |
| ASALM             | N                    | 067-070         | 1316 - 1319 |
| ASALF             | N                    | 071-074         | 1320 - 1323 |
| ASALU             | N                    | 075-078         | 1324 - 1327 |
| HIALM             | N                    | 079-082         | 1328 - 1331 |
| HIALF             | N                    | 083-086         | 1332 - 1335 |
| HIALU             | N                    | 087-090         | 1336 - 1339 |
| BLALM             | N                    | 091-094         | 1340 - 1343 |
| BLALF             | N                    | 095-098         | 1344 - 1347 |
| BLALU             | N                    | 099-102         | 1348 - 1351 |
| WHALM             | N                    | 103-106         | 1352 - 1355 |
| WHALF             | N                    | 107-110         | 1356 - 1359 |
| WHALU             | N                    | 111-114         | 1360 - 1363 |

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

# PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

## Purpose

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

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

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

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

## Missing and Not Applicable Data

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

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

## Due Date

This survey is due on March 30 of the school year reported. Revisions and corrections will be accepted through September 30, 2004, unless otherwise noted.

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

## NCES Identification Numbers

| <u>Field Mnemonic</u> | <u>Alpha/Numeric</u> | <u>Multiple</u> | <u>Long</u> |
|-----------------------|----------------------|-----------------|-------------|
| LEAID                 | A                    | 005-011         | 0001-0007   |

The NCES agency identification number begins with a two-digit state code followed by a five-digit code unique to each agency within the state. **The NCES agency identification numbers should NOT be changed.** If you believe there is a problem with an NCES agency identification number, call the Census Bureau to discuss the issue. **NCES identification numbers for new agencies should be left blank. The ID will be assigned by the Census Bureau and requires no action by you.** Identification numbers are retired when agencies close.

## State Identification Numbers

| <u>Field Mnemonic</u> | <u>Alpha/Numeric</u> | <u>Multiple</u> | <u>Long</u> |
|-----------------------|----------------------|-----------------|-------------|
| STID                  | A                    | 012-025         | 0008-0021   |

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

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

## Education Agency Name

| <u>Field Mnemonic</u> | <u>Alpha/Numeric</u> | <u>Multiple</u> | <u>Long</u> |
|-----------------------|----------------------|-----------------|-------------|
| NAME                  | A                    | 026-085         | 0022-0081   |

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

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

## Telephone Number

| <u>Field Mnemonic</u> | <u>Alpha/Numeric</u> | <u>Multiple</u> | <u>Long</u> |
|-----------------------|----------------------|-----------------|-------------|
| PHONE                 | A                    | 086-095         | 0082-091    |

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

## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

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

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

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

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

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

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

### Education Agency Type Code

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

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

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

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

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

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

## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

### Supervisory Union Identification Number

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

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

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

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

### County Name

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

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

### FIPS County Code

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

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

### Operational Status Code

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

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

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

operation.

- 2 Closed:** Agency listed on previous year's CCD Agency Universe. Currently not in operation, and is not expected to operate in the future. Should be removed from the database.
- 3 New:** Agency not listed on previous year's CCD Agency Universe **OR** listed as bound code = 7, Future Agency. Newly created or completely restructured into current geographical boundaries or instructional responsibility. Could have been reported as a Future Agency last year, but this is not a requirement. (Agencies not yet in operation should be coded as Future Agencies, code = 7.)
- 4 Added:** Agency not listed on previous year's CCD Agency Universe. In existence then but not reported. Currently in operation and is now being added.
- 5 Changed Boundary:** Agency in existence and listed on previous year's CCD Agency Universe, but has undergone a significant change in geographic boundaries or instructional responsibility.
- 6 Inactive:** Agency is temporarily closed and may reopen within three years. Agency cannot report student data. Agencies coded as Inactive must either Close or return to Open status within three years.
- 7 Future Agency:** Agency is scheduled to be operational within two years. The agency cannot report any student data. Must report directory information such as grade span and physical location. A New agency (bound code = 3) would NOT have to be reported first as a Future Agency.

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

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



## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

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

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

### Grade Span Offered

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

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

### Students

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

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

### Ungraded Students

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

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

### PK-12 Students

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

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

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

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

### Migrant Students Served in a Summer Program

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

Report the number of migrant students, as defined under 34 CFR 200.40, **enrolled in summer programs immediately prior to the current school year (2003 - 04)**. See Chapter VI, Glossary of Terms, for a more detailed explanation.

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

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

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

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

## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

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

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

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

### Instructional Staff

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

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

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

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

### Support Services Staff

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

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

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

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

## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

### High School Completion Counts

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

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

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

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

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

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

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

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

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

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

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

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

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

## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

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

Report counts of student dropouts for each local education agency based on the detailed instructions found in Appendix G. You may contact Beth Young at NCES (email: [Lee.Hoffman@ed.gov](mailto:Lee.Hoffman@ed.gov) or FAX: (202) 502-7475) for questions regarding the dropout definition.

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

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

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

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

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

## PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

### 7<sup>th</sup> Grade Dropouts

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

### 10<sup>th</sup> Grade Dropouts

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

### 8<sup>th</sup> Grade Dropouts

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

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

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

### 9<sup>th</sup> Grade Dropouts

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

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

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

## **IV. STATE NONFISCAL SURVEY**

## STATE NONFISCAL SURVEY

### Purpose

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

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

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

### Missing and Not Applicable Data

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

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

### Due Date

This survey is due on March 30 of the school year reported. Revisions and corrections will be accepted through September 30, 2004, unless otherwise noted.

### Survey Instruments

A web-based form is available to help you complete the State Nonfiscal Survey. It is located at the following Census Bureau web site:

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

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

### State Education Agency Information

| <u>Description</u>          | <u>Field Name</u> | <u>Long</u> |
|-----------------------------|-------------------|-------------|
| State Education Agency Name | SEANAME           | 009-043     |
| Mailing Street Address      | STREET            | 044-068     |
| City                        | CITY              | 069-086     |
| State                       | STNAME            | 087-111     |
| ZIP Code                    | ZIP               | 112-116     |
| ZIP4                        | ZIP4              | 117-121     |
| Area Code + Phone Number    | PHONE             | 122-135     |

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

### Instructional Staff

| <u>Description</u>                     | <u>Field Name</u> | <u>Long</u> |
|--|-------------------|-------------|
| Prekindergarten Teachers               | PKTCH             | 136-140     |
| Kindergarten Teachers                  | KGTC              | 141-145     |
| Elementary Teachers                    | ELMTCH            | 146-151     |
| Secondary Teachers                     | SECTCH            | 152-157     |
| Teachers of Ungraded Classes           | UGTCH             | 158-162     |
| Total FTE Teachers                     | TOTTCH            | 163-168     |
| Instructional Aides                    | AIDES             | 169-173     |
| Instructional Coordinators/Supervisors | CORSUP            | 174-178     |

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

### Support Services Staff

| <u>Description</u>                  | <u>Field Name</u> | <u>Long</u> |
|-------------------------------------|-------------------|-------------|
| Elementary Guidance Counselors      | ELMGUI            | 179-182     |
| Secondary Guidance Counselors       | SECGUI            | 183-186     |
| Total Guidance Counselors           | TOTGUI            | 187-190     |
| Librarians/Media Specialists        | LIBSPE            | 191-194     |
| Library Support Staff               | LIBSUP            | 195-198     |
| LEA Administrators                  | LEAADM            | 199-203     |
| LEA Administrative Support Staff    | LEASUP            | 204-208     |
| School Administrators               | SCHADM            | 209-213     |
| School Administrative Support Staff | SCHSUP            | 214-218     |
| Student Support Services            | STUSUP            | 219-223     |
| All Other Support Services Staff    | OTHSUP            | 224-229     |

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

## Student Counts by Grade

| <u>Description</u> | <u>Field Name</u> | <u>Long</u> |
|--------------------|-------------------|-------------|
| Prekindergarten    | PK                | 230-235     |
| Kindergarten       | KG                | 236-241     |
| Grade 01           | G01               | 242-247     |
| Grade 02           | G02               | 248-253     |
| Grade 03           | G03               | 254-259     |
| Grade 04           | G04               | 260-265     |
| Grade 05           | G05               | 266-271     |
| Grade 06           | G06               | 272-277     |
| Grade 07           | G07               | 278-283     |
| Grade 08           | G08               | 284-289     |
| Grade 09           | G09               | 290-295     |
| Grade 10           | G10               | 296-301     |
| Grade 11           | G11               | 302-307     |
| Grade 12           | G12               | 308-313     |
| Ungraded           | UG                | 314-319     |
| Total              | MEMBER            | 320-327     |

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

### Students by Grade and by Race/Ethnicity

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

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

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

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

### High School Completion Counts

| <u>Description</u>                 | <u>Field Name</u> | <u>Long</u> |
|------------------------------------|-------------------|-------------|
| Diploma Recipients                 | REGDIP            | 328-333     |
| High School Equivalency Recipients | EQUIV             | 340-345     |
| Other High School Completers       | OTHCOM            | 346-351     |

Report the number of diploma recipients, high school equivalency recipients, and other high school completers.

- **Diploma Recipients:** Graduates who received a diploma during the **PREVIOUS school year** and subsequent summer.
- **High School Equivalency Recipients:** Individuals **age 19 years or younger** who received a high school equivalency certificate during the **PREVIOUS school year** and subsequent summer.
- **Other High School Completers:** Individuals who received a certificate of attendance or other certificate of completion in lieu of a diploma during the **PREVIOUS school year** and subsequent summer.

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

### High School Completion Counts by Race/Ethnicity

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

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

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



## **V. APPENDICES**

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

National Center for Education Statistics

FOR

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

Public Elementary/Secondary School Universe Survey

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

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

ONLY

## APPENDIX A-1: SCHOOL UNIVERSE SHUTTLE

### Public Elementary/Secondary School Universe Survey

#### Prekindergarten Students:

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

#### Second Grade Students:

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

#### Kindergarten Students:

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

#### Third Grade Students:

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

#### First Grade Students:

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

#### Fourth Grade Students:

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

## APPENDIX A-1: SCHOOL UNIVERSE SHUTTLE

### Public Elementary/Secondary School Universe Survey

#### Fifth Grade Students:

| Description                             | Data Field |
|---|------------|
| Total Grade 5 Students                  | TOT05      |
| American Indian/Alaska Native - male    | AM05M      |
| American Indian/Alaska Native - female  | AM05F      |
| American Indian/Alaska Native - unknown | AM05U      |
| Asian/Pacific Islander - male           | AS05M      |
| Asian/Pacific Islander - female         | AS05F      |
| Asian/Pacific Islander - unknown        | AS05U      |
| Hispanic - male                         | HI05M      |
| Hispanic - female                       | HI05F      |
| Hispanic - unknown                      | HI05U      |
| Black, not Hispanic - male              | BL05M      |
| Black, not Hispanic - female            | BL05F      |
| Black, not Hispanic - unknown           | BL05U      |
| White, not Hispanic - male              | WH05M      |
| White, not Hispanic - female            | WH05F      |
| White, not Hispanic - unknown           | WH05U      |

#### Sixth Grade Students:

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

#### Seventh Grade Students:

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

#### Eighth Grade Students:

| Description                             | Data Field |
|---|------------|
| Total Grade 8 Students                  | TOT08      |
| American Indian/Alaska Native - male    | AM08M      |
| American Indian/Alaska Native - female  | AM08F      |
| American Indian/Alaska Native - unknown | AM08U      |
| Asian/Pacific Islander - male           | AS08M      |
| Asian/Pacific Islander - female         | AS08F      |
| Asian/Pacific Islander - unknown        | AS08U      |
| Hispanic - male                         | HI08M      |
| Hispanic - female                       | HI08F      |
| Hispanic - unknown                      | HI08U      |
| Black, not Hispanic - male              | BL08M      |
| Black, not Hispanic - female            | BL08F      |
| Black, not Hispanic - unknown           | BL08U      |
| White, not Hispanic - male              | WH08M      |
| White, not Hispanic - female            | WH08F      |
| White, not Hispanic - unknown           | WH08U      |

#### Ninth Grade Students:

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

#### Tenth Grade Students:

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

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

Public Elementary/Secondary School Universe Survey

**Eleventh Grade Students:**

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

**Twelfth Grade Students:**

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

**Ungraded Students:**

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

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

**Total Students, All Grades:**

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

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

National Center for Education Statistics

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

Public Elementary/Secondary Education Agency Universe Survey

FOR

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

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

High School Completers (Previous Year)

**Diploma Recipients:**

**Other High School Completers:**

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

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

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**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            |

**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            |

**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            |

**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            |

| <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            |

**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            |

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## APPENDIX B: CCD DOWNLOADABLE REPORTING SOFTWARE

The CCD Downloadable Reporting Software is found on the following Census Bureau web site:

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

An accompanying CCD Software Manual is also available on the above web site. The CCD Software Manual provides instructions on how to use the CCD Reporting Software. The CCD Software allows each state to report data requested for the School Universe Survey and Education Agency Universe Survey

The CCD Reporting Software allows the user to:

- Import correctly formatted current year files;
- Match current year files to prior year files;
- Obtain NCES identification number assignments for new schools/agencies,
- View and/or update school and/or agency records;
- Generate Summary, Import and Match reports; and
- Prepare a text file for export submission.

The initial emphasis of the CCD Reporting Software concentrates on identifying potential universe problems with importing files and matching records. NCES encourages the use of this reporting software by all states.

If assistance is needed with the CCD Reporting Software, please contact the Census Bureau liaisons Terri Kennerly, Dell Gray, Julia Naum or Jane Thomas. Contact Michael Freeman if you have software questions or recommendations for software improvements.

## APPENDIX C: ELECTRONIC FILE FORMATS

### ASCII Text File Format

The School Universe and Education Agency Universe have two possible record layouts: **Multiple** record layout or **Long** record layout (see **Appendix E**). Either record layout can be used. A record layout for the State Nonfiscal Survey is also included.

### Spreadsheet File Format (Excel, Lotus 123 or Quattro Pro)

Designate the version of the spreadsheet package used (e.g., Quattro Pro). All formulas and summary totals should be deleted. Explanatory text, such as column headings, is acceptable. The School Universe has too many fields for one spreadsheet, so transmit **Multiple** spreadsheets/worksheets (similar to the **Multiple** record layout format in **Appendix E**.) Each spreadsheet or worksheet may contain the data for one **record type**. For example, spreadsheet 1 = **SCID** data, spreadsheet 2 = **SGPK** data, spreadsheet 3 = **SGKG** data through spreadsheet 17 = **SGAL** data. For the School Universe, send the student totals (**SGPK** thru **SG12**, **SGUG**) on one spreadsheet as long as each record contains the proper record type code label, NCES ID number, and corresponding State ID number. The same applies to the Education Agency Universe. Dropout totals (**AD07** thru **AD12**) can also be sent in one spreadsheet/worksheet.

If you have more records (rows) than can fit on one page, use more than one page for that record type.

### Database File Format (dBase/FoxPro, Access, or Paradox)

Designate the version of the package used (e.g., dBase V, Access 2000). Both the School Universe and Agency Universe have too many fields for dBase III (the School Universe has too many fields for dBase IV also). If either version is used, divide the file into more than one database. When using dBase III or dBase IV, send **Multiple** database files. Split the data into the categories listed in the **Multiple** record layout format described in **Appendix E**. For the School Universe, transmit a database file for each **SCID**, **SGPK**, **SGKG**, **SG01**, etc. category. Or, transmit the student totals (**SGPK** thru **SG12**, **SGUG**) in one database file as long as each record contains the proper record type code label, NCES ID number, and corresponding State ID number. Dropout totals for the Agency Universe can also be sent in one database.

If dBase V is used, split the files into more than one database.

Every attempt should be made to report **EVERY** data item on the Nonfiscal CCD surveys - School and Agency files and the State Nonfiscal web form, especially when reporting student counts for **grade span**. If there are no students for a reported grade span in the school/agency, please report **zero (0)** students. If some schools in your state report students in grade span = UG (ungraded), then the state has to report the remaining schools with an UG grade span = **zero (0)**, rather than codes **N** (not applicable) or **M** (missing). Code **M** should only be used as a valid response for truly "missing" data.

**MCITY** or **LCITY** information has to be reported for all schools and school districts. If no **CITY** data are available, the record will be **removed** from the corresponding school or agency file.

## APPENDIX D: DATA SUBMISSION METHODS

### Internet Submission

File names should include state abbreviation, the year of the data, and the type of data. For example, Alabama's School Universe, Education Agency Universe, and State Nonfiscal file names for the 2003 - 2004 school year should be **AL03SCH.BCH**, **AL03AGN.BCH**, and **AL03SNF.BCH**.

- An FTP (file transfer protocol) **Send a File** page is available. The only thing you will need is your e-mail address for the password, and the name of each transmitted file. The page is available at:

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

- An alternative submission method is to send the files as e-mail attachments, preferably compressed through PKZIP. In the subject line of the e-mail message, please indicate the state and the file name, for example, **CCD submission from Alabama - School file**.

[govs.ccd@census.gov](mailto:govs.ccd@census.gov)

- Please use the State Nonfiscal Survey web-based form. Passwords have been provided to each State Coordinator. The web-based State Nonfiscal Survey is available at the Census Bureau web site:

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

### Federal Express Submission

You may also use Federal Express services to expedite deliveries of submissions or hard copy correspondence. Use the following information:

Census Bureau Account Number: **1195-7528-1**

Internal Billing Reference Number: **7178000000**

Address Federal Express packages to:      Census Bureau  
   Governments Division - ERSB  
   8905 Presidential Parkway  
   WP 2, Room 508  
   Upper Marlboro, MD 20772

If you have any submission questions, contact Terri Kennerly, Dell Gray, Julia Naum, or Jane Thomas at:

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

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

| Field Name | Field Position | Field Length | Description   |
|------------|----------------|--------------|---|
| RECTYPE    | 1 - 4          | 4            | Record Type Code ( <b>SCID</b> )                      |
| LEAID      | 5 - 11         | 7            | NCES Education Agency ID                              |
| STID       | 12 - 25        | 14           | State Education Agency ID                             |
| SCHNO      | 26 - 30        | 5            | NCES School ID  |
| SEASCH     | 31 - 50        | 20           | State School ID                                       |
| LEANM      | 51 - 110       | 60           | Name of Education Agency                              |
| SCHNAM     | 111 - 160      | 50           | Name of School  |
| PHONE      | 161 - 170      | 10           | Telephone Number(Area Code and Phone Number)          |
| MSTREE     | 171 - 200      | 30           | Mailing Address - Street                              |
| MCITY      | 201 - 230      | 30           | Mailing Address - City                                |
| MSTATE     | 231 - 232      | 2            | Mailing Address - State (P.O. Abbreviation)           |
| MZIP       | 233 - 237      | 5            | Mailing Address - ZIP (digits 1 thru 5)               |
| MZIP4      | 238 - 241      | 4            | Mailing Address - ZIP4 (digits 6 thru 9)              |
| LSTREE     | 242 - 271      | 30           | Physical Location Address - Street                    |
| LCITY      | 272 - 301      | 30           | Physical Location Address - City                      |
| LSTATE     | 302 - 303      | 2            | Physical Location Address - State (P.O. Abbreviation) |
| LZIP       | 304 - 308      | 5            | Physical Location Address - ZIP (digits 1 thru 5)     |
| LZIP4      | 309 - 312      | 4            | Physical Location Address - ZIP4 (digits 6 thru 9)    |
| SCHTYP     | 313 - 313      | 1            | School Type Code                                      |
| STATUS     | 314 - 314      | 1            | Operational Status Code                               |
| GSLO       | 315 - 316      | 2            | Grade Span Offered - Lowest grade                     |
| GSHI       | 317 - 318      | 2            | Grade Span Offered - Highest grade                    |
| TITLEI     | 319 - 319      | 1            | Title I School  |
| STITLI     | 320 - 320      | 1            | If yes, School-wide Title I                           |
| MAGNET     | 321 - 321      | 1            | Magnet School   |
| CHARTR     | 322 - 322      | 1            | Charter School  |
| FTE        | 323 - 327      | 5            | Classroom Teacher Count (1 explicit decimal point)    |
| FRELCH     | 328 - 331      | 4            | Students Eligible for Free Lunch                      |
| REDLCH     | 332 - 335      | 4            | Students Eligible for Reduced-Price Lunch             |
| FLE        | 336 - 339      | 4            | Total of Free Lunch and Reduced-Price Lunch Eligible  |
| MIGRNT     | 340 - 343      | 4            | Migrant Students Enrolled in Previous Year            |

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

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

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

| Field Name     | Field Position | Field Length | Description  |
|----------------|----------------|--------------|--|
| <b>RECTYPE</b> | 1 - 4          | 4            | Record Type Code ( <b>SG01</b> )                           |
| <b>LEAID</b>   | 5 - 11         | 7            | NCES Education Agency ID                                   |
| <b>STID</b>    | 12 - 25        | 14           | State Education Agency ID                                  |
| <b>SCHNO</b>   | 26 - 30        | 5            | NCES School ID   |
| <b>SEASCH</b>  | 31 - 50        | 20           | State School ID  |
| <b>TOT01</b>   | 51 - 54        | 4            | Total Grade 1 Students                                     |
| <b>AM01M</b>   | 55 - 58        | 4            | Grade 1 Students - American Indian/Alaska Native - male    |
| <b>AM01F</b>   | 59 - 62        | 4            | Grade 1 Students - American Indian/Alaska Native - female  |
| <b>AM01U</b>   | 63 - 66        | 4            | Grade 1 Students - American Indian/Alaska Native - unknown |
| <b>AS01M</b>   | 67 - 70        | 4            | Grade 1 Students - Asian/Pacific Islander - male           |
| <b>AS01F</b>   | 71 - 74        | 4            | Grade 1 Students - Asian/Pacific Islander - female         |
| <b>AS01U</b>   | 75 - 78        | 4            | Grade 1 Students - Asian/Pacific Islander - unknown        |
| <b>HI01M</b>   | 79 - 82        | 4            | Grade 1 Students - Hispanic - male                         |
| <b>HI01F</b>   | 83 - 86        | 4            | Grade 1 Students - Hispanic - female                       |
| <b>HI01U</b>   | 87 - 90        | 4            | Grade 1 Students - Hispanic - unknown                      |
| <b>BL01M</b>   | 91 - 94        | 4            | Grade 1 Students - Black, not Hispanic - male              |
| <b>BL01F</b>   | 95 - 98        | 4            | Grade 1 Students - Black, not Hispanic - female            |
| <b>BL01U</b>   | 99 - 102       | 4            | Grade 1 Students - Black, not Hispanic - unknown           |
| <b>WH01M</b>   | 103 - 106      | 4            | Grade 1 Students - White, not Hispanic - male              |
| <b>WH01F</b>   | 107 - 110      | 4            | Grade 1 Students - White, not Hispanic - female            |
| <b>WH01U</b>   | 111 - 114      | 4            | Grade 1 Students - White, not Hispanic - unknown           |
| <b>RECTYPE</b> | 1 - 4          | 4            | Record Type Code ( <b>SG02</b> )                           |
| <b>LEAID</b>   | 5 - 11         | 7            | NCES Education Agency ID                                   |
| <b>STID</b>    | 12 - 25        | 14           | State Education Agency ID                                  |
| <b>SCHNO</b>   | 26 - 30        | 5            | NCES School ID   |
| <b>SEASCH</b>  | 31 - 50        | 20           | State School ID  |
| <b>TOT02</b>   | 51 - 54        | 4            | Total Grade 2 Students                                     |
| <b>AM02M</b>   | 55 - 58        | 4            | Grade 2 Students - American Indian/Alaska Native - male    |
| <b>AM02F</b>   | 59 - 62        | 4            | Grade 2 Students - American Indian/Alaska Native - female  |
| <b>AM02U</b>   | 63 - 66        | 4            | Grade 2 Students - American Indian/Alaska Native - unknown |
| <b>AS02M</b>   | 67 - 70        | 4            | Grade 2 Students - Asian/Pacific Islander - male           |
| <b>AS02F</b>   | 71 - 74        | 4            | Grade 2 Students - Asian/Pacific Islander - female         |
| <b>AS02U</b>   | 75 - 78        | 4            | Grade 2 Students - Asian/Pacific Islander - unknown        |
| <b>HI02M</b>   | 79 - 82        | 4            | Grade 2 Students - Hispanic - male                         |
| <b>HI02F</b>   | 83 - 86        | 4            | Grade 2 Students - Hispanic - female                       |
| <b>HI02U</b>   | 87 - 90        | 4            | Grade 2 Students - Hispanic - unknown                      |
| <b>BL02M</b>   | 91 - 94        | 4            | Grade 2 Students - Black, not Hispanic - male              |
| <b>BL02F</b>   | 95 - 98        | 4            | Grade 2 Students - Black, not Hispanic - female            |
| <b>BL02U</b>   | 99 - 102       | 4            | Grade 2 Students - Black, not Hispanic - unknown           |
| <b>WH02M</b>   | 103 - 106      | 4            | Grade 2 Students - White, not Hispanic - male              |
| <b>WH02F</b>   | 107 - 110      | 4            | Grade 2 Students - White, not Hispanic - female            |
| <b>WH02U</b>   | 111 - 114      | 4            | Grade 2 Students - White, not Hispanic - unknown           |

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

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

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

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

| Field Name | Field Position | Field Length | Description   |
|------------|----------------|--------------|---|
| LEAID      | 0001 - 0007    | 7            | NCES Education Agency ID                              |
| STID       | 0008 - 0021    | 14           | State Education Agency ID                             |
| SCHNO      | 0022 - 0026    | 5            | NCES School ID  |
| SEASCH     | 0027 - 0046    | 20           | State School ID                                       |
| LEANM      | 0047 - 0106    | 60           | Name of Education Agency                              |
| SCHNAM     | 0107 - 0156    | 50           | Name of School  |
| PHONE      | 0157 - 0166    | 10           | Telephone Number(Area Code and Phone Number)          |
| MSTREE     | 0167 - 0196    | 30           | Mailing Address - Street                              |
| MCITY      | 0197 - 0226    | 30           | Mailing Address - City                                |
| MSTATE     | 0227 - 0228    | 2            | Mailing Address - State (P.O. Abbreviation)           |
| MZIP       | 0229 - 0233    | 5            | Mailing Address - ZIP (digits 1 thru 5)               |
| MZIP4      | 0234 - 0237    | 4            | Mailing Address - ZIP4 (digits 6 thru 9)              |
| LSTREE     | 0238 - 0267    | 30           | Physical Location Address - Street                    |
| LCITY      | 0268 - 0297    | 30           | Physical Location Address - City                      |
| LSTATE     | 0298 - 0299    | 2            | Physical Location Address - State (P.O. Abbreviation) |
| LZIP       | 0300 - 0304    | 5            | Physical Location Address - ZIP (digits 1 thru 5)     |
| LZIP4      | 0305 - 0308    | 4            | Physical Location Address - ZIP4 (digits 6 thru 9)    |
| SCHTYP     | 0309 - 0309    | 1            | School Type Code                                      |
| STATUS     | 0310 - 0310    | 1            | Operational Status Code                               |
| GSLO       | 0311 - 0312    | 2            | Grade Span Offered - Lowest grade                     |
| GSHI       | 0313 - 0314    | 2            | Grade Span Offered - Highest grade                    |
| TITLEI     | 0315 - 0315    | 1            | Title I School  |
| STITLI     | 0316 - 0316    | 1            | If yes, School-wide Title I                           |
| MAGNET     | 0317 - 0317    | 1            | Magnet School   |
| CHARTR     | 0318 - 0318    | 1            | Charter School  |
| FTE        | 0319 - 0323    | 5            | Classroom Teacher Count (1 explicit decimal point)    |
| FRELCH     | 0324 - 0327    | 4            | Students Eligible for Free Lunch                      |
| REDLCH     | 0328 - 0331    | 4            | Students Eligible for Reduced-Price Lunch             |
| FLE        | 0332 - 0335    | 4            | Total of Free Lunch and Reduced-Price Lunch Eligible  |
| MIGRNT     | 0336 - 0339    | 4            | Migrant Students Enrolled in Previous Year            |



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

| Field Name   | Field Position | Field Length | Description  |
|--|----------------|--------------|--|
| <b>Students by Grade, by Race/Ethnicity, and by Gender</b> |                |              |  |
| TOTPK  | 0340 - 0343    | 4            | Total Prekindergarten Students                                     |
| AMPKM  | 0344 - 0347    | 4            | Prekindergarten Students - American Indian/Alaska Native - male    |
| AMPKF  | 0348 - 0351    | 4            | Prekindergarten Students - American Indian/Alaska Native - female  |
| AMPKU  | 0352 - 0355    | 4            | Prekindergarten Students - American Indian/Alaska Native - unknown |
| ASPKM  | 0356 - 0359    | 4            | Prekindergarten Students - Asian/Pacific Islander - male           |
| ASPKF  | 0360 - 0363    | 4            | Prekindergarten Students - Asian/Pacific Islander - female         |
| ASPKU  | 0364 - 0367    | 4            | Prekindergarten Students - Asian/Pacific Islander - unknown        |
| HIPKM  | 0368 - 0371    | 4            | Prekindergarten Students - Hispanic - male                         |
| HIPKF  | 0372 - 0375    | 4            | Prekindergarten Students - Hispanic - female                       |
| HIPKU  | 0376 - 0379    | 4            | Prekindergarten Students - Hispanic - unknown                      |
| BLPKM  | 0380 - 0383    | 4            | Prekindergarten Students - Black, not Hispanic - male              |
| BLPKF  | 0384 - 0387    | 4            | Prekindergarten Students - Black, not Hispanic - female            |
| BLPKU  | 0388 - 0391    | 4            | Prekindergarten Students - Black, not Hispanic - unknown           |
| WHPKM  | 0392 - 0395    | 4            | Prekindergarten Students - White, not Hispanic - male              |
| WHPKF  | 0396 - 0399    | 4            | Prekindergarten Students - White, not Hispanic - female            |
| WHPKU  | 0400 - 0403    | 4            | Prekindergarten Students - White, not Hispanic - unknown           |
|  |                |              |  |
| TOTKG  | 0404 - 0407    | 4            | Total Kindergarten Students  |
| AMKGM  | 0408 - 0411    | 4            | Kindergarten Students - American Indian/Alaska Native - male       |
| AMKGF  | 0412 - 0415    | 4            | Kindergarten Students - American Indian/Alaska Native - female     |
| AMKGU  | 0416 - 0419    | 4            | Kindergarten Students - American Indian/Alaska Native - unknown    |
| ASKGM  | 0420 - 0423    | 4            | Kindergarten Students - Asian/Pacific Islander - male              |
| ASKGF  | 0424 - 0427    | 4            | Kindergarten Students - Asian/Pacific Islander - female            |
| ASKGU  | 0428 - 0431    | 4            | Kindergarten Students - Asian/Pacific Islander - unknown           |
| HIKGM  | 0432 - 0435    | 4            | Kindergarten Students - Hispanic - male                            |
| HIKGF  | 0436 - 0439    | 4            | Kindergarten Students - Hispanic - female                          |
| HIKGU  | 0440 - 0443    | 4            | Kindergarten Students - Hispanic - unknown                         |
| BLKGM  | 0444 - 0447    | 4            | Kindergarten Students - Black, not Hispanic - male                 |
| BLKGF  | 0448 - 0451    | 4            | Kindergarten Students - Black, not Hispanic - female               |
| BLKGU  | 0452 - 0455    | 4            | Kindergarten Students - Black, not Hispanic - unknown              |
| WHKGM  | 0456 - 0459    | 4            | Kindergarten Students - White, not Hispanic - male                 |
| WHKGF  | 0460 - 0463    | 4            | Kindergarten Students - White, not Hispanic - female               |
| WHKGU  | 0464 - 0467    | 4            | Kindergarten Students - White, not Hispanic - unknown              |
|  |                |              |  |
| TOT01  | 0468 - 0471    | 4            | Total Grade 1 Students   |
| AM01M  | 0472 - 0475    | 4            | Grade 1 Students - American Indian/Alaska Native - male            |
| AM01F  | 0476 - 0479    | 4            | Grade 1 Students - American Indian/Alaska Native - female          |
| AM01U  | 0480 - 0483    | 4            | Grade 1 Students - American Indian/Alaska Native - unknown         |
| AS01M  | 0484 - 0487    | 4            | Grade 1 Students - Asian/Pacific Islander - male                   |
| AS01F  | 0488 - 0491    | 4            | Grade 1 Students - Asian/Pacific Islander - female                 |
| AS01U  | 0492 - 0495    | 4            | Grade 1 Students - Asian/Pacific Islander - unknown                |
| HI01M  | 0496 - 0499    | 4            | Grade 1 Students - Hispanic - male                                 |
| HI01F  | 0500 - 0503    | 4            | Grade 1 Students - Hispanic - female                               |
| HI01U  | 0504 - 0507    | 4            | Grade 1 Students - Hispanic - unknown                              |
| BL01M  | 0508 - 0511    | 4            | Grade 1 Students - Black, not Hispanic - male                      |
| BL01F  | 0512 - 0515    | 4            | Grade 1 Students - Black, not Hispanic - female                    |
| BL01U  | 0516 - 0519    | 4            | Grade 1 Students - Black, not Hispanic - unknown                   |
| WH01M  | 0520 - 0523    | 4            | Grade 1 Students - White, not Hispanic - male                      |
| WH01F  | 0524 - 0527    | 4            | Grade 1 Students - White, not Hispanic - female                    |
| WH01U  | 0528 - 0531    | 4            | Grade 1 Students - White, not Hispanic - unknown                   |

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

| <b>Field Name</b> | <b>Field Position</b> | <b>Field Length</b> | <b>Description</b>   |
|-------------------|-----------------------|---------------------|--|
| TOT02             | 0532 - 0535           | 4                   | Total Grade 2 Students                                     |
| AM02M             | 0536 - 0539           | 4                   | Grade 2 Students - American Indian/Alaska Native - male    |
| AM02F             | 0540 - 0543           | 4                   | Grade 2 Students - American Indian/Alaska Native - female  |
| AM02U             | 0544 - 0547           | 4                   | Grade 2 Students - American Indian/Alaska Native - unknown |
| AS02M             | 0548 - 0551           | 4                   | Grade 2 Students - Asian/Pacific Islander - male           |
| AS02F             | 0552 - 0555           | 4                   | Grade 2 Students - Asian/Pacific Islander - female         |
| AS02U             | 0556 - 0559           | 4                   | Grade 2 Students - Asian/Pacific Islander - unknown        |
| HI02M             | 0560 - 0563           | 4                   | Grade 2 Students - Hispanic - male                         |
| HI02F             | 0564 - 0567           | 4                   | Grade 2 Students - Hispanic - female                       |
| HI02U             | 0568 - 0571           | 4                   | Grade 2 Students - Hispanic - unknown                      |
| BL02M             | 0572 - 0575           | 4                   | Grade 2 Students - Black, not Hispanic - male              |
| BL02F             | 0576 - 0579           | 4                   | Grade 2 Students - Black, not Hispanic - female            |
| BL02U             | 0580 - 0583           | 4                   | Grade 2 Students - Black, not Hispanic - unknown           |
| WH02M             | 0584 - 0587           | 4                   | Grade 2 Students - White, not Hispanic - male              |
| WH02F             | 0588 - 0591           | 4                   | Grade 2 Students - White, not Hispanic - female            |
| WH02U             | 0592 - 0595           | 4                   | Grade 2 Students - White, not Hispanic - unknown           |
| TOT03             | 0596 - 0599           | 4                   | Total Grade 3 Students                                     |
| AM03M             | 0600 - 0603           | 4                   | Grade 3 Students - American Indian/Alaska Native - male    |
| AM03F             | 0604 - 0607           | 4                   | Grade 3 Students - American Indian/Alaska Native - female  |
| AM03U             | 0608 - 0611           | 4                   | Grade 3 Students - American Indian/Alaska Native - unknown |
| AS03M             | 0612 - 0615           | 4                   | Grade 3 Students - Asian/Pacific Islander - male           |
| AS03F             | 0616 - 0619           | 4                   | Grade 3 Students - Asian/Pacific Islander - female         |
| AS03U             | 0620 - 0623           | 4                   | Grade 3 Students - Asian/Pacific Islander - unknown        |
| HI03M             | 0624 - 0627           | 4                   | Grade 3 Students - Hispanic - male                         |
| HI03F             | 0628 - 0631           | 4                   | Grade 3 Students - Hispanic - female                       |
| HI03U             | 0632 - 0635           | 4                   | Grade 3 Students - Hispanic - unknown                      |
| BL03M             | 0636 - 0639           | 4                   | Grade 3 Students - Black, not Hispanic - male              |
| BL03F             | 0640 - 0643           | 4                   | Grade 3 Students - Black, not Hispanic - female            |
| BL03U             | 0644 - 0647           | 4                   | Grade 3 Students - Black, not Hispanic - unknown           |
| WH03M             | 0648 - 0651           | 4                   | Grade 3 Students - White, not Hispanic - male              |
| WH03F             | 0652 - 0655           | 4                   | Grade 3 Students - White, not Hispanic - female            |
| WH03U             | 0656 - 0659           | 4                   | Grade 3 Students - White, not Hispanic - unknown           |
| TOT04             | 0660 - 0663           | 4                   | Total Grade 4 Students                                     |
| AM04M             | 0664 - 0667           | 4                   | Grade 4 Students - American Indian/Alaska Native - male    |
| AM04F             | 0668 - 0671           | 4                   | Grade 4 Students - American Indian/Alaska Native - female  |
| AM04U             | 0672 - 0675           | 4                   | Grade 4 Students - American Indian/Alaska Native - unknown |
| AS04M             | 0676 - 0679           | 4                   | Grade 4 Students - Asian/Pacific Islander - male           |
| AS04F             | 0680 - 0683           | 4                   | Grade 4 Students - Asian/Pacific Islander - female         |
| AS04U             | 0684 - 0687           | 4                   | Grade 4 Students - Asian/Pacific Islander - unknown        |
| HI04M             | 0688 - 0691           | 4                   | Grade 4 Students - Hispanic - male                         |
| HI04F             | 0692 - 0695           | 4                   | Grade 4 Students - Hispanic - female                       |
| HI04U             | 0696 - 0699           | 4                   | Grade 4 Students - Hispanic - unknown                      |
| BL04M             | 0700 - 0703           | 4                   | Grade 4 Students - Black, not Hispanic - male              |
| BL04F             | 0704 - 0707           | 4                   | Grade 4 Students - Black, not Hispanic - female            |
| BL04U             | 0708 - 0711           | 4                   | Grade 4 Students - Black, not Hispanic - unknown           |
| WH04M             | 0712 - 0715           | 4                   | Grade 4 Students - White, not Hispanic - male              |
| WH04F             | 0716 - 0719           | 4                   | Grade 4 Students - White, not Hispanic - female            |
| WH04U             | 0720 - 0723           | 4                   | Grade 4 Students - White, not Hispanic - unknown           |

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

| <b>Field Name</b> | <b>Field Position</b> | <b>Field Length</b> | <b>Description</b>   |
|-------------------|-----------------------|---------------------|--|
| <b>TOT05</b>      | 0724 - 0727           | 4                   | Total Grade 5 Students                                     |
| <b>AM05M</b>      | 0728 - 0731           | 4                   | Grade 5 Students - American Indian/Alaska Native - male    |
| <b>AM05F</b>      | 0732 - 0735           | 4                   | Grade 5 Students - American Indian/Alaska Native - female  |
| <b>AM05U</b>      | 0736 - 0739           | 4                   | Grade 5 Students - American Indian/Alaska Native - unknown |
| <b>AS05M</b>      | 0740 - 0743           | 4                   | Grade 5 Students - Asian/Pacific Islander - male           |
| <b>AS05F</b>      | 0744 - 0747           | 4                   | Grade 5 Students - Asian/Pacific Islander - female         |
| <b>AS05U</b>      | 0748 - 0751           | 4                   | Grade 5 Students - Asian/Pacific Islander - unknown        |
| <b>HI05M</b>      | 0752 - 0755           | 4                   | Grade 5 Students - Hispanic - male                         |
| <b>HI05F</b>      | 0756 - 0759           | 4                   | Grade 5 Students - Hispanic - female                       |
| <b>HI05U</b>      | 0760 - 0763           | 4                   | Grade 5 Students - Hispanic - unknown                      |
| <b>BL05M</b>      | 0764 - 0767           | 4                   | Grade 5 Students - Black, not Hispanic - male              |
| <b>BL05F</b>      | 0768 - 0771           | 4                   | Grade 5 Students - Black, not Hispanic - female            |
| <b>BL05U</b>      | 0772 - 0775           | 4                   | Grade 5 Students - Black, not Hispanic - unknown           |
| <b>WH05M</b>      | 0776 - 0779           | 4                   | Grade 5 Students - White, not Hispanic - male              |
| <b>WH05F</b>      | 0780 - 0783           | 4                   | Grade 5 Students - White, not Hispanic - female            |
| <b>WH05U</b>      | 0784 - 0787           | 4                   | Grade 5 Students - White, not Hispanic - unknown           |
| <b>TOT06</b>      | 0788 - 0791           | 4                   | Total Grade 6 Students                                     |
| <b>AM06M</b>      | 0792 - 0795           | 4                   | Grade 6 Students - American Indian/Alaska Native - male    |
| <b>AM06F</b>      | 0796 - 0799           | 4                   | Grade 6 Students - American Indian/Alaska Native - female  |
| <b>AM06U</b>      | 0800 - 0803           | 4                   | Grade 6 Students - American Indian/Alaska Native - unknown |
| <b>AS06M</b>      | 0804 - 0807           | 4                   | Grade 6 Students - Asian/Pacific Islander - male           |
| <b>AS06F</b>      | 0808 - 0811           | 4                   | Grade 6 Students - Asian/Pacific Islander - female         |
| <b>AS06U</b>      | 0812 - 0815           | 4                   | Grade 6 Students - Asian/Pacific Islander - unknown        |
| <b>HI06M</b>      | 0816 - 0819           | 4                   | Grade 6 Students - Hispanic - male                         |
| <b>HI06F</b>      | 0820 - 0823           | 4                   | Grade 6 Students - Hispanic - female                       |
| <b>HI06U</b>      | 0824 - 0827           | 4                   | Grade 6 Students - Hispanic - unknown                      |
| <b>BL06M</b>      | 0828 - 0831           | 4                   | Grade 6 Students - Black, not Hispanic - male              |
| <b>BL06F</b>      | 0832 - 0835           | 4                   | Grade 6 Students - Black, not Hispanic - female            |
| <b>BL06U</b>      | 0836 - 0839           | 4                   | Grade 6 Students - Black, not Hispanic - unknown           |
| <b>WH06M</b>      | 0840 - 0843           | 4                   | Grade 6 Students - White, not Hispanic - male              |
| <b>WH06F</b>      | 0844 - 0847           | 4                   | Grade 6 Students - White, not Hispanic - female            |
| <b>WH06U</b>      | 0848 - 0851           | 4                   | Grade 6 Students - White, not Hispanic - unknown           |
| <b>TOT07</b>      | 0852 - 0855           | 4                   | Total Grade 7 Students                                     |
| <b>AM07M</b>      | 0856 - 0859           | 4                   | Grade 7 Students - American Indian/Alaska Native - male    |
| <b>AM07F</b>      | 0860 - 0863           | 4                   | Grade 7 Students - American Indian/Alaska Native - female  |
| <b>AM07U</b>      | 0864 - 0867           | 4                   | Grade 7 Students - American Indian/Alaska Native - unknown |
| <b>AS07M</b>      | 0868 - 0871           | 4                   | Grade 7 Students - Asian/Pacific Islander - male           |
| <b>AS07F</b>      | 0872 - 0875           | 4                   | Grade 7 Students - Asian/Pacific Islander - female         |
| <b>AS07U</b>      | 0876 - 0879           | 4                   | Grade 7 Students - Asian/Pacific Islander - unknown        |
| <b>HI07M</b>      | 0880 - 0883           | 4                   | Grade 7 Students - Hispanic - male                         |
| <b>HI07F</b>      | 0884 - 0887           | 4                   | Grade 7 Students - Hispanic - female                       |
| <b>HI07U</b>      | 0888 - 0891           | 4                   | Grade 7 Students - Hispanic - unknown                      |
| <b>BL07M</b>      | 0892 - 0895           | 4                   | Grade 7 Students - Black, not Hispanic - male              |
| <b>BL07F</b>      | 0896 - 0899           | 4                   | Grade 7 Students - Black, not Hispanic - female            |
| <b>BL07U</b>      | 0900 - 0903           | 4                   | Grade 7 Students - Black, not Hispanic - unknown           |
| <b>WH07M</b>      | 0904 - 0907           | 4                   | Grade 7 Students - White, not Hispanic - male              |
| <b>WH07F</b>      | 0908 - 0911           | 4                   | Grade 7 Students - White, not Hispanic - female            |
| <b>WH07U</b>      | 0912 - 0915           | 4                   | Grade 7 Students - White, not Hispanic - unknown           |

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

| <b>Field Name</b> | <b>Field Position</b> | <b>Field Length</b> | <b>Description</b>  |
|-------------------|-----------------------|---------------------|---|
| <b>TOT08</b>      | 0916 - 0919           | 4                   | Total Grade 8 Students                                      |
| <b>AM08M</b>      | 0920 - 0923           | 4                   | Grade 8 Students - American Indian/Alaska Native - male     |
| <b>AM08F</b>      | 0924 - 0927           | 4                   | Grade 8 Students - American Indian/Alaska Native - female   |
| <b>AM08U</b>      | 0928 - 0931           | 4                   | Grade 8 Students - American Indian/Alaska Native - unknown  |
| <b>AS08M</b>      | 0932 - 0935           | 4                   | Grade 8 Students - Asian/Pacific Islander - male            |
| <b>AS08F</b>      | 0936 - 0939           | 4                   | Grade 8 Students - Asian/Pacific Islander - female          |
| <b>AS08U</b>      | 0940 - 0943           | 4                   | Grade 8 Students - Asian/Pacific Islander - unknown         |
| <b>HI08M</b>      | 0944 - 0947           | 4                   | Grade 8 Students - Hispanic - male                          |
| <b>HI08F</b>      | 0948 - 0951           | 4                   | Grade 8 Students - Hispanic - female                        |
| <b>HI08U</b>      | 0952 - 0955           | 4                   | Grade 8 Students - Hispanic - unknown                       |
| <b>BL08M</b>      | 0956 - 0959           | 4                   | Grade 8 Students - Black, not Hispanic - male               |
| <b>BL08F</b>      | 0960 - 0963           | 4                   | Grade 8 Students - Black, not Hispanic - female             |
| <b>BL08U</b>      | 0964 - 0967           | 4                   | Grade 8 Students - Black, not Hispanic - unknown            |
| <b>WH08M</b>      | 0968 - 0971           | 4                   | Grade 8 Students - White, not Hispanic - male               |
| <b>WH08F</b>      | 0972 - 0975           | 4                   | Grade 8 Students - White, not Hispanic - female             |
| <b>WH08U</b>      | 0976 - 0979           | 4                   | Grade 8 Students - White, not Hispanic - unknown            |
| <b>TOT09</b>      | 0980 - 0983           | 4                   | Total Grade 9 Students                                      |
| <b>AM09M</b>      | 0984 - 0987           | 4                   | Grade 9 Students - American Indian/Alaska Native - male     |
| <b>AM09F</b>      | 0988 - 0991           | 4                   | Grade 9 Students - American Indian/Alaska Native - female   |
| <b>AM09U</b>      | 0992 - 0995           | 4                   | Grade 9 Students - American Indian/Alaska Native - unknown  |
| <b>AS09M</b>      | 0996 - 0999           | 4                   | Grade 9 Students - Asian/Pacific Islander - male            |
| <b>AS09F</b>      | 1000 - 1003           | 4                   | Grade 9 Students - Asian/Pacific Islander - female          |
| <b>AS09U</b>      | 1004 - 1007           | 4                   | Grade 9 Students - Asian/Pacific Islander - unknown         |
| <b>HI09M</b>      | 1008 - 1011           | 4                   | Grade 9 Students - Hispanic - male                          |
| <b>HI09F</b>      | 1012 - 1015           | 4                   | Grade 9 Students - Hispanic - female                        |
| <b>HI09U</b>      | 1016 - 1019           | 4                   | Grade 9 Students - Hispanic - unknown                       |
| <b>BL09M</b>      | 1020 - 1023           | 4                   | Grade 9 Students - Black, not Hispanic - male               |
| <b>BL09F</b>      | 1024 - 1027           | 4                   | Grade 9 Students - Black, not Hispanic - female             |
| <b>BL09U</b>      | 1028 - 1031           | 4                   | Grade 9 Students - Black, not Hispanic - unknown            |
| <b>WH09M</b>      | 1032 - 1035           | 4                   | Grade 9 Students - White, not Hispanic - male               |
| <b>WH09F</b>      | 1036 - 1039           | 4                   | Grade 9 Students - White, not Hispanic - female             |
| <b>WH09U</b>      | 1040 - 1043           | 4                   | Grade 9 Students - White, not Hispanic - unknown            |
| <b>TOT10</b>      | 1044 - 1047           | 4                   | Total Grade 10 Students                                     |
| <b>AM10M</b>      | 1048 - 1051           | 4                   | Grade 10 Students - American Indian/Alaska Native - male    |
| <b>AM10F</b>      | 1052 - 1055           | 4                   | Grade 10 Students - American Indian/Alaska Native - female  |
| <b>AM10U</b>      | 1056 - 1059           | 4                   | Grade 10 Students - American Indian/Alaska Native - unknown |
| <b>AS10M</b>      | 1060 - 1063           | 4                   | Grade 10 Students - Asian/Pacific Islander - male           |
| <b>AS10F</b>      | 1064 - 1067           | 4                   | Grade 10 Students - Asian/Pacific Islander - female         |
| <b>AS10U</b>      | 1068 - 1071           | 4                   | Grade 10 Students - Asian/Pacific Islander - unknown        |
| <b>HI10M</b>      | 1072 - 1075           | 4                   | Grade 10 Students - Hispanic - male                         |
| <b>HI10F</b>      | 1076 - 1079           | 4                   | Grade 10 Students - Hispanic - female                       |
| <b>HI10U</b>      | 1080 - 1083           | 4                   | Grade 10 Students - Hispanic - unknown                      |
| <b>BL10M</b>      | 1084 - 1087           | 4                   | Grade 10 Students - Black, not Hispanic - male              |
| <b>BL10F</b>      | 1088 - 1091           | 4                   | Grade 10 Students - Black, not Hispanic - female            |
| <b>BL10U</b>      | 1092 - 1095           | 4                   | Grade 10 Students - Black, not Hispanic - unknown           |
| <b>WH10M</b>      | 1096 - 1099           | 4                   | Grade 10 Students - White, not Hispanic - male              |
| <b>WH10F</b>      | 1100 - 1103           | 4                   | Grade 10 Students - White, not Hispanic - female            |
| <b>WH10U</b>      | 1104 - 1107           | 4                   | Grade 10 Students - White, not Hispanic - unknown           |

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

| <b>Field Name</b> | <b>Field Position</b> | <b>Field Length</b> | <b>Description</b>  |
|-------------------|-----------------------|---------------------|---|
| TOT11             | 1108 - 1111           | 4                   | Total Grade 11 Students                                     |
| AM11M             | 1112 - 1115           | 4                   | Grade 11 Students - American Indian/Alaska Native - male    |
| AM11F             | 1116 - 1119           | 4                   | Grade 11 Students - American Indian/Alaska Native - female  |
| AM11U             | 1120 - 1123           | 4                   | Grade 11 Students - American Indian/Alaska Native - unknown |
| AS11M             | 1124 - 1127           | 4                   | Grade 11 Students - Asian/Pacific Islander - male           |
| AS11F             | 1128 - 1131           | 4                   | Grade 11 Students - Asian/Pacific Islander - female         |
| AS11U             | 1132 - 1135           | 4                   | Grade 11 Students - Asian/Pacific Islander - unknown        |
| HI11M             | 1136 - 1139           | 4                   | Grade 11 Students - Hispanic - male                         |
| HI11F             | 1140 - 1143           | 4                   | Grade 11 Students - Hispanic - female                       |
| HI11U             | 1144 - 1147           | 4                   | Grade 11 Students - Hispanic - unknown                      |
| BL11M             | 1148 - 1151           | 4                   | Grade 11 Students - Black, not Hispanic - male              |
| BL11F             | 1152 - 1155           | 4                   | Grade 11 Students - Black, not Hispanic - female            |
| BL11U             | 1156 - 1159           | 4                   | Grade 11 Students - Black, not Hispanic - unknown           |
| WH11M             | 1160 - 1163           | 4                   | Grade 11 Students - White, not Hispanic - male              |
| WH11F             | 1164 - 1167           | 4                   | Grade 11 Students - White, not Hispanic - female            |
| WH11U             | 1168 - 1171           | 4                   | Grade 11 Students - White, not Hispanic - unknown           |
| TOT12             | 1172 - 1175           | 4                   | Total Grade 12 Students                                     |
| AM12M             | 1176 - 1179           | 4                   | Grade 12 Students - American Indian/Alaska Native - male    |
| AM12F             | 1180 - 1183           | 4                   | Grade 12 Students - American Indian/Alaska Native - female  |
| AM12U             | 1184 - 1187           | 4                   | Grade 12 Students - American Indian/Alaska Native - unknown |
| AS12M             | 1188 - 1191           | 4                   | Grade 12 Students - Asian/Pacific Islander - male           |
| AS12F             | 1192 - 1195           | 4                   | Grade 12 Students - Asian/Pacific Islander - female         |
| AS12U             | 1196 - 1199           | 4                   | Grade 12 Students - Asian/Pacific Islander - unknown        |
| HI12M             | 1200 - 1203           | 4                   | Grade 12 Students - Hispanic - male                         |
| HI12F             | 1204 - 1207           | 4                   | Grade 12 Students - Hispanic - female                       |
| HI12U             | 1208 - 1211           | 4                   | Grade 12 Students - Hispanic - unknown                      |
| BL12M             | 1212 - 1215           | 4                   | Grade 12 Students - Black, not Hispanic - male              |
| BL12F             | 1216 - 1219           | 4                   | Grade 12 Students - Black, not Hispanic - female            |
| BL12U             | 1220 - 1223           | 4                   | Grade 12 Students - Black, not Hispanic - unknown           |
| WH12M             | 1224 - 1227           | 4                   | Grade 12 Students - White, not Hispanic - male              |
| WH12F             | 1228 - 1231           | 4                   | Grade 12 Students - White, not Hispanic - female            |
| WH12U             | 1232 - 1235           | 4                   | Grade 12 Students - White, not Hispanic - unknown           |
| TOTUG             | 1236 - 1239           | 4                   | Total Ungraded Students                                     |
| AMUGM             | 1240 - 1243           | 4                   | Ungraded Students - American Indian/Alaska Native - male    |
| AMUGF             | 1244 - 1247           | 4                   | Ungraded Students - American Indian/Alaska Native - female  |
| AMUGU             | 1248 - 1251           | 4                   | Ungraded Students - American Indian/Alaska Native - unknown |
| ASUGM             | 1252 - 1255           | 4                   | Ungraded Students - Asian/Pacific Islander - male           |
| ASUGF             | 1256 - 1259           | 4                   | Ungraded Students - Asian/Pacific Islander - female         |
| ASUGU             | 1260 - 1263           | 4                   | Ungraded Students - Asian/Pacific Islander - unknown        |
| HIUGM             | 1264 - 1267           | 4                   | Ungraded Students - Hispanic - male                         |
| HIUGF             | 1268 - 1271           | 4                   | Ungraded Students - Hispanic - female                       |
| HIUGU             | 1272 - 1275           | 4                   | Ungraded Students - Hispanic - unknown                      |
| BLUGM             | 1276 - 1279           | 4                   | Ungraded Students - Black, not Hispanic - male              |
| BLUGF             | 1280 - 1283           | 4                   | Ungraded Students - Black, not Hispanic - female            |
| BLUGU             | 1284 - 1287           | 4                   | Ungraded Students - Black, not Hispanic - unknown           |
| WHUGM             | 1288 - 1291           | 4                   | Ungraded Students - White, not Hispanic - male              |
| WHUGF             | 1292 - 1295           | 4                   | Ungraded Students - White, not Hispanic - female            |
| WHUGU             | 1296 - 1299           | 4                   | Ungraded Students - White, not Hispanic - unknown           |

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

| Field Name   | Field Position | Field Length | Description  |
|--------------|----------------|--------------|--|
| <b>TOTAL</b> | 1300 - 1303    | 4            | Total Students, All Grades   |
| <b>AMALM</b> | 1304 - 1307    | 4            | Total Students, All Grades - American Indian/Alaska Native - male    |
| <b>AMALF</b> | 1308 - 1311    | 4            | Total Students, All Grades - American Indian/Alaska Native - female  |
| <b>AMALU</b> | 1312 - 1315    | 4            | Total Students, All Grades - American Indian/Alaska Native - unknown |
| <b>ASALM</b> | 1316 - 1319    | 4            | Total Students, All Grades - Asian/Pacific Islander - male           |
| <b>ASALF</b> | 1320 - 1323    | 4            | Total Students, All Grades - Asian/Pacific Islander - female         |
| <b>ASALU</b> | 1324 - 1327    | 4            | Total Students, All Grades - Asian/Pacific Islander - unknown        |
| <b>HIALM</b> | 1328 - 1331    | 4            | Total Students, All Grades - Hispanic - male                         |
| <b>HIALF</b> | 1332 - 1335    | 4            | Total Students, All Grades - Hispanic - female                       |
| <b>HIALU</b> | 1336 - 1339    | 4            | Total Students, All Grades - Hispanic - unknown                      |
| <b>BLALM</b> | 1340 - 1343    | 4            | Total Students, All Grades - Black, not Hispanic - male              |
| <b>BLALF</b> | 1344 - 1347    | 4            | Total Students, All Grades - Black, not Hispanic - female            |
| <b>BLALU</b> | 1348 - 1351    | 4            | Total Students, All Grades - Black, not Hispanic - unknown           |
| <b>WHALM</b> | 1352 - 1355    | 4            | Total Students, All Grades - White, not Hispanic - male              |
| <b>WHALF</b> | 1356 - 1359    | 4            | Total Students, All Grades - White, not Hispanic - female            |
| <b>WHALU</b> | 1360 - 1363    | 4            | Total Students, All Grades - White, not Hispanic - unknown           |

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

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

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

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

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

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



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

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

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

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

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

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

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

| Field Name                                 | Field Position | Field Length | Description  |
|--|----------------|--------------|--|
| LEAID                                      | 001 - 007      | 7            | NCES Education Agency ID                               |
| STID                                       | 008 - 021      | 14           | State Education Agency ID                              |
| NAME                                       | 022 - 081      | 60           | Name of Education Agency                               |
| PHONE                                      | 082 - 091      | 10           | Telephone Number(Area Code and Phone Number)           |
| MSTREE                                     | 092 - 121      | 30           | Mailing Address - Street                               |
| MCITY                                      | 122 - 151      | 30           | Mailing Address - City                                 |
| MSTATE                                     | 152 - 153      | 2            | Mailing Address - State (P.O. Abbreviation)            |
| MZIP                                       | 154 - 158      | 5            | Mailing Address - ZIP (digits 1 thru 5)                |
| MZIP4                                      | 159 - 162      | 4            | Mailing Address - ZIP4 (digits 6 thru 9)               |
| LSTREE                                     | 163 - 192      | 30           | Physical Location Address - Street                     |
| LCITY                                      | 193 - 222      | 30           | Physical Location Address - City                       |
| LSTATE                                     | 223 - 224      | 2            | Physical Location Address - State (P.O. Abbreviation)  |
| LZIP                                       | 225 - 229      | 5            | Physical Location Address - ZIP (digits 1 thru 5)      |
| LZIP4                                      | 230 - 233      | 4            | Physical Location Address - ZIP4 (digits 6 thru 9)     |
| AGTYP                                      | 234 - 234      | 1            | Education Agency Type Code                             |
| UNION                                      | 235 - 237      | 3            | Supervisory Union ID Number                            |
| CONAME                                     | 238 - 267      | 30           | County Name  |
| CONUM                                      | 268 - 272      | 5            | FIPS County Code                                       |
| BOUND                                      | 273 - 273      | 1            | Operational Status Code                                |
| GSLO                                       | 274 - 275      | 2            | Grade Span Offered - Lowest grade                      |
| GSHI                                       | 276 - 277      | 2            | Grade Span Offered - Highest grade                     |
| <b>Students:</b>                           |                |              |  |
| UG   | 278 - 284      | 7            | Ungraded Students                                      |
| PK12                                       | 285 - 291      | 7            | PK-12 Students   |
| MIGRNT                                     | 292 - 298      | 7            | Migrant Students Served in a Summer Program            |
| SPECED                                     | 299 - 305      | 7            | Special Education - Individual Education Program (IEP) |
| ELL  | 306 - 312      | 7            | English Language Learner                               |
| <b>Staff (one explicit decimal place):</b> |                |              |  |
| PKTCH                                      | 313 - 319      | 7            | Prekindergarten Teachers                               |
| KG TCH                                     | 320 - 326      | 7            | Kindergarten Teachers                                  |
| ELMTCH                                     | 327 - 333      | 7            | Elementary Teachers                                    |
| SECTCH                                     | 334 - 340      | 7            | Secondary Teachers                                     |
| UGTCH                                      | 341 - 347      | 7            | Teachers of Ungraded Classes                           |
| TOTTCH                                     | 348 - 354      | 7            | Total FTE Teachers                                     |
| AIDES                                      | 355 - 361      | 7            | Instructional Aides                                    |
| CORSUP                                     | 362 - 368      | 7            | Instructional Coordinators and Supervisors             |
| ELMGUI                                     | 369 - 375      | 7            | Elementary Guidance Counselors                         |
| SECGUI                                     | 376 - 382      | 7            | Secondary Guidance Counselors                          |
| TOTGUI                                     | 383 - 389      | 7            | Total Guidance Counselors                              |
| LIBSPE                                     | 390 - 396      | 7            | Librarians/Media Specialists                           |
| LIBSUP                                     | 397 - 403      | 7            | Library/Media Support Staff                            |
| LEAADM                                     | 404 - 410      | 7            | LEA Administrators                                     |
| LEASUP                                     | 411 - 417      | 7            | LEA Administrative Support Staff                       |
| SCHADM                                     | 418 - 424      | 7            | School Administrators                                  |
| SCHSUP                                     | 425 - 431      | 7            | School Administrative Support Staff                    |
| STUSUP                                     | 432 - 438      | 7            | Student Support Services Staff                         |
| OTHSUP                                     | 439 - 445      | 7            | All Other Support Staff                                |

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

| Field Name | Field Position | Field Length | Description |
|------------|----------------|--------------|-------------|
|------------|----------------|--------------|-------------|

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

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

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

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

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

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

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

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

### APPENDIX E-3: STATE NONFISCAL RECORD LAYOUT

| Field Name                            | Field Position | Field Length | Description  |
|---------------------------------------|----------------|--------------|--|
| <b>SURVYEAR</b>                       | 001 - 004      | 4            | Starting Year of Survey (2001)                     |
| <b>STFIPS</b>                         | 005 - 006      | 2            | Fed Info Processing Std (FIPS) Code (01-78)        |
| <b>STABR</b>                          | 007 - 008      | 2            | Postal State Abbreviation Codes                    |
| <b>SEANAME</b>                        | 009 - 043      | 35           | Name of State Education Agency                     |
| <b>STREET</b>                         | 044 - 068      | 25           | Mailing Address - Street                           |
| <b>CITY</b>                           | 069 - 086      | 18           | Mailing Address - City                             |
| <b>STNAME</b>                         | 087 - 111      | 25           | Mailing Address - State                            |
| <b>ZIP</b>                            | 112 - 116      | 5            | Mailing Address - ZIP (digits 1 thru 5)            |
| <b>ZIP4</b>                           | 117 - 121      | 5            | Mailing Address - ZIP4 (dash plus digits 6 thru 9) |
| <b>PHONE</b>                          | 122 - 135      | 14           | Area Code and Local Phone Number                   |
| <b>Instructional Staff:</b>           |                |              |  |
| <b>PKTCH</b>                          | 136 - 140      | 5            | Prekindergarten Teachers                           |
| <b>KGTCH</b>                          | 141 - 145      | 5            | Kindergarten Teachers                              |
| <b>ELMTCH</b>                         | 146 - 151      | 6            | Elementary Teachers                                |
| <b>SECTCH</b>                         | 152 - 157      | 6            | Secondary Teachers                                 |
| <b>UGTCH</b>                          | 158 - 162      | 5            | Teachers of Ungraded Classes                       |
| <b>TOTTCH</b>                         | 163 - 168      | 6            | Total FTE Teachers                                 |
| <b>AIDES</b>                          | 169 - 173      | 5            | Instructional Aides                                |
| <b>CORSUP</b>                         | 174 - 178      | 5            | Instructional Coordinators and Supervisors         |
| <b>Support Services Staff Counts:</b> |                |              |  |
| <b>ELMGUI</b>                         | 179 - 182      | 4            | Elementary Guidance Counselors/Directors           |
| <b>SECGUI</b>                         | 183 - 186      | 4            | Secondary Guidance Counselors/Directors            |
| <b>TOTGUI</b>                         | 187 - 190      | 4            | Total Guidance Counselors/Directors                |
| <b>LIBSPE</b>                         | 191 - 194      | 4            | Librarians   |
| <b>LIBSUP</b>                         | 195 - 198      | 4            | Library Support Staff                              |
| <b>LEAADM</b>                         | 199 - 203      | 5            | LEA Administrators                                 |
| <b>LEASUP</b>                         | 204 - 208      | 5            | LEA Administrative Support Staff                   |
| <b>SCHADM</b>                         | 209 - 213      | 5            | School Administrators                              |
| <b>SCHSUP</b>                         | 214 - 218      | 5            | School Administrative Support Staff                |
| <b>STUSUP</b>                         | 219 - 223      | 5            | Student Support Services Staff                     |
| <b>OTHSUP</b>                         | 224 - 229      | 6            | All Other Support Services Staff                   |
| <b>Students by Grade:</b>             |                |              |  |
| <b>PK</b>                             | 230 - 235      | 6            | Prekindergarten Students                           |
| <b>KG</b>                             | 236 - 241      | 6            | Kindergarten Students                              |
| <b>G01</b>                            | 242 - 247      | 6            | Grade 1 Students                                   |
| <b>G02</b>                            | 248 - 253      | 6            | Grade 2 Students                                   |
| <b>G03</b>                            | 254 - 259      | 6            | Grade 3 Students                                   |
| <b>G04</b>                            | 260 - 265      | 6            | Grade 4 Students                                   |
| <b>G05</b>                            | 266 - 271      | 6            | Grade 5 Students                                   |
| <b>G06</b>                            | 272 - 277      | 6            | Grade 6 Students                                   |
| <b>G07</b>                            | 278 - 283      | 6            | Grade 7 Students                                   |
| <b>G08</b>                            | 284 - 289      | 6            | Grade 8 Students                                   |
| <b>G09</b>                            | 290 - 295      | 6            | Grade 9 Students                                   |
| <b>G10</b>                            | 296 - 301      | 6            | Grade 10 Students                                  |
| <b>G11</b>                            | 302 - 307      | 6            | Grade 11 Students                                  |
| <b>G12</b>                            | 308 - 313      | 6            | Grade 12 Students                                  |
| <b>UG</b>                             | 314 - 319      | 6            | Ungraded Students                                  |
| <b>MEMBER</b>                         | 320 - 327      | 8            | Total Students                                     |



### APPENDIX E-3: STATE NONFISCAL RECORD LAYOUT

| Field Name                                       | Field Position | Field Length | Description  |
|--|----------------|--------------|--|
| <b>High School Completers:</b>                   |                |              |  |
| REGDIP   | 328 - 333      | 6            | Regular and Other Diploma Recipients                     |
| EQUIV  | 334 - 339      | 6            | High School Equivalency recipient (Ages 19 or younger)   |
| OTHCOM   | 340 - 345      | 6            | Other High School Completers                             |
| <b>Students by Grade, and by Race/Ethnicity:</b> |                |              |  |
| AMPK   | 346 - 351      | 6            | Prekindergarten Students - American Indian/Alaska Native |
| ASPK   | 352 - 357      | 6            | Prekindergarten Students - Asian/Pacific Islander        |
| HIPK   | 358 - 363      | 6            | Prekindergarten Students - Hispanic                      |
| BLPK   | 364 - 369      | 6            | Prekindergarten Students - Black, Not Hispanic           |
| WHPK   | 370 - 375      | 6            | Prekindergarten Students - White, Not Hispanic           |
| AMKG   | 376 - 381      | 6            | Kindergarten Students - American Indian/Alaska Native    |
| ASKG   | 382 - 387      | 6            | Kindergarten Students - Asian/Pacific Islander           |
| HIKG   | 388 - 393      | 6            | Kindergarten Students - Hispanic                         |
| BLKG   | 394 - 399      | 6            | Kindergarten Students - Black, Not Hispanic              |
| WHKG   | 400 - 405      | 6            | Kindergarten Students - White, Not Hispanic              |
| AM01   | 406 - 411      | 6            | Grade 1 Students - American Indian/Alaska Native         |
| AS01   | 412 - 417      | 6            | Grade 1 Students - Asian/Pacific Islander                |
| HI01   | 418 - 423      | 6            | Grade 1 Students - Hispanic                              |
| BL01   | 424 - 429      | 6            | Grade 1 Students - Black, Not Hispanic                   |
| WH01   | 430 - 435      | 6            | Grade 1 Students - White, Not Hispanic                   |
| AM02   | 436 - 441      | 6            | Grade 2 Students - American Indian/Alaska Native         |
| AS02   | 442 - 447      | 6            | Grade 2 Students - Asian/Pacific Islander                |
| HI02   | 448 - 453      | 6            | Grade 2 Students - Hispanic                              |
| BL02   | 454 - 459      | 6            | Grade 2 Students - Black, Not Hispanic                   |
| WH02   | 460 - 465      | 6            | Grade 2 Students - White, Not Hispanic                   |
| AM03   | 466 - 471      | 6            | Grade 3 Students - American Indian/Alaska Native         |
| AS03   | 472 - 477      | 6            | Grade 3 Students - Asian/Pacific Islander                |
| HI03   | 478 - 483      | 6            | Grade 3 Students - Hispanic                              |
| BL03   | 484 - 489      | 6            | Grade 3 Students - Black, Not Hispanic                   |
| WH03   | 490 - 495      | 6            | Grade 3 Students - White, Not Hispanic                   |
| AM04   | 496 - 501      | 6            | Grade 4 Students - American Indian/Alaska Native         |
| AS04   | 502 - 507      | 6            | Grade 4 Students - Asian/Pacific Islander                |
| HI04   | 508 - 513      | 6            | Grade 4 Students - Hispanic                              |
| BL04   | 514 - 519      | 6            | Grade 4 Students - Black, Not Hispanic                   |
| WH04   | 520 - 525      | 6            | Grade 4 Students - White, Not Hispanic                   |
| AM05   | 526 - 531      | 6            | Grade 5 Students - American Indian/Alaska Native         |
| AS05   | 532 - 537      | 6            | Grade 5 Students - Asian/Pacific Islander                |
| HI05   | 538 - 543      | 6            | Grade 5 Students - Hispanic                              |
| BL05   | 544 - 549      | 6            | Grade 5 Students - Black, Not Hispanic                   |
| WH05   | 550 - 555      | 6            | Grade 5 Students - White, Not Hispanic                   |
| :  |                |              |  |

### APPENDIX E-3: STATE NONFISCAL RECORD LAYOUT

| Field Name  | Field Position | Field Length | Description                                       |
|-------------|----------------|--------------|---|
| <b>AM06</b> | 556 - 561      | 6            | Grade 6 Students - American Indian/Alaska Native  |
| <b>AS06</b> | 562 - 567      | 6            | Grade 6 Students - Asian/Pacific Islander         |
| <b>HI06</b> | 568 - 573      | 6            | Grade 6 Students - Hispanic                       |
| <b>BL06</b> | 574 - 579      | 6            | Grade 6 Students - Black, Not Hispanic            |
| <b>WH06</b> | 580 - 585      | 6            | Grade 6 Students - White, Not Hispanic            |
| <b>AM07</b> | 586 - 591      | 6            | Grade 7 Students - American Indian/Alaska Native  |
| <b>AS07</b> | 592 - 597      | 6            | Grade 7 Students - Asian/Pacific Islander         |
| <b>HI07</b> | 598 - 603      | 6            | Grade 7 Students - Hispanic                       |
| <b>BL07</b> | 604 - 609      | 6            | Grade 7 Students - Black, Not Hispanic            |
| <b>WH07</b> | 610 - 615      | 6            | Grade 7 Students - White, Not Hispanic            |
| <b>AM08</b> | 616 - 621      | 6            | Grade 8 Students - American Indian/Alaska Native  |
| <b>AS08</b> | 622 - 627      | 6            | Grade 8 Students - Asian/Pacific Islander         |
| <b>HI08</b> | 628 - 633      | 6            | Grade 8 Students - Hispanic                       |
| <b>BL08</b> | 634 - 639      | 6            | Grade 8 Students - Black, Not Hispanic            |
| <b>WH08</b> | 640 - 645      | 6            | Grade 8 Students - White, Not Hispanic            |
| <b>AM09</b> | 646 - 651      | 6            | Grade 9 Students - American Indian/Alaska Native  |
| <b>AS09</b> | 652 - 657      | 6            | Grade 9 Students - Asian/Pacific Islander         |
| <b>HI09</b> | 658 - 663      | 6            | Grade 9 Students - Hispanic                       |
| <b>BL09</b> | 664 - 669      | 6            | Grade 9 Students - Black, Not Hispanic            |
| <b>WH09</b> | 670 - 675      | 6            | Grade 9 Students - White, Not Hispanic            |
| <b>AM10</b> | 676 - 681      | 6            | Grade 10 Students - American Indian/Alaska Native |
| <b>AS10</b> | 682 - 687      | 6            | Grade 10 Students - Asian/Pacific Islander        |
| <b>HI10</b> | 688 - 693      | 6            | Grade 10 Students - Hispanic                      |
| <b>BL10</b> | 694 - 699      | 6            | Grade 10 Students - Black, Not Hispanic           |
| <b>WH10</b> | 700 - 705      | 6            | Grade 10 Students - White, Not Hispanic           |
| <b>AM11</b> | 706 - 711      | 6            | Grade 11 Students - American Indian/Alaska Native |
| <b>AS11</b> | 712 - 717      | 6            | Grade 11 Students - Asian/Pacific Islander        |
| <b>HI11</b> | 718 - 723      | 6            | Grade 11 Students - Hispanic                      |
| <b>BL11</b> | 724 - 729      | 6            | Grade 11 Students - Black, Not Hispanic           |
| <b>WH11</b> | 730 - 735      | 6            | Grade 11 Students - White, Not Hispanic           |
| <b>AM12</b> | 736 - 741      | 6            | Grade 12 Students - American Indian/Alaska Native |
| <b>AS12</b> | 742 - 747      | 6            | Grade 12 Students - Asian/Pacific Islander        |
| <b>HI12</b> | 748 - 753      | 6            | Grade 12 Students - Hispanic                      |
| <b>BL12</b> | 754 - 759      | 6            | Grade 12 Students - Black, Not Hispanic           |
| <b>WH12</b> | 760 - 765      | 6            | Grade 12 Students - White, Not Hispanic           |
| <b>AMUG</b> | 766 - 771      | 6            | Ungraded Students - American Indian/Alaska Native |
| <b>ASUG</b> | 772 - 777      | 6            | Ungraded Students - Asian/Pacific Islander        |
| <b>HIUG</b> | 778 - 783      | 6            | Ungraded Students - Hispanic                      |
| <b>BLUG</b> | 784 - 789      | 6            | Ungraded Students - Black, Not Hispanic           |
| <b>WHUG</b> | 790 - 795      | 6            | Ungraded Students - White, Not Hispanic           |
| <b>AM</b>   | 796 - 803      | 8            | Total Students - American Indian/Alaska Native    |
| <b>AS</b>   | 804 - 811      | 8            | Total Students - Asian/Pacific Islander           |
| <b>HI</b>   | 812 - 819      | 8            | Total Students - Hispanic                         |
| <b>BL</b>   | 820 - 827      | 8            | Total Students - Black, Not Hispanic              |
| <b>WH</b>   | 828 - 835      | 8            | Total Students - White, Not Hispanic              |

### APPENDIX E-3: STATE NONFISCAL RECORD LAYOUT

| Field Name | Field Position | Field Length | Description |
|------------|----------------|--------------|-------------|
|------------|----------------|--------------|-------------|

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

|              |           |   |  |
|--------------|-----------|---|--|
| <b>AMDIP</b> | 836 - 841 | 6 | Regular and Other Diploma Recipients - American Indian/Alaska Native |
| <b>ASDIP</b> | 842 - 847 | 6 | Regular and Other Diploma Recipients - Asian/Pacific Islander        |
| <b>HIDIP</b> | 848 - 853 | 6 | Regular and Other Diploma Recipients - Hispanic                      |
| <b>BLDIP</b> | 854 - 859 | 6 | Regular and Other Diploma Recipients - Black, Not Hispanic           |
| <b>WHDIP</b> | 860 - 865 | 6 | Regular and Other Diploma Recipients - White, Not Hispanic           |

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

|                |           |   |  |
|----------------|-----------|---|--|
| <b>AMEQUIV</b> | 866 - 871 | 6 | High School Equivalency Recipients - American Indian/Alaska Native |
| <b>ASEQUIV</b> | 872 - 877 | 6 | High School Equivalency Recipients - Asian/Pacific Islander        |
| <b>HIEQUIV</b> | 878 - 883 | 6 | High School Equivalency Recipients - Hispanic                      |
| <b>BLEQUIV</b> | 884 - 889 | 6 | High School Equivalency Recipients - Black, Not Hispanic           |
| <b>WHEQUIV</b> | 890 - 895 | 6 | High School Equivalency Recipients - White, Not Hispanic           |

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

|              |           |   |  |
|--------------|-----------|---|--|
| <b>AMOHC</b> | 896 - 901 | 6 | Other High School Completers - American Indian/Alaska Native |
| <b>ASOHC</b> | 902 - 907 | 6 | Other High School Completers - Asian/Pacific Islander        |
| <b>HIOHC</b> | 908 - 913 | 6 | Other High School Completers - Hispanic                      |
| <b>BLOHC</b> | 914 - 919 | 6 | Other High School Completers - Black, Not Hispanic           |
| <b>WHOHC</b> | 920 - 925 | 6 | Other High School Completers - White, Not Hispanic           |

**APPENDIX F-1: STATE ABBREVIATIONS USED IN CCD SURVEYS**

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

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

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

## APPENDIX G: STATE REPORTING DROPOUT INSTRUCTIONS

### School Year 2002 - 2003 Dropouts

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

#### Dropout Definition

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

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

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

- A. **School year** is the 12-month period beginning on October 1, 2002 and ending September 30, 2003. **INCLUDE** the summer following the regular school year.
- B. **School completer** is an individual who has graduated from high school or completed some other education program that is approved by the state or local education agency.
- C. **State or district approved program** is one that leads to the receipt of formal recognition of completion from school authorities. It may **INCLUDE** special education programs, home-based instruction, and programs administered by a secondary education agency (but **NOT** adult or postsecondary education) leading to a GED-based diploma or some other certification differing from the regular diploma. Programs recognized as legitimate by the state are considered approved even if the public education system does not directly administer them; home schooling and charter schools are examples of such programs.
- D. **Transfer to another school or program** may be confirmed by a method selected by the state or school district. A transcript request, withdrawal notice signed by a parent that includes assurances the student will be enrolled elsewhere, and the like are acceptable. States are discouraged from accepting hearsay reports or unsubstantiated statements of intent from departing students.
- E. **Race/ethnicity** of dropouts currently is reported using the pre-1997 standards set by the Office of Management and Budget. The categories approved for the CCD through the 2002-2003 school year are American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; Black, not Hispanic; White, not Hispanic. Definitions are included in the CCD Instructions Manual.
- F. **Gender** of dropouts is reported as male or female.
- G. **Grade classifications**, grades 7 through 12, **NOT** the student's age, are used to report dropouts.
- H. **Ungraded dropouts** are allocated to the grade most appropriate for their age.

## APPENDIX G: STATE REPORTING DROPOUT INSTRUCTIONS

### School Year 2002 - 2003 Dropouts

#### Other Basic Guidelines

The CCD reports an **event** dropout count - the number of students who leave school during a defined period of time, in this case, a calendar year. The dropout count is taken on October 1, 2002 or the school day closest to this date, in order to agree with the CCD student membership count collected on the same day.

**To determine if the student is a dropout on October 1, 2002** - A student who missed much of the previous school year (2001-2002) but who is in membership on October 1, 2002 is **not** considered a dropout. A student **not** in membership on October 1, 2002 but who returns later in that school year is a dropout (for the previous year, 2001-2002). CCD publications compute a dropout rate by dividing the number of student dropouts for a year by the membership count taken at the beginning of that year.

#### More guidelines:

1. **Summer Dropouts** are students who were not dropouts at the close of the previous school year (2001-2002) but who fail to enroll by October 1, 2002. Summer dropouts are reported as dropouts for the grade and school year for which they fail to report. For example, a student who completes the 10<sup>th</sup> grade in 2001-2002 but who is not re-enrolled on October 1, 2002 is reported as a 2002-2003 dropout for 11<sup>th</sup> grade.
2. Students who enroll in adult education programs are counted as dropouts **unless the elementary/secondary school system remains responsible for the student**. The intent of this guideline is to ensure that students who do not complete a program but for whom the district no longer takes responsibility are counted as dropouts.
  - i. Transferring to an alternative education setting, if it is part of the elementary/secondary education system, is not considered dropping out. For example, students enrolled in elementary/secondary education in prisons, hospitals, storefront locations or other nontraditional locations are not dropouts if the program is part of the elementary/secondary system. This means that a student who enrolls in a school-operated program for high-risk students is **not a dropout**, even if the program is preparing the student to take the GED examination.
  - ii. A student who leaves the public elementary/secondary school and enrolls in adult education is a **dropout**. The exception is when the public school system monitors the student's enrollment and reports the student as a dropout if the student drops out of the adult program. An example is a cooperative arrangement between a public school district and a local technical institute that provides GED preparation for students referred directly by the district. The district counts as dropouts the referred students who do not complete the GED study program.
  - iii. Students who drop out during the 2001-2002 school year but who have obtained a completion credential, such as a GED-based diploma or certificate of completion, on October 1, 2002 are **NOT** reported as dropouts.
3. An early college admissions student, one who transfers to a postsecondary program leading to a baccalaureate or associate's degree, is **NOT** a dropout.
4. Students who fail to meet some graduation requirements, and who leave school without a diploma or other credential, are dropouts even if they have completed the 12<sup>th</sup> grade.
5. Students who leave the United States are not considered to be dropouts even if the school district cannot document the student's subsequent enrollment in school.
6. Students who drop out during the 2002-2003 school year but are re-enrolled on October 1, 2003 are not reported as dropouts.
7. Students who drop out multiple times in a school year are reported only once for a single school year. However, students who drop out in more than one year are reported as dropouts for each year in which they are not in membership on October 1.
8. Report underage student dropouts leaving school when they are still too young to do so legally. Report data on the CCD if they drop out of grades 7 through 12. These students should be reported even if the state or district considers them truants rather than dropouts.

**SUMMARY OF SCHOOL LEAVER STATUS**

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



## APPENDIX H: HOW TO MAKE CORRECTIONS TO SUBMITTED DATA

Please use one of the following **two** formats to correct data already submitted to the Census Bureau. The corrected data will be applied to the originally submitted universe. Data for schools or agencies not on the originally submitted universe will be ignored. If you need to add or delete a school or agency to your original universe, please contact the Census Bureau.

1. **Individual Data Item Corrections** (i.e. corrections made to one field) should be sent in an ASCII text file, using the following layout:

|                        | Length | Position |
|------------------------|--------|----------|
| State Agency ID number | 14     | 1 - 14   |
| State School ID number | 20     | 15 - 34  |
| Data Field Name        | 8      | 35 - 42  |
| Corrected Data         | 60     | 43 -103  |

| STATE AGENCY ID | STATE SCHOOL ID | DATA FIELD NAME | CORRECTED DATA |
|-----------------|-----------------|-----------------|----------------|
|                 |                 |                 |                |
|                 |                 |                 |                |
|                 |                 |                 |                |
|                 |                 |                 |                |

The Data Field Names are located in **Appendix E**. Agency Universe corrections follow the same layout, leaving the State School ID Number in position 15-34 blank. State Nonfiscal corrections should leave the State Agency and School ID numbers blank (position 1-34).

2. **Multiple Record Type Corrections** should also be sent in an ASCII text file following the appropriate School or Agency Multiple Record Layout in **Appendix E**. Please be aware that any corrected fields that contain blanks will overwrite the existing value with that blank. For example, if you would like to correct the count of Prekindergarten, Hispanic, Male students using the Multiple Record Type Correction format, you must also include the data for all other data fields in that record (i.e. TOTPK, AMPKM, AMPKF, AMPKU, ASPKM, ASPKF, ASPKU, HIPKM, HIPKF, HIPKU, BLPKM, BLPKF, BLPKU, WHPKM, WHPKF, and WHPKU).

## APPENDIX I: STATE NONFISCAL SURVEY - ACCESS DATABASE OR EXCEL SPREADSHEET SUBMISSION

If your state decides **NOT** to use the electronic web form found on the following Census Bureau web site:

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

to report data for the State Nonfiscal Survey, Census will accept data in an EXCEL spreadsheet format or in an ACCESS database, in addition to a text file (see Appendix E-3).

### ACCESS Database Submission

Provide a continuous record of the data field information outlined in **Appendix E-3** of this manual.

### EXCEL Spreadsheet Submission

Provide one long continuous record. **Include** the data field information outlined in **Appendix E-3** of this manual. Report each data item in separate columns.

Identify missing or not applicable data using the codes listed below. Every item in the State Nonfiscal Survey requires a response.

**M** indicates data are missing. A value is expected, but no value is measured.

**N** indicates data are not applicable. A value is neither expected nor measured.

Enter **0** (zero) only for those cases where a numerical value is measured but no quantity is found.

Contact the Census Bureau liaisons Dell Gray, Julia Naum, or Jane Thomas if assistance is needed.

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

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

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

### School Universe File

|                     |  |
|---------------------|--|
| <b>NCES ID Code</b> | The NCES identification code is added to <b>new</b> schools. NCES ID codes are now used in many public and private grant application forms as well as by the National Board Certification for teachers.  |
| <b>In/Out Code</b>  | State assigned indicator to identify whether a school is located inside or outside the legal incorporated limits of a geographic area. This code is used by the Census Bureau to assign geographic information.  |
| <b>Locale Code</b>  | <p>Locale code uses physical location to match the school address against a geography database from the Census Bureau to determine "urbanicity." This variable was developed as a classification of the place in which the school is located and may not be a description of where the student population resides. Now used for some federal rural school funding eligibility, codes are as follows:</p> <ol style="list-style-type: none"><li>1 = <b>Large City</b> - A central city of Core-based Statistical Area (CBSA) or Consolidated Statistical Area (CSA), with the city having a population greater than or equal to 250,000.</li><li>2 = <b>Mid-Size City</b> - A central city of a CBSA or CSA, with the city having a population less than 250,000.</li><li>3 = <b>Urban Fringe of a Large City</b> - Any incorporated place, Census designated place (CDP) with a population greater than or equal to 25,000 and located outside of a CBSA or CSA of a Large City and defined as urban by the Census Bureau.</li><li>4 = <b>Urban Fringe of a Mid-Size City</b> - Any incorporated place, Census designated place (CDP), or non-place territory within a CBSA or CSA of a Mid-Size City and defined as urban by the Census Bureau.</li><li>5 = <b>Large Town</b> - An incorporated place or Census designated place (CDP) with a population greater than or equal to 25,000 and located outside a CBSA or CSA.</li><li>6. = <b>Small Town</b> - An incorporated place or Census designated place with a population less than 25,000 and greater than 2,500 and located outside a CBSA or CSA.</li><li>7 = <b>Rural, outside CBSA</b> - Any incorporated place, Census designated place (CDP), or non-place territory not within a CBSA or CSA and defined as rural by the Census Bureau.</li><li>8 = <b>Rural, inside CBSA</b> - Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA and defined as rural by the Census Bureau.</li></ol> |
| <b>County Code</b>  | County code assigned with the locale code based on the reported physical location address of the school.   |
| <b>County Name</b>  | County name assigned with the locale code based on the reported physical location address of the school.   |
| <b>Grade Totals</b> | Each grade total will be summed if not reported.   |
| <b>Race Totals</b>  | Each race total will be summed if not reported.  |

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

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

### Agency Universe File

|                     |   |
|---------------------|---|
| <b>NCES ID Code</b> | The NCES identification code is added to <b>new</b> agencies. NCES ID codes are now used in many public and private grant application forms as well as the National Board Certification for teachers.   |
| <b>CBSA</b>         | Each Core Based Statistical Area (CBSA) must contain at least one urban area of 10,000 or more population. Each metropolitan statistical area must have at least one urbanized area of 50,000 or more inhabitants. Each micropolitan statistical area must have at least one urban cluster of at least 10,000 but less than 50,000 population.<br><br>Under the standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more population, or that contain at least 5,000 people residing within a single urban area of 10,000 or more population, is identified as a "central county" (counties). Additional "outlying counties" are included in the CBSA if they meet specified requirements of commuting to or from the central counties. Counties or equivalent entities form the geographic "building blocks" for metropolitan and micropolitan statistical areas throughout the United States and Puerto Rico. |
| <b>CSA</b>          | A Consolidated Statistical Area (CSA) is an area that qualifies as a metropolitan area (MA) has more than one million people, two or more core-based metropolitan statistical areas (CBSAs) may be defined within it. Each CBSA consists of a large urbanized county or cluster of counties (cities and towns in New England) that demonstrate very strong internal economic and social links, in addition to close ties to other portions of the larger area. When CBSA's are established, the larger MA of which they are component parts is designated a consolidated statistical area (CSA). CSAs and CBSA's are established only where local governments favor such designations for a large MA.   |

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

- 1 = Primarily serves a central city of an CSA
- 2 = Serves an CSA but not primarily its central city
- 3 = Does not serve an CSA

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

- 1 = **Large City** - A central city of Core-based Statistical Area (CBSA) with the city having a population greater than or equal to 250,000.
- 2 = **Mid-Size City** - A central city of a CBSA or Consolidated Statistical Area (CSA), with the city having a population less than 250,000.
- 3 = **Urban Fringe of a Large City** - Any incorporated place, Census designated place (CDP), or non-place territory within a CBSA or CSA of a Large City and defined as urban by the Census Bureau.
- 4 = **Urban Fringe of a Mid-Size City** - Any incorporated place, Census designated place (CDP), or non-place territory within a CBSA or CSA of a Mid-Size City and defined as urban by the Census Bureau.
- 5 = **Large Town** - An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CBSA or CSA.
- 6 = **Small Town** - An incorporated place or Census designated place (CDP) with a population less than 25,000 and greater than 2,500 and located outside a CBSA or CSA.
- 7 = **Rural, outside CBSA** - Any incorporated place, Census designated place (CDP), or non-place territory not within a CBSA or CSA and defined as rural by the Census Bureau.
- 8 = **Rural, inside CBSA** - Any incorporated place, Census designated place (CDP), or non-place territory within a CBSA or CSA and defined as rural by the Census Bureau.

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

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

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

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

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

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

### State Nonfiscal File

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

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

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

### Agency Dropout and Completion Rate File

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

- 1 = Directory and enrollment data from the school year submission (2002- 2003), dropout data from submission year for which dropouts were reported (2003- 2004).
- 2 = Directory and dropout data from submission year for which dropouts were reported (2003- 2004), no enrollment data available for these districts.

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

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

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

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

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

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

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

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

## **VI. GLOSSARY OF TERMS**

## GLOSSARY OF TERMS

### Agency

See **Education Agency**.

### Alternative Education School

A public elementary/secondary school that:

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

See also **Type Code, School**.

### American Indian/Alaska Native

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.

### Asian/Pacific Islander

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

### Black, Not Hispanic

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

### Central City

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

### Charter School

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

### Classroom Teachers (FTE)

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

### Completer, High School

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

### Consolidated Statistical Area (CSA)

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

### Core Based Statistical Area (CBSA)

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

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

### Diploma, High School

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

### Diploma Recipient

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



## GLOSSARY OF TERMS

### District Locale Code

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

### Dropout

A dropout is a student who:

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

### Education Agency

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

### Elementary

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

### Elementary Guidance Counselors

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

See also **Guidance Counselors**.

### Elementary Teachers

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

### English Language Learner (ELL) Students

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

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

### Federally Operated Education Agency

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

### FIPS County Code

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

### Free Lunch Eligible Students

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

### Free Lunch Program

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

### Full-Time Equivalency (FTE)

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

### Gender

Gender is considered either male or female.

### General Education Development (GED) Test

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

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

## GLOSSARY OF TERMS

### Grade Classification

Grades 7 through 12 are used to report student dropouts.

### Grade Span Offered

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

### Guidance Counselors

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

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

### Head Start Program

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

### High School Completion Counts

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

### High School Diploma

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

### High School Equivalency Certificate

A formal document certifying that an individual met the state requirements for high school graduation equivalency by:

- Obtaining satisfactory scores on an approved examination, and
- Completing other performance requirements (if any) set by a state education agency or other appropriate body.

### High School Equivalency Recipients

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

### Hispanic

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

### In/Out Code

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

### Individualized Education Program (IEP)

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

### Instructional Aides

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

### Instructional Coordinators and Supervisors

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

### Kindergarten

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

### Kindergarten Teachers

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

## GLOSSARY OF TERMS

### Large City

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

### Large Town

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

### Librarians and Media Specialists

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

### Library and Media Support Staff

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

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

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

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

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

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

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

### Local Education Agency (LEA) Administrators

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

### Locale Code

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

- 1 = **Large City:** A central city of a CBSA or CSA, with the city having a population greater than or equal to 250,000.
- 2 = **Mid-Size City:** A central city of a CBSA or CSA, with the city having a population less than 250,000.
- 3 = **Urban Fringe of a Large City:** Any incorporated place, Census designated place (CDP), or non-place territory within a CBSA or CSA of a Large City and defined as urban by the Census Bureau.
- 4 = **Urban Fringe of a Mid-Size City:** Any incorporated place, Census designated place (CDP), or non-place territory within a CBSA or CSA of a Mid-Size City and defined as urban by the Census Bureau.
- 5 = **Large Town:** an incorporated place or Census designated place (CDP) with a population greater than or equal to 25,000 and located outside a CBSA or CSA.
- 6 = **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 CBSA or CSA.
- 7 = **Rural, outside CBSA:** Any incorporated place, Census designated place (CDP), or non-place territory not within a CBSA or CSA and defined as rural by the Census Bureau.
- 8 = **Rural, inside CBSA:** Any incorporated place, Census designated place (CDP), or non-place territory within a CBSA or CSA and defined as rural by the Census Bureau.

### Location Address

This is the physical location of the school or agency.

### Magnet School or Program

A special school or program designed:

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

## GLOSSARY OF TERMS

### Mailing Address

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

### Media Specialists

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

### Membership Count

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

### Metropolitan Status (Metro Status)

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

### Metropolitan Statistical Area (MSA)

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

### Micropolitan Statistical Area

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

### Mid-Size City

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

### Migrant Students

A migrant student (defined under 34 CFR 200.40):

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

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

### Operational Status Code, Education Agency

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

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

## GLOSSARY OF TERMS

### Operational Status Code, School

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

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

### Other High School Completers

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

### Other Support Staff

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

### Prekindergarten

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

### Prekindergarten Teachers

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

### Public School

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

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

### Racial/Ethnic Categories

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

### Reduced-Price Lunch Eligible Students

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

### Regional Education Service Agency (RESA)

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

### Regular School

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

### Rural, inside CBSA

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

## GLOSSARY OF TERMS

### **Rural, outside CBSA**

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

### **School**

An institution that provides educational services; has one or more grade groupings (PK-12) or is ungraded; has one or more teachers to give instruction or care; is located in one or more buildings; has an assigned administrator(s); receives public funds; and is operated by an education agency.

### **School Administrative Support Staff**

Staff whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons, **including clerical staff and secretaries**.

### **School Administrators**

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

- Principals, assistant principals, and other assistants;
- Persons who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

### **School District**

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

### **School Year**

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

### **Secondary**

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

### **Secondary Guidance Counselors**

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

### **Secondary Teachers**

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

### **Small Town**

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

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

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

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

### **Special Education School**

A public elementary/secondary school that:

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

See also **Type Code, School**.

### **State Education Agency**

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

### **State-Operated Agency**

An education agency providing elementary and/or secondary instruction or support services. Examples include elementary/secondary programs operated by the state for the deaf or blind; and programs operated by state correctional facilities.

## GLOSSARY OF TERMS

### State or District Approved Program

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

### Status Code

See **Operational Status Code**.

### Student

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

### Student Support Services Staff

Professional and supervisory staff providing noninstructional services to students. **INCLUDE** attendance officers; staff providing health, psychology, speech pathology, audiology, or social services; and supervisors of the preceding staff and of health, transportation, and food service workers.

### Summer Dropouts

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

### Supervisory Union

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

### Teacher

A professional school staff member who provides instructions to prekindergarten, kindergarten, grades 1 through 12, or ungraded classes and maintains daily student attendance records.

### Teachers of Ungraded Classes

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

### Title I Eligible School

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

### Title I School-Wide Program

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

### Transfer To Another School or Program

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

### Type Code, Education Agency

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

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

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

### Type Code, School

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

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

### Ungraded

A class that is not organized on the basis of grade grouping and has no standard grade designation. This includes regular classes that have no grade designations, special classes for exceptional students who have no grade designations. Such a class is likely to contain students of different ages who, frequently, are identified according to level of performance in one or more areas of instruction rather than according to grade level or age level.

### Ungraded Teachers

See **Teachers of Ungraded Classes**.

### Urban Fringe of a Large City

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

### Urban Fringe of a Mid-Size City

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

### Urbanized Area (UA) Code

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

### Vocational Education School

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

### White, Not Hispanic

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



## VII. INDEX

- Abbreviations, 3, 75, 77
- agency dropout rate, 90
- Agency Imputation Flags, 89
  - A = Adjustment, 89
  - N = Not applicable, 89
  - R = Reported by the state, 89
  - T = Total based on sum of internal or external detail, 89
- Agency NCES ID Code, 88
- AGENCY UNIVERSE LONG RECORD LAYOUT, 67-70
  - Diploma Recipients, 68
  - Dropouts, 69
  - Other High School Completers, 68
  - Staff, 67
  - Students, 67
- AGENCY UNIVERSE MULTIPLE RECORD LAYOUT, 61-65
  - Diploma Recipients, 62
  - Dropouts, 63
  - Other High School Completers, 62
  - Staff, 61
  - Students, 61
- AGTYP, 8, 20
- AIDES, 23, 31
- Alternative Education School, 93
- AMDPLF, 24
- AMDPLM, 24
- AMDPLU, 24
- American Indian/Alaska Native, 24, 25, 32, 93, 98
- AMOHCF, 24
- AMOHCM, 24
- AMOHCU, 24
- APPENDICES, 33
  - APPENDIX A-1: SCHOOL UNIVERSE SHUTTLE, 35-38
  - APPENDIX A-2: EDUCATION AGENCY UNIVERSE SHUTTLE, 39-41
  - APPENDIX B: CCD DOWNLOADABLE REPORTING SOFTWARE, 43
  - APPENDIX C: ELECTRONIC FILE FORMATS, 45
  - APPENDIX D: DATA SUBMISSION METHODS, 47
  - APPENDIX E-1: SCHOOL UNIVERSE LONG RECORD LAYOUT, 53-59
  - APPENDIX E-1: SCHOOL UNIVERSE MULTIPLE RECORD LAYOUT, 49-52
  - APPENDIX E-2: AGENCY UNIVERSE LONG RECORD LAYOUT, 67-70
  - APPENDIX E-2: AGENCY UNIVERSE MULTIPLE RECORD LAYOUT, 61-65
  - APPENDIX E-3: STATE NONFISCAL RECORD LAYOUT, 71-74
  - APPENDIX F-1: STATE ABBREVIATIONS USED IN CCD SURVEYS, 75
  - APPENDIX F-2: ABBREVIATIONS RECOMMENDED FOR CCD SURVEYS, 77
  - APPENDIX G: STATE REPORTING DROPOUT INSTRUCTIONS, 79-81
  - APPENDIX H: HOW TO MAKE CORRECTIONS TO SUBMITTED DATA, 83
  - APPENDIX I: STATE NONFISCAL SURVEY - ACCESS DATABASE OR EXCEL S, 85
  - APPENDIX J: DATA ITEMS NCES ADDS TO THE PUBLIC FILES, 87-90
- ASCII Text File Format, 45
  - Long record layout, 45
  - Multiple record layout, 45
- ASDPLF, 24
- ASDPLM, 24
- ASDPLU, 24
- Asian/Pacific Islander, 24, 25, 32, 93, 98
- ASOHCF, 24
- ASOHCM, 24
- ASOHCU, 24
- Black, Not Hispanic, 24, 32, 93, 98
- BLDPLF, 24
- BLDPLM, 24
- BLDPLU, 24
- BLOHCF, 24
- BLOHCM, 24
- BLOHCU, 24
- BOUND, 21
- Bureau of Indian Affairs, 7, 8, 19, 31, 32
- CCD Coordinator/Certification, 3
- CCD Data Collection Software for the School and Agency Universe, 4
- CCD Downloadable Reporting Software, 43
- CCD Software Manual, 43
- Census Bureau Contacts, v
  - ADDRESS, v
  - E-MAIL, v
  - FAX, v
  - PHONE, v
- Census Bureau web site, v, 3, 4, 31, 43, 47, 85
  - Administrative reports, 4
  - CCD Nonfiscal CY processing cycle, 4
  - CCD School and Agency Software, 4
  - Electronic form to prepare files for FTP data transmission, 4
  - instruction manual, 4
  - Prior Year State ID Data Files, 4
  - School and Agency Sample Templates, 4
  - School and Agency Software User Guide Manual, 4
  - State Nonfiscal Survey web-based form, 4
  - time schedules, 4
- Census Urbanized Area Code, 93
- Central City, 93
- Charter School, 8, 10, 20, 93
- CHARTR, 10
- CITY, 31
- Classroom Teachers, 11, 93
- CBSA, 87-89, 93, 96, 98, 101
- Completer, High School, 93
- Computed Dropout Rate Fields, 90
- CONAME, 21
- Consolidated Metropolitan Statistical Area, 87, 93
- CONUM, 21
- CORSUP, 23, 31
- County Name, 21
- CSA, 88, 93, 98, 101

## VII. INDEX

- DATA SUBMISSION METHODS
  - e-mail attachments, 47
  - Federal Express Submission, 47
  - Internet Submission, 47
  - web-based State Nonfiscal Survey, 47
- Database File Format, 45
- Department of Defense, 7, 8, 19, 31, 32
- Diploma Recipients, 24, 32, 93
- Diploma Recipients by Race/Ethnicity and by Gender, 24
  - AMDPLF, 24
  - AMDPLM, 24
  - AMDPLU, 24
  - ASDPLF, 24
  - ASDPLM, 24
  - ASDPLU, 24
  - BLDPLF, 24
  - BLDPLM, 24
  - BLDPLU, 24
  - HIDPLF, 24
  - HIDPLM, 24
  - HIDPLU, 24
  - TOTDPL, 24
  - WHDPLF, 24
  - WHDPLM, 24
  - WHDPLU, 24
- Diploma, High School, 93
- District Locale Code, 89
  - Large City, 89
  - Large Town, 89
  - Mid-Size City, 89
  - Rural, inside MSA, 89
  - Rural, outside MSA, 89
  - Small Town, 89
  - Urban Fringe of a Large City, 89
  - Urban Fringe of a Mid-Size City, 89
- Dropout, 79-81, 94
- Dropout Definition Flag, 90
  - A = Alternative Reporting Calendar component, 90
  - C = CCD dropout definition, 90
- DROPOUT INSTRUCTIONS, 79-81
- DROPOUT REPORTING, 79
  - Summary of School Leaver Status, 81
  - Summer Dropouts, 80
- Dropouts by Grade, by Race/Ethnicity and by Gender, 25
- Due Date, v, 3, 7, 19, 31
- EBS, 90
- Education Agency, 94
- Education Agency Name, 19
- Education Agency Type Code, 20
  - Federal agency, 20
  - Local school district, 20
  - Other education agencies, 20
  - Regular local school district, 20
  - State agency, 20
  - Supervisory union administrative center, 20
- ELECTRONIC FILE FORMATS
  - ASCII Text File Format, 45
  - SAS File Format, 45
  - Spreadsheet File Format (Excel, Lotus 123 or Quattro Pro), 45
- Elementary, 94
  - Elementary Guidance Counselors, 94
  - Elementary Teachers, 94
  - ELL, 23, 94, 96
  - ELMGUI, 23, 31
  - ELMTCH, 23, 31
  - English as a Second Language, 23
  - English Language Learner, 23, 94, 96
  - Enrollment, 90
  - enrollment base of students, 90
  - EQUIV, 32
  - EXPLICIT DECIMAL, 11, 23
  - Federal agency, 20
  - Federal Express Submission, 47
  - Federally Operated Education Agency, 94
  - FIPS County Code, 21, 94
  - FLE, 11
  - Free Lunch Eligible Student, 11, 94
  - Free Lunch Program, 94
  - FRELCH, 11
  - FTE, 11, 23, 31, 32, 88, 93, 94
  - Full-time equivalency, 11, 31, 32, 93, 94
  - G01, 32
  - G02, 32
  - G03, 32
  - G04, 32
  - G05, 32
  - G06, 32
  - G07, 32
  - G08, 32
  - G09, 32
  - G10, 32
  - G11, 32
  - G12, 32
  - GED, 80, 94
  - Gender, 94
  - General Education Development (GED) credential recipients, 24
  - General Education Development (GED) Test, 94
  - General Information, v
    - Census Bureau Contacts, v
    - Census Bureau web site, v
    - Coordinator's Corner, v
    - Due Date, v
    - NCES Contacts, v
    - NCES web site, v
    - Respondent Tools, v
    - Submission Methods, v
  - General Survey Procedures, 4
  - GEocode, 88
  - GLOSSARY, 91, 93-96, 98-100
  - Goals, Purpose and Objectives of the Nonfiscal Surveys, 3, 12
  - Grade Classification, 95
  - Grade Span, 10, 22, 95
  - GSHI, 10, 22
  - GSLO, 10, 22
  - Grade Totals, 87
  - GSHI, 10, 22
  - GSLO, 10, 22
  - Guidance Counselors, 95, 99
  - Head Start, 12, 22, 95, 98

## VII. INDEX

- HIDPLF, 24
- HIDPLM, 24
- HIDPLU, 24
- High Intensity Language Training, 23
- High School Completer Totals by Race, 90
- High School Completion Count, 95
- High School Completion Counts, 24, 32
  - Diploma Recipients, 24, 32
  - EQUIV, 32
  - High School Equivalency Recipients, 32
  - OTHCOM, 32
  - Other High School Completers, 32
  - REGDIP, 32
- High School Completion Counts by Race/Ethnicity, 32
- High School Diploma, 95
- High School Equivalency Certificate, 95
- High School Equivalency Recipients, 32, 95
- HIOHCF, 24
- HIOHCM, 24
- HIOHCU, 24
- Hispanic, 24, 25, 32, 95, 98
- IEP, 22, 95, 99
- In/Out, 87, 95
- Individualized Education Program, 22, 95
- Individualized Education Program (IEP) Students, 22
- Instruction Manual Coverage, 3
- Instructional Aides, 95
- Instructional Coordinators and Supervisors, 95
- Instructional Staff, 23, 31
  - AIDES, 23, 31
  - CORSUP, 31
  - ELMTCH, 23, 31
  - KGTCH, 23, 31
  - PKTCH, 23, 31
  - SECTCH, 23, 31
  - TOTTCH, 23, 31
  - UGTCH, 23, 31
- INTRODUCTION, 1, 3, 4
- Item Location Reference, 4
- KG, 32
- KGTCH, 23, 31
- Kindergarten, 95
- Kindergarten Teachers, 95
- Large City, 87, 89, 96
- Large Town, 87, 89, 96
- LCITY, 8, 20
- LEAADM, 23, 31
- LEAID, 7, 19
- LEANM, 7
- LEASUP, 23, 31
- LEP, 94, 96
- Level, 88
  - High, 88
  - Middle, 88
  - Primary, 88
  - ungraded, 88
- Librarians and Media Specialists, 96, 97
- Library and Media Support Staff, 96
- LIBSPE, 23, 31
- LIBSUP, 23, 31
- Limited-English-Proficient, 23, 94, 96
- Local Education Agency, 7
- Local Education Agency (LEA) Administrative Support Staff, 96
- Local Education Agency (LEA) Administrators, 96
- Local school district that is a component of a supervisory union, 20
- Locale Code, 87, 96, 98, 101
  - Large City, 87, 96
  - Large Town, 87, 96
  - Mid-Size City, 96
  - Mid-Size City , 87
  - Rural, inside CBSA, 87, 96
  - Rural, outside CBSA, 87, 96
  - Small Town, 87, 96
  - Urban Fringe of a Large City, 87, 96
  - Urban Fringe of a Mid-Size City, 87, 96
- Location Address, 8, 20, 96
- Long record layout positions, 4
- Longitude and Latitude, 88
- LSTATE, 8, 20
- LSTREE, 8, 20
- LZIP, 8, 20
- LZIP4, 8, 20
- MAGNET, 10
- Magnet School, 10, 96
- Mailing Address, 8, 20, 97
- MCITY, 8, 20
- Media Specialists, 97
- MEMBER, 32
- Membership Count, 12, 97
- Metropolitan Statistical Area, 93
- Metropolitan Statistical Code, 88
- Mid-Size City, 87, 89, 96, 97
- Migrant Students, 11, 22, 97
- Migrant Students Enrolled in Previous Year, 11
- Migrant Students Served in a Summer Program, 22
- MIGRNT, 11, 22
- Missing and Not Applicable Data, 3, 7, 19, 31
- Mixed racial/ethnic origins, 12, 24, 25, 32
- MSTATE, 8, 20
- MSTREE, 8, 20
- Multiple record layout positions, 4
- MZIP, 8, 20
- MZIP4, 8, 20
- NAME, 19
- NCES, 25
- NCES agency identification number, 7
- NCES Contacts, v
- NCES Identification Numbers, 19
- NCES web site, v
- Number of Schools, 89
- Number of Teachers in Schools, 89
- Operational Status Code, Education Agency, 21, 97
  - Added, 21, 97
  - Changed Boundary, 21, 97
  - Closed, 21, 97
  - Future Agency, 21, 97
  - Inactive, 21, 97
  - New, 21, 97
  - Open, 21, 97
- Operational Status Code, School, 9, 98

## VII. INDEX

- Added, 9, 98
- Changed Agency, 9, 98
- Closed, 9, 98
- Future School, 9, 98
- Inactive, 9, 98
- New, 9, 98
- Open, 9, 98
- OTHCOM, 32
- Other education agencies, 20
- Other High School Completers, 24, 32, 98
- Other High School Completers by Race/Ethnicity and by Gender, 24
  - AMOHCF, 24
  - AMOHCM, 24
  - AMOHCU, 24
  - ASOHCF, 24
  - ASOHCM, 24
  - ASOHCU, 24
  - BLOHCF, 24
  - BLOHCM, 24
  - BLOHCU, 24
  - HIOHCF, 24
  - HIOHCM, 24
  - HIOHCU, 24
  - TOTOHC, 24
  - WHOHCF, 24
  - WHOHCM, 24
  - WHOHCU, 24
- Other Support Staff, 98
- OTHSUP, 23, 31
- Paper Shuttles
  - Public Elementary/Secondary Education Agency Universe Survey, 39-41
  - Public Elementary/Secondary School Universe Survey, 35-38
- Passwords, 47
- PHONE, 8, 19, 31
- PK, 32
- PK12, 22
- PKTCH, 23, 31
- PMSA, 88
- Prekindergarten, 98
- Prekindergarten Teachers, 98
- Public Elementary/Secondary Education Agency Universe Survey, 17, 19-21, 23-25, 27
- Public Elementary/Secondary School Universe Survey, 7-15
- Public School, 98
- Pupil-Teacher Ratio, 88
- Purpose Statements, 7, 19
  - Public Elementary/Secondary Education Agency Universe Survey, 19
  - Public Elementary/Secondary School Universe Survey, 7
  - State Nonfiscal Survey, 31
- Race Totals, 87
- Racial/Ethnic Categories, 12, 24, 25, 32, 98
  - American Indian/Alaska Native, 12, 24, 25, 32
  - Asian/Pacific Islander, 12, 24, 25, 32
  - Black, Not Hispanic, 12, 24, 25, 32
  - Hispanic, 12, 24, 25, 32
  - White, Not Hispanic, 12, 25, 32
- REDLCH, 11
- Reduced-Price Lunch Eligible Students, 11, 98
- Reference Date, 3
- REGDIP, 32
- Regional Education Service Agency, 20, 98
- Regular local school district that is NOT a component of a union, 20
- Regular School, 98
- RESA, 20, 98, 100
- Respondent Tools, v
- Rural, inside MSA, 87, 89, 96, 98
- Rural, outside MSA, 87, 89, 96, 99
- SAS File Format, 45
- SCHADM, 23, 31
- SCHNAM, 7
- SCHNO, 7
- School, 99
- School Administrative Support Staff, 99
- School Administrators, 99
- School District, 99
- school identification number, 7
- School Imputation Flags, 88
  - A = Adjustment, 88
  - C = Combined with data provided elsewhere by the state, 88
  - N = Not applicable, 88
  - O = Locale code assigned under old methodology, 88
  - R = Reported by the state, 88
  - T = Total based on sum of internal or external detail, 88
  - W = Locale code assigned under new methodology, 88
- School location address, 88
- School Name, 7
- School NCES ID Code, 87
- School Type Code, 8
  - Alternative Education School, 8
  - Regular School, 8
  - Special Education School, 8
  - Vocational Education School, 8
- SCHOOL UNIVERSE LONG RECORD LAYOUT, 53
  - Students by Grade, by Race/Ethnicity, and by Gender (PK12/UG/AL), 54
- SCHOOL UNIVERSE MULTIPLE RECORD LAYOUT, 49
  - Students by Grade, by Race/Ethnicity, and by Gender (PK12/UG/AL), 50
- School Year, 99
- School-wide Title I, 10
- SCHSUP, 23, 31
- SCHTYP, 8
- SEANAME, 31
- SEASCH, 7
- SECGUI, 23, 31
- Secondary, 99
- Secondary Guidance Counselors, 99
- Secondary Teachers, 99
- SECTCH, 23, 31
- Small Town, 87, 89, 96, 99
- SNF Student Counts by Grade, 32
  - Grade 01, 32
  - Grade 02, 32
  - Grade 03, 32
  - Grade 04, 32
  - Grade 05, 32

## VII. INDEX

- Grade 06, 32
- Grade 07, 32
- Grade 08, 32
- Grade 09, 32
- Grade 10, 32
- Grade 11, 32
- Grade 12, 32
- Kindergarten, 32
- Prekindergarten, 32
- Total, 32
- Ungraded, 32
- SPECED, 22
- Special Education School, 99
- Special Education Students, 22
- Special Education-Individualized Education Program (IEP), 99
- Spreadsheet File Format, 45
- State agency, 20
- State Education Agency, 31, 99
- State Identification Numbers, 19
- State local education agency identification numbers, 7
- State Nonfiscal Imputation Flags, 90
  - A = Adjustment, 90
  - C = Combined with data provided elsewhere by the state, 90
  - I = Imputation based on a method other than prior year's data, 90
  - P = Imputation based on prior year's data, 90
  - R = Reported by the state, 90
  - T = Total based on sum of internal or external detail, 90
- STATE NONFISCAL RECORD LAYOUT, 71-74
- State Nonfiscal Survey, 29, 31, 32
- State Nonfiscal Survey Submission
  - ACCESS Database, 85
  - EXCEL Spreadsheet, 85
- STATE NONFISCAL RECORD LAYOUT
  - High School Completers, 72
  - High School Equivalency Recipients, 74
  - Instructional Staff, 71
  - Other High School Completers, 74
  - Regular and Other Diploma Recipients, 74
  - Students by Grade, 71
  - Students by Grade, and by Race/Ethnicity, 72
  - Support Services Staff Counts, 71
- State or District Approved Program, 100
- State-Operated Agency, 99
- STATUS, 9
- STID, 7, 19
- STITLI, 10
- STNAME, 31
- STREET, 31
- Student, 100
- student membership, 32
- Student Support Services Staff, 100
- Students, 12, 22, 32
- Students by Grade and by Race/Ethnicity, 32
- Students by Grade, by Race/Ethnicity, and by Gender, 12
- STUSUP, 23, 31
- Submission Methods, v
- Submit, 90
- Summer Dropouts, 100
- Supervisory Union, 100
  - Supervisory union administrative center, 20
  - Supervisory Union Identification Number, 20
  - Support Services Staff, 23, 31
    - ELMGUI, 23, 31
    - LEAADM, 23, 31
    - LEASUP, 23, 31
    - LIBSPE, 23, 31
    - LIBSUP, 23, 31
    - OTHSUP, 31
    - SCHADM, 23, 31
    - SCHSUP, 23, 31
    - SECGUI, 23, 31
    - STUSUP, 23, 31
    - TOTGUI, 23, 31
  - Survey Instruments, 31
  - Teacher, 100
  - Teachers of Ungraded Classes, 100, 101
  - Telephone Number, 8, 19
  - Title I Eligible School, 10, 100
  - Title I School-Wide Program, 100
  - TITLEI, 10
  - Total of Free Lunch and Reduced-Price Lunch Eligible, 11
  - Total Students, 88
  - TOTDPL, 24
  - TOTGUI, 23, 31
  - TOTOHC, 24
  - TOTTCH, 23, 31
  - Transfer To Another School or Program, 100
  - tuitioned out students, 22
  - Type Code, School, 93, 98, 101
    - Alternative Education School, 101
    - Regular School, 101
    - Special Education School, 101
    - Vocational Education School, 101
  - Type of Code, Education Agency, 100
    - Federal agency, 101
    - Local school district, 100
    - Other education agencies, 101
    - Regional education services agency (RESA), 100
    - Regular local school district, 100
    - State agency, 101
    - Supervisory union administrative center, 100
  - UA, 93, 101
  - UG, 22, 32
  - UGTCH, 23, 31
  - Ungraded, 10, 12, 101
  - Ungraded Students, 22, 32, 95
  - Ungraded Teachers, 101
  - UNION, 21
  - Urban Fringe of a Large City, 87, 89, 96, 101
  - Urban Fringe of a Mid-Size City, 87, 89, 96, 101
  - Urbanized Area (UA) Code, 101
  - Vocational Education School, 101
  - WHDPLF, 24
  - WHDPLM, 24
  - WHDPLU, 24
  - White, Not Hispanic, 24, 32, 98, 101
  - WHOHCF, 24
  - WHOHCM, 24
  - WHOHCU, 24
  - ZIP, 31

## VII. INDEX

ZIP4, 31