

Documentation to the NCES Common Core of Data Public Elementary/ Secondary School Universe Survey: School Year 2013–14

Provisional Version 2a

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I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14, Provisional Version 2a File

This documentation is for the provisional version 2a file of the National Center for Education Statistics' (NCES) Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey for School Year (SY) 2013–14. It contains a brief description of the data collection, along with information required to understand and access the data file.

A. The Common Core of Data

The CCD is a national statistical program that collects and compiles administrative data from state education agencies (SEAs) covering the universe of all public elementary and secondary schools and school districts in the United States. The Public Elementary/Secondary School Universe Survey is one of five annual surveys that comprise the CCD. The other four surveys are the Local Education Agency Universe Survey, the State Nonfiscal Survey of Public Elementary/Secondary Education, the National Public Education Finance Survey, and the School District Finance Survey. The Education Sciences Reform Act of 2002 (20 U.S.C. § 9543) requires NCES to collect, acquire, compile and disseminate information about elementary/secondary education, and the CCD provides essential components about public education in the United States through use of administrative data.

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

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

B. Revisions made in the 2a release

Data in version 2a of the CCD School Universe file has been extensively changed from the data published in version 1a. Version 2a includes data resubmitted by the SEAs after November,

2014, when NCES last extracted data for version 1a. Unlike version 1a, data in version 2a were not subject to suppression; all numeric values are as reported by the SEAs through *EDFacts*. The resulting changes include:

- Membership updated for all schools in all states
- Grades offered updated for all schools in all states
- FTE Teachers updated for all schools in all states
- Level updated for all schools and in all states
- Free and Reduced Price Lunch counts updated for all schools and in all states
- Suppression flags dropped from the file

Data for version 2a were extracted from the *EDFacts* Data Warehouse (EDW) on April 26, 2016.

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

Appendix A—Record Layout lists each variable on the data file, the position of the variable on the data file, a description of each variable and the permitted values for that variable, where applicable.

Appendix B—Value Distribution and Field Frequencies indicates the number of blank, missing, not applicable and reported values for character variables. It also indicates the minimum, maximum, and mean value and number of missing, not applicable and suppressed values for each continuous variable as well as the frequency, percentage, cumulative frequency, and cumulative percent of all categorical variables. Appendix B also lists the frequency of suppressed values for the Membership, Teacher full-time equivalent (FTE) and Free Lunch variables.

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

Appendix D—State Notes provides comments for data users on individual states.

II. Methodology and Technical Notes

A. Data Collection and Editing Procedures

The *EDFacts* Submission System (ESS) is the primary collection system for the CCD. Coordinators from SEAs submit the CCD data at the school, agency, and state levels. Prior to submitting CCD files into ESS, SEAs must collect and compile information from their respective local education agencies (LEAs) via administrative records systems within their state or jurisdiction. SEAs then assemble the data files per the reporting requirements and guidance available via file specifications provided by the Department of Education. For more information on the file specifications, visit www.ed.gov/edfacts. Once SEAs complete their submissions, CCD survey analysts review and verify the CCD for quality assurance. CCD survey analysts routinely verify data through edit and consistency checks, as well as checking SEA, LEA, or school public websites (if necessary), and then refer discrepancies to SEA coordinators for resolution. NCES does not contact LEAs or schools to verify data, except in unusual

circumstances. Editing procedures are described in more detail later in this section.

For the purposes of data submissions to *EDFacts/CCD*, the definition of a school is an institution that:

- provides educational services;
- has one or more grade groups (prekindergarten through 12) or is ungraded;
- has one or more teachers;
- is located in one or more buildings;
- has assigned administrator(s);
- receives public funds as its primary support; and
- is operated by an education agency.

The CCD school definition recognizes that this organization may encompass several locations but must have a single contact point, which is the mailing address entered on the CCD school record. This data file also includes:

schools that serve students on a part time basis, such as a vocational or technical school;

schools that serve students remotely—that is, the school providing instruction is located in a different location than where the student is located, such as distance learning, cyber learning, or virtual learning;

charter schools, including those that may be authorized by an entity other than an LEA; and

schools run by SEAs or another state agency, such as a juvenile justice facility or school designed to meet a specialized need.

States report data to *EDFacts* on a reporting schedule throughout the year by submitting a series of data groups (or data files) through ESS. The school year (SY) 2013–14 *EDFacts* collection opened in January 2014, with the Directory file having a due date of January 31, 2014. NCES extracted the directory data from *EDFacts* between January 2014 and November 2014. CCD survey staff processed each state’s submission on a flow basis, so the date of the extract for each state’s file may vary depending on when SEAs completed their submission. Once a file was edited and verified for a particular state, CCD survey staff did not continue to incorporate late submissions or updates unless these late submissions or updates resulted in a major change of the reported data. Late submissions or update from SEAs may be included in subsequent file releases. The requested reporting schedule for the SY 2013–14 collection cycle is summarized in table 1. The specifications for these data files are available online at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>.

Table 1: Due dates for CCD data file, SY 2013–14 collection cycle

CCD-Related Data File	ED <i>Facts</i> Due Date	NCES Due Date for Revised Data
2013–14 N029 (Directory)	01/31/2014	02/28/2014
2013–14 C002 (Children with disabilities school age data)	01/31/2014	06/30/2014
2013–14 N039 (Grades Offered)	01/31/2014	06/30/2014
2013–14 C033 (Free and Reduced-Price Lunch)	03/31/2014	06/30/2014
2013–14 C129 (CCD School - Shared Time; Title I status; Magnet school status)	03/31/2014	06/30/2014
2013–14 C052 (Membership)	03/31/2014	06/30/2014
2013–14 C046 (English language learner data)	04/30/2014	06/30/2014
2013–14 C059 (Staff)	05/31/2014	06/30/2014

NCES applies multiple types of editing procedures to ensure data quality. For example, NCES performs an extensive matching procedure on the directory of schools to the directory from the prior year to ensure that the coverage of schools included in the directory is complete and accurate. NCES reviews the categorical variables for schools and changes in operating statuses to ensure that these meet with the business rules and data definitions established for reporting school data.

At multiple points throughout the collection, CCD survey staff contact ED*Facts* and CCD coordinators within each SEA and provide them targeted feedback about their data submissions. NCES asks state coordinators to address any data that appear to be in error or are anomalies in the data. Most often SEAs will submit corrected data or explain why the data are accurate. If an SEA provides no correction or adequate explanations for data anomalies, NCES may provide a logical correction to a data value (for example, replace a reported total with the sum of detail component values) or suppress the data. For example, if a state reported enrollment of 12th grade students that was substantially larger than the enrollment of 11th grade students in the previous year, and the state could not explain the discrepancy or correct the data, NCES would suppress the reported number of 12th grade students.

NCES also applied additional edits across the school, LEA, and state-level data to reduce data anomalies and ensure consistency among the levels of data. For example, for a given LEA the teacher FTE counts at the school level may have summed to more than what was reported at the LEA level. If the SEA was unable to verify that this was accurate, explain the discrepancy, or resubmit a corrected data, NCES edited the FTE data at the school level to match the data at the LEA level by proportionally adjusting the counts.

The ED*Facts* reporting guidance does not require states to report all data groups for all entities

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

Once CCD survey staff complete the collection and review of the CCD directory data, Census Bureau staff clean and standardize the reported physical location addresses for schools and LEAs and then assign geographic elements (latitude, longitude, locale, congressional district, and county) based on the school location address.

B. Sources of Error and Technical Details about the SY 2013–14 file

Nonsampling error. Nonsampling error is the error in an estimate arising at any stage in the survey from sources exclusive of sampling error. Nonsampling error includes nonresponse error, data processing or data entry errors, or reporting error because respondents misinterpret survey questions, do not follow survey instructions, or do not follow the item definitions correctly. State education policies may differ in such a way that does not allow them to map their data exactly to the CCD definitions. Another source of nonsampling error may be variations in the reference period for the reported data. For example, CCD requests data for October 1 of each school year, but a state may report their information for another date because they were not able to capture the data for October 1. If specific discrepancies are known, these are provided in appendix D, State Notes.

NCES attempts to minimize nonsampling error through the use of annual training of SEA coordinators, extensive quality reviews, and survey editing procedures. For example, NCES performs an extensive matching procedure on the directory of schools to the directory from the prior year to ensure that the coverage of schools included in the directory is complete and accurate. NCES reviews the categorical variables for schools and changes in operating statuses to ensure that these meet with the business rules and data definitions established for reporting school data.

Universe Scope. The scope of the Public Elementary/Secondary School Universe Survey includes all public schools providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. In the SY 2013–14 CCD School Universe Survey file, there are 102,815 records—one for each public elementary and secondary school in the 50 states, the District of Columbia, Puerto Rico, the four U.S. Island Areas, the DoDEA schools, and the BIE. Schools coded as being open in the SY 2012–13 file, but coded as closed in the SY 2013–14 file (1,785 schools), will be kept on the file for one year, and then removed (i.e., they do not appear in files for subsequent years). Closed schools are indicated by a value of ‘2’ for the variable STATUS. Excluding these closed schools, there are 101,030 schools on the 2013–14 file. Of these 101,030 schools, 91,503 are regular elementary and secondary, 2,042 are special education, 1,426 are vocational/technical, and 6,059 are other/alternative schools. For a count of all school types, including closed schools, see table B-3. Both the school and agency files include type variables that make these distinctions. See Appendix C: Glossary for the complete typologies.

Coverage error. Coverage error is a source of nonsampling error that occurs when the measured universe of schools and agencies varies from the actual target universe; for example, the same agency or school could be reported twice (i.e., overcoverage) or an agency or school could be omitted (i.e. undercoverage). To minimize coverage error CCD survey analysts conduct an extensive review of the schools submitted by SEAs by matching to the universe reported in the prior year and ensuring that each school is only counted once and each school is accounted for with the appropriate operational status. Although longitudinal consistency is a key principle of the CCD, it is impossible for NCES to guarantee that state data coordinators follow CCD conventions regarding the deletion of closed schools or agencies and the addition of new ones. Errors may be more likely when there are cases of redistricting where the district boundaries change or if local education agencies merge or split or re-organize because these types of change make it more difficult to compare information for a given school or agency over time.

The CCD asks states to report all free elementary/secondary public education in their state regardless of who administers the schools or districts. CCD coverage of traditional public schools and school districts is very complete (close to 100 percent). However, coverage of publicly funded education outside of traditional school districts has varying levels of coverage within different states and jurisdictions. Some states do not report schools that are administered by state organizations other than SEAs. Examples include charter schools authorized by an organization that is not a school district, schools sponsored by health and human services agencies within a state, and juvenile justice facilities. These schools may include schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA. In recent years, *EDFacts* /CCD has increased efforts to work with other Department of Education offices as well as other federal agencies to use additional administrative data sources to identify schools that may be underreported by SEAs.

Response. The DoDEA, BIE, and American Samoa did not report data for SY 2013–14; however, NCES used historical CCD information and more current information from public websites for these education agencies to minimally include the schools from these entities in the school universe directory. Item response is described in appendix B: Value Distribution and Field Frequencies. This appendix lists the minimum, maximum, and mean value of each numeric variable as well as the total number of units and the number of units with missing data. Appendix B also lists the frequency of responses by option for each of the categorical values.

Handling of data items without a positive reported data value. All data elements are either reported by the state or have been filled with a “0,” “-1,” “-2,” “M,” or “N.”

0 – There are not occurrences of this data element. A value was expected and reported, but there were no cases in the category. (For example, a high school having no 12th graders would report 0.)

M (or -1 for numeric values) – Data are missing. A value was expected and none was reported. (For example, a school that has at least one 12th grader but cannot report the number of 12th graders would report -1.)

N (or -2 for numeric values) – Data are not applicable. A value was neither expected nor reported. (For example, an elementary school would report -2 for 12th graders.)

In addition, schools that could not be assigned a geographic longitude/latitude were assigned a value of 0.000000.

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

Since negative numeric values represent missing or nonapplicable data and not actual data values, users may want to recode these before performing data analysis. The following SAS code can be used to convert negative values to “missing” in the SAS data file:

```
data new;
set scl32a;
array remove (*) _numeric_;
do i = 1 to dim (remove);
    if remove (i) < 0 then remove (i) = .;
end;
drop i;
run;
```

BIE Schools. There are 10 operating schools that are reported by both the Bureau of Indian Education and state education agencies, leading to duplicate records on the data file. These schools are run by BIE, but they also receive federal funds or federally funded services through the state. NCES tabulations include these LEAs and their data only in BIE aggregations; they are not included in the aggregations of data for the state where they are located. The BIES flag identifies these schools. This flag has a value of either ‘1’ or ‘2’; a value of ‘1’ indicates a school reported by a state that is also reported by BIE. All other schools, including all BIE schools, have a value of ‘2’ in this field.

New York City Schools. Up until SY 2005–06 New York City Public Schools reported as a single, regular (TYPE=‘1’) local education agency. In SY 2005–06 NYC began reporting as a Supervisory Union (TYPE=‘3’) comprising 33 component LEAs (TYPE=‘2’). The NCES LEA Universe files show the data this way. However, in most reports, NCES continues to show NYC as a single LEA. To aggregate NYC school data to the supervisory union, researchers must select schools with a state ANSI code equal to 36 and a supervisory union ID (UNION) equal to 300. See table D-1 for a list of geographic districts associated with the New York City Public School district.

C. Detailed Information about File Variables

This section includes detailed information specific to each variable on the file. The code in parentheses before the variable description indicates the variable name, which is also referenced in appendix A, Record Layout.

Changes from SY 2012–13.

The variable RACECAT, used to indicate whether SEAs were reporting enrollment using five or seven race/ethnic categories, has been dropped. All SEAs are expected to report enrollment using seven categories of race/ethnicity.

Three new variables have been added in SY 2013–14; they are:

VIRTUALSTAT – Virtual School Status

NSLPSTATUS – National School Lunch Program

CHARTAUTH1 – Charter Authorizer Primary

CHARTAUTH2 – Charter Authorizer Secondary

Detailed descriptions of these variables follow.

Variable Descriptions

(FIPST) ANSI¹ State Codes. Each record contains an American National Standards Institute (ANSI) state code. A list of ANSI codes for each state and jurisdiction is presented in table 2.

(LEAID) NCES Local Education Agency ID. Each record contains a unique NCES Local Education Agency ID number assigned to each record. The first two characters of this number are the ANSI code.

(SCHNO) NCES School ID. Each record contains a unique NCES school identification number. Combining the NCES Local Education Agency ID with the NCES School ID allows the user to uniquely identify each school on the file.

(STID) State Local Education Agency ID. Each record contains a State Local Education Agency ID. State Local Education Agency ID numbers are assigned by SEAs and may not be unique across states.

(SEASCH) State School ID. Each record contains a State School ID. State School ID numbers are assigned by SEAs and may not be unique across states.

(LEANM) Name of Education Agency. Each record includes the name of the agency that operates the school. NCES reviewed any record filling the 60 characters assigned, and may have edited the agency name to improve readability (i.e., applied standard abbreviations).

(SCHNAM) Name of School. Each record has a school name. NCES reviewed any record filling the 50 characters assigned, and may have edited the school name to improve readability (i.e., applied standard abbreviations).

¹ American National Standards Institute (ANSI) codes replace the Federal Information Processing Standards (FIPS) codes previously issued by the National Institute of Standards and Technology (NIST) for the 50 states, the District of Columbia, and the U.S. Island Areas. ANSI code values map directly to the retired FIPS code values.

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

(MCITY) Mailing City. There may be some valid cases in which a school may be located in one city and have a mailing address in another city.

(MSTATE) Mailing State (P.O. Abbreviation). Each record contains a mailing state. There are instances where a school that is part of one state’s education system reports a mailing address in another state; these situations have been confirmed by the reporting state. A list of schools that have a mailing state code different from their ANSI state code is included at the end of this document (see table 3).

(MZIP, MZIP4) Mailing ZIP Code +4. Each record displays a mailing ZIP Code in this field. The +4 may be left blank if it is unknown.

(PHONE) Area Code + Telephone Number. If a valid phone number was not provided for a school for the 2013–14 school year, NCES researched prior year data files to determine if a valid phone number was reported for the school in a prior year. If a valid number was found in a prior year, this phone number was carried forward to the SY 2013–14 data file.

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

(LCITY) Location City. With the exception of some schools in DoDEA, all records display a location city in this field.

(LSTATE) Location State (P.O. Abbreviation). With the exception of some schools in DoDEA, all records display a location state in this field.

(LZIP, LZIP4) Location ZIP Code + 4. Each record displays a location ZIP Code in this field. The +4 may be left blank if it is unknown

(TYPE) School Type Code. Each record contains a school type code.

1 = Regular school

2 = Special education school

3 = Vocational education school

4 = Alternative/other school

5 = Reportable program

Beginning with the SY 2007–08, NCES began editing the reported school type if it did not agree with the CCD definition. For example, if a school name indicated that it focused primarily on the needs of students with disabilities or if the state reported that at least 80 percent of the students enrolled in the school had special education individual education programs (IEPs), NCES reclassified the school as a special education school². Similarly, if a school name suggested that it was a vocational or alternative school, NCES researched the school through different resources (e.g., school website or education association) to determine if the school should be reclassified as a vocational or alternative school. NCES asks SEA Coordinators to review these reclassifications, and if the SEA provides evidence that a school met the CCD criteria for the originally reported type, NCES publishes the value reported by the SEA.

Schools that were operational in the prior year, but turned into reportable programs for the current year were reported to *EDFacts* as Type 5-Reportable Program with an operational status of Closed. Closed entities remain on the CCD file for one year. In all other cases, NCES omits reportable programs from the school universe file.

(STATUS) Operational Status Code. Each record contains a status code to reflect the school’s operational status for the referenced school year. Valid responses include the following:

1 = School was operational at the time of the last report and is currently operational.

2 = School has closed since the time of the last report.

3 = School has been opened since the time of the last report.

4 = School was operational at the time of the last report but was not on the CCD list at that time.

5 = School was listed in previous year’s CCD school universe as being affiliated with a different education agency.

6 = School is temporarily closed and may reopen within 3 years.

7 = School is scheduled to be operational within 2 years.

8 = School was closed on previous year’s file but has reopened.

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

Code “6” and “7” response options for the STATUS field were added to the CCD starting with the SY 2002–03 file. Code “8” response option for the STATUS field was added to the CCD starting with the SY 2005–06 file.

² IEP counts are collected in the *EDFacts* file “Children with Disabilities (IDEA) School-Age” (C002) and reported on the CCD LEA Universe data file. CCD does not currently publish the number of special education students at the school level because of the risk of disclosure of individually identifiable information.

(UNION) Supervisory Union Identification Number. This field was added for the SY 2011–12 collection. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the ANSI county number. If no number was reported, the field will contain "000."

(ULOCAL) Urban-centric Locale Code. Locale code is a geographic indicator NCEs applies for general description, sampling, and other statistical purposes. The locale assignment is based on the location of the school building and may not necessarily reflect the entire attendance area or the residences of all enrolled students. The designation of each school's locale is primarily based on its geographic location and proximity to densely populated urban areas.

NCEs assigns address geocodes (i.e., latitude and longitude coordinates representing address location) from the schools' location addresses reported in the CCD. NCEs applies a standardization process to physical addresses reported by SEAs and then uses geographic information system (GIS) software to assign the latitude and longitude value based on the standardized address. The software then uses the latitude and longitude to evaluate the spatial relationship between the location of a school and the geographic criteria for each locale. The locale code categories are derived from urban and rural classifications and principal city definitions that are determined and published by the U.S. Census Bureau after each Decennial Census. The urban and rural classifications fall into three categories:

Urbanized Areas (UAs) of 50,000 or more people;

Urban Clusters (UCs) of at least 2,500 and less than 50,000 people.

Rural areas encompass all population, housing, and territory not included within an urban area.

For more information on the urban and rural classifications and other geographic terms used in creating locale codes, please refer to Census's Geographic Terms and Concepts page: <http://www.census.gov/geo/reference/terms.html>. Distance criteria for Town and Rural locales are assessed based on straight-line or Euclidean distance. The source of the population values used in the SY 2013–14 geographic coding is the 2011 population file from Census Bureau's Population Estimates Program. For more information on the Population and Estimates Program, please visit <http://www.census.gov/popest/estimates.html>.

The 12 urban-centric locale code categories are defined below. Locale codes are divided into four main locale types (city, suburb, town, and rural) and each of the four locale types has three subtypes (large, midsize, and small for city and suburb locale types and fringe, distant, and remote for town and rural locale types).

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

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

13 = City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

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

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

23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with population of at least 50,000 and less than 100,000.

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

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

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

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

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

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

(CDCODE) 113th Congressional District Code. The Congressional District Code denotes legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the 113th House of Representatives of the United States Congress. Starting in SY 2006–07, the Congressional Districts of the United States Code was added to the agency file. The ANSI code provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States.

(LATCOD) Latitude. This is determined based on the physical address reported in the directory file. Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of

the degree carried out to six decimal places. For example, if a building's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000. All addresses could be found at the Census block level. If SEAs reported an additional school or updated a school address after the preliminary geographic coding process was completed the latitude for that school was set to a value of 0.000000.

(LONCOD) Longitude. This is determined based on the physical address reported in the directory file. Longitude is the east or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with `latitude`, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a building's longitude is 90 degrees, 15 minutes west, then it is shown as `-90.250000`. If SEAs reported an additional school or updated a school address after the preliminary geographic coding process was completed the latitude for that school was set to a value of 0.000000.

(CONUM) ANSI County Code. This field was added to the school file starting in 2002–03. The values for this field are assigned based on the reported location address.

(CONAME) County Name. This field was added to the school file starting in 2002–03. The values for this field are determined based on the reported location address.

(FTE) Full-Time-Equivalent Teachers. A school's count of full-time-equivalent teachers is collected to the nearest hundredth. Some schools may report teachers, but no pupils, while other schools may report pupils in membership but no teacher FTE. These are valid records indicating situations in which more than one school provides services to pupils, but the pupils are attributed to a single school to avoid double counting, or where a teacher provides services to pupils at multiple schools. An example of the former situation might be a vocational school whose pupil membership is attributed to the high school that sends its pupils to obtain vocational services.

Because teacher counts are collected at all three levels of the CCD files (school, agency, and state), one data anomaly is that the sum of teacher counts aggregated from the lower level to the state level may exceed the sum of teacher counts from a higher level aggregated to the state level (i.e., school FTE data aggregated to the state level may exceed agency-level FTE data aggregated to the state or state-level reported data). Beginning with SY 2008–09, if the sum of teacher FTE aggregated to the state level reported on the school file exceeded the sum of teacher FTE aggregated to the state on the agency file or exceeded state file reports, teacher FTE may have been edited on one or more of the three levels. School-level FTE aggregated to the agency level is allowed to exceed agency-level FTE reports.

(GSLO, GSHI) Low/High Grade Span Offered. The lowest and highest grades offered in each school was calculated by NCES using two types of information reported by states: (1) binary 'grade offered' flags that indicate whether a given grade (e.g., prekindergarten, kindergarten, grade 1) was offered by the school; and (2) reports of enrollment by grade.

(LEVEL) Level. A school-level code was added to the school file starting in SY 2000–01. This code indicates the instructional level of the school. The following codes were calculated from the school’s corresponding low/high grade span (GSLO/GSHI) values:

1 = Primary (low grade: PK through 03; high grade: PK through 08)

2 = Middle (low grade: 04 through 07; high grade: 04 through 11)

3 = High (low grade: 07 through 12; high grade: 12 only)

4 = Other (any other configuration not falling within the above three categories, including ungraded and operational schools with nonapplicable grade spans)

(MAGNET) Magnet School. If a state reports MAGNET = 2 for all its schools, then MAGNET is set to “N” (not applicable).

1 = Yes

2 = No

(CHARTR) Charter Status. If a state reports CHARTR = 2 for all its schools and does not have charter school legislation, then CHARTR is set to “N” (not applicable).

1 = Yes

2 = No

(SHARED) Shared Time School. This flag denotes a shared time school. Typically, this is a school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate “home” school and attend the shared-time school on a part-day basis.

1 = Yes

2 = No

(BIES) Bureau of Indian Education (BIE) School Flag. This field indicates whether or not a school was also reported by the Bureau of Indian Education in their submission of school data. This field was added to the school file starting in 2009–10.

1 = Yes

2 = No

Only states or jurisdictions other than the BIE can contain a value of “1” (“Yes”) for this flag.

(FRELCH) Free Lunch Eligible Students. This student count may be taken by a school at a different time than the membership count; therefore, free lunch and membership counts may not be comparable within a given school. In some states, a single school may provide the free lunch program for a cluster of schools; thus, the free lunch eligible count for the school providing

services may over-represent the school’s total membership. Schools have options for how they certify for this program, which can affect the counts reported in this field and REDLCH. In recent years, more schools have been certifying under the Community Eligibility Option (CEO). Under this option, schools with a minimal threshold of students in poor families can certify all of their students as eligible for free lunches. As a result, the count of reduced-price lunch eligible students may drop to zero and the count of free lunch eligible students may equal 100 percent of membership. This can make comparisons to previous years of data problematic. See the note below on NSLP status. For more specifics, see “*Free and Reduced-Price Lunch Eligibility Data in ED Facts: A White Paper on Current Status and Potential Changes*” on the ED Facts website (<http://www2.ed.gov/about/inits/ed/edfacts/index.html>).

To avoid identifying specific students as eligible for free lunch, the reported number may have been edited.

(REDLCH) Reduced-Price Lunch Eligible Students. See preceding paragraph.

(TOTFRL) Total Free and Reduced-Price Lunch Eligible Students. If not reported, this total field was calculated using reported free and reduced-price lunch detail. To avoid identifying specific students as eligible for free lunch, the reported number may have been edited.

(TITLEISTAT) Title I School Status. This flag was added to the school file starting in 2010–11. It indicates whether and in which Title I program a school is eligible for participation under authorization of Title I of Public Law 103-382. There are two types of Title I programs: Targeted Assistance (TAS) and Schoolwide (SWP). Eligibility for either programs means the school is Title I eligible, regardless of whether they decide to provide a program to their students.

- 1 = School is eligible for Title I Targeted Assistance (TAS) but provides no program
- 2 = School is eligible for Title I Targeted Assistance (TAS) and provides TAS program
- 3 = School is eligible for Title I Schoolwide program (SWP) and provides TAS program
- 4 = School is eligible for Title I Schoolwide program (SWP) but provides no program
- 5 = School is eligible for Title I Schoolwide program (SWP) and provides Title I Schoolwide program
- 6 = School is not eligible for either Title I Targeted Assistance (TAS) or Schoolwide program

The following table shows how TITLEISTAT translates to TITLEI and STITLI.

TITLEISTAT	TITLEI	STITLI
1	1(Yes)	2 (No)
2	1(Yes)	2 (No)
3	1(Yes)	1(Yes)
4	1(Yes)	1(Yes)
5	1(Yes)	1(Yes)
6	2 (No)	N (Not Applicable)

If the Title I variables are not reported, TITLEI and STITLI are populated with their prior year values and TITLE1STAT is kept as missing.

(TITLEI) Title I Eligible School. This flag indicates whether a school is eligible for participation in either TAS or SWP program authorized by Title I of Public Law 103-382.

1 = Yes

2 = No

(STITLI) Schoolwide Title I. This flag indicates whether a school is eligible for participation in Schoolwide program authorized by Title I of Public Law 103-382.

1 = Yes

2 = No

(PKOFFRD, KGOFFRD, ..., UGOFFRD) Grade Offered. These flags indicate whether an individual grade is offered. For example, PKOFFRD indicates whether prekindergarten is offered and KGOFFRD indicates whether kindergarten is offered.

1 = Yes

2 = No

(RECONSTF) Reconstituted Flag. This flag indicates that the school was restructured, transformed, or otherwise substantially changed as a consequence of the state's accountability system, or as a result of a School Improvement Grant (SIG), but is not recognized as a new school for the CCD.

1 = Yes

2 = No

(RECONSTY) Reconstituted Year. This indicates the latest year that the school was reported as reconstituted.

Student membership (MEMBER), students by Grade (PK–12), by Race/Ethnicity, and by Sex. Membership is the count of students enrolled on October 1 of the school year. CCD collects membership counts at three levels: school, agency, and state. The summed total of student membership reported by states at one level may often be different from what was reported at one or both of the other levels. In general, the total student membership on lower level file should be less than or equal to the total membership on higher level files. A common reason for these differences is that SEAs report aggregate counts of students at the school-level counting each student at the school the student attends the majority of the time; for SEA and LEA-level membership, SEAs report aggregate counts of students at the LEA or SEA that is financially responsible for the student. For example, a regular school district may not be able to provide services to students with special needs and may instead pay tuition for students to attend private schools that provide services to students with special needs. These students are then counted in

the regular school district, but are not included in the membership counts for any of the schools in CCD school file. For states with membership discrepancies that exceed five percent of the lower level membership, CCD survey staff routinely follows up with SEAs and asks SEAs to verify the reported membership and provide explanations of the differences.

In school year SY 2008–09, CCD began implementing editing procedures to correct for cross file inconsistencies on a case-by-case basis. If an SEA could not provide a plausible explanation for why there were inconsistencies across the SEA, LEA, and school files, CCD survey analysts applied cross file adjustments to student membership at one or more levels to ensure that the sum of the lower level membership does not exceed the sum of the higher level membership.

Ungraded Students by Race/Ethnicity and by Sex. The classification of “ungraded” is not used for students in Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Washington, West Virginia, Wisconsin, Wyoming, American Samoa, the Bureau of Indian Education, Department of Defense Education Activity, Guam, and the U.S. Virgin Islands.

Virtual School Status. A flag to indicate whether a school is a virtual school. A virtual school is a public school that offers only instruction in which students and teachers are separated by time and/or location, and interaction occurs via computers and/or telecommunications technologies. A virtual school generally does not have a physical facility that allows students to attend classes on site.

The permitted values for Virtual School Status are:

Yes

No

National School Lunch Program (NSLP) Status. This variable indicates whether a school participates in the National School Lunch Program, and, if so, under what special provisions. The Healthy, Hunger-Free Kids Act of 2010 (PL 111-296) includes provisions for determining free and reduced-price lunch (FRL) eligibility that may affect the reliability and availability of the FRL counts reported to ED*Facts* (FS033). Under provisions 2 and 3 of the law, annual certification of individual students is not required. A new provision, the Community Eligibility Option (CEO or Provision 4), eliminates the requirement for individual eligibility information once a school has determined a baseline percentage of FRL eligible students. These changes may result in missing or out of date FRL counts. Education researchers frequently use FRL eligibility as an indicator of student socioeconomic status (SES). The NSLP status provides these researchers with an indication of the reliability of the FRL counts reported in this file. For more specifics, see “*Free and Reduced-Price Lunch Eligibility Data in ED*Facts*: A White Paper on Current Status and Potential Changes*” on the ED*Facts* web site (<http://www2.ed.gov/about/inits/ed/edfacts/index.html>).

The permitted values are:

NSLPWOPRO – Participating without using any Provision or the CEO

NSLPPRO1 – Participating under Provision 1

NSLPPRO2 – Participating under Provision 2

NSLPPRO3 – Participating under Provision 3

NSLPCEO – Participating under Community Eligibility Option (CEO)

NSLPNO – No, not participating

M- Missing – Information on the NSLP status is not currently available to the SEA or is not collected.

Charter Authorizer Identifiers. Each record has two fields (CHARTAUTH1 and CHARTAUTH2) used by charter schools to identify their authorizing agency. These identifiers are assigned to authorized public chartering agencies by the SEA. Additional information on these agencies is collected in the *EDFacts* Charter School Authorizer Directory. Some charter schools may have multiple authorizers. The first field is for the primary authorizer, the authorizer that ultimately approves the charter petition. All listed charter schools will have a primary authorizer. The secondary authorizer field is only necessary for charter schools that complete a two-step authorization process. The SEA determines whether a secondary authorizer is included based on the charter authorizing requirements in the state.

The state is able to create any number they want for these identifiers, as long as it is unique within the state. If the authorizer is an established LEA, the state may use the NCES LEA ID as the charter identifier. If the charter only has one authorizer, only the first field is filled out; the second field is left blank.

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

State name/jurisdiction	ANSI ¹	Abbreviation ²	State name/jurisdiction	ANSI ¹	Abbreviation ²
Alabama	01	AL	Oregon	41	OR
Alaska	02	AK	Pennsylvania	42	PA
Arizona	04	AZ	Rhode Island	44	RI
Arkansas	05	AR	South Carolina	45	SC
California	06	CA	South Dakota	46	SD
Colorado	08	CO	Tennessee	47	TN
Connecticut	09	CT	Texas	48	TX
Delaware	10	DE	Utah	49	UT
District of Columbia	11	DC	Vermont	50	VT
Florida	12	FL	Virginia	51	VA
Georgia	13	GA	Washington	53	WA
Hawaii	15	HI	West Virginia	54	WV
Idaho	16	ID	Wisconsin	55	WI
Illinois	17	IL	Wyoming	56	WY
Indiana	18	IN			
Iowa	19	IA			
Kansas	20	KS			
Kentucky	21	KY			
Louisiana	22	LA			
Maine	23	ME			
Maryland	24	MD	Department of Defense		
Massachusetts	25	MA	Education Activity	63 ³	DD
Michigan	26	MI			
Minnesota	27	MN	Bureau of		
Mississippi	28	MS	Indian Education	59 ³	BI
Missouri	29	MO			
Montana	30	MT	American Samoa	60	AS
Nebraska	31	NE			
Nevada	32	NV	Guam	66	GU
New Hampshire	33	NH			
New Jersey	34	NJ	Commonwealth of the		
New Mexico	35	NM	Northern Mariana		
New York	36	NY	Islands	69	MP
North Carolina	37	NC			
North Dakota	38	ND	Puerto Rico	72	PR
Ohio	39	OH			
Oklahoma	40	OK	U.S. Virgin Islands	78	VI

¹ American National Standards Institute state codes (01–78).

U.S. Postal Service state abbreviation codes.

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

SOURCE: Geography Division, Geographic Standards and Criteria Branch. (2010). "Codes for the Identification of the States, the District of Columbia, Puerto Rico, and the Insular Areas of the United States (INCITS 38:20)." Washington, DC: U.S. Census Bureau.

Table 3. List of schools with mailing address in another state: School year 2013–14

Administration state	NCES ID	School name	City	State
Arizona	040081102855	Ombudsman - Charter East II	Libertyville	IL
	040088003398	Southwest Leadership Academy	Minden	NV
District of Columbia	110008700213	Maya Angelou Academy at New Beginnings	Laurel	MD
Idaho	160261000459	Pleasant Valley Elementary-Junior High school	Jordan Valley	OR
North Dakota	380567000826	Squaw Gap School	Sidney	MT
	382034000714	East Fairview Elementary School	Fairview	MT
Ohio	390149705706	Urban Pathways Youngstown	Pittsburgh	PA
South Dakota	467209000504	Lakeview Elementary – 09	Crookston	NE
	467209000506	Littleburg Elementary – 12	Valentine	NE
Texas	480144112996	Great Hearts Academy – San Antonio	Phoenix	AZ
Utah	490090000491	Navajo Mountain High	Tonalea	AZ
Vermont	500002400180	Rivendell Academy	Orford	NH

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, “Public Elementary/Secondary School Universe Survey,” 2013–14, Provisional Version 2a.

D. User Guidelines for Processing the Public Elementary/Secondary School Universe Survey Data Files

Starting in SY 1999–2000, CCD data file names were changed to include a two-digit version number. The SY 2013–14 Public Elementary/Secondary School Universe Survey SAS file is called SC131A.SAS7bDAT. The flat ASCII file is named SC131A.DAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (13 = 2013–14 CCD collection), and the fifth and sixth characters indicate the version number (1 = first version; A = released file). At a later date, NCES may release revised SY 2013–14 provisional and final files and these will have incremental version numbers (e.g., the second revised file is labeled 2a). The record layout for the file is contained in appendix A, Record Layout.

E. Guidelines for Using the Flat ASCII Data File

When using the flat ASCII data file, care should be taken to label the identification number variables (e.g., NCESSCH) as character fields. This is necessary in order to retain the leading zero in many of the identification numbers. It is necessary to keep the leading zeroes when merging these data with other files. This can be accomplished in Excel by using the ‘Import Wizard’ to select the ID fields and set them as text fields.

**Appendix A – Record Layout for the Common Core of Data Public
Elementary/Secondary School Universe Survey: School Year 2013–14**

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Number of Variables = 324

Number of Observations = 102,815

(*)Fields have two explicit decimal places unless otherwise noted.

(^)Fields have six explicit decimal places

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

The file contains data for the school year 2013–14 sorted by the NCES school identification code (NCESSCH).

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

Variable Name	Data Order	Data Type	Description
SURVYEAR	1	AN	Year Corresponding to Survey Record.
NCESSCH	2	AN	Unique NCES public school ID (7-digit NCES agency ID (LEAID) + 5-digit NCES school ID (SCHNO)).
FIPST	3+	AN	American National Standards Institute (ANSI) state code.
LEAID	4+	AN	NCES local education agency (LEA) ID.
SCHNO	5+	AN	NCES school ID. NOTE: SCHNO is a unique number within an LEA. By combining LEAID with SCHNO, each school can be uniquely identified within the total file (see NCESSCH above).
STID	6	AN	State's own ID for the education agency.
SEASCH	7	AN	State's own ID for the school.
LEANM	8	AN	Name of the education agency that operates this school.
SCHNAM	9	AN	Name of the school.
PHONE	10	AN	Telephone number of school.
MSTREE	11	AN	The mailing address of the school- may be a street address, a P.O. Box number, or, if verified that there is no address beyond CITY, STATE, and ZIP, the character "N".
MCITY	12	AN	School mailing address city.
MSTATE	13	AN	Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see ANSI state codes and abbreviations used in CCD dataset).
MZIP	14	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP4	15	AN	Four-digit ZIP+4, if assigned; if none, field is blank.
LSTREE	16	AN	School location street address.
LCITY	17	AN	School location city.
LSTATE	18	AN	Location state (two-letter postal abbreviation).
LZIP	19	AN	Location 5-digit ZIP Code.

Variable Name	Data Order	Data Type	Description
LZIP4	20	AN	Location +4 ZIP Code.
TYPE	21	AN	NCES school type code: 1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school 5 = Reportable program (new code starting in 2007–08)
STATUS	22	AN	NCES code for the school status: 1 = School was operational at the time of the last report and is currently operational. 2 = School has closed since the time of the last report. 3 = School has been opened since the time of the last report. 4 = School was in existence, but not reported in a previous year’s CCD school universe survey, and is now being added. 5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency. 6 = School is temporarily closed and may reopen within three years. 7 = School is scheduled to be operational within two years. 8 = School was closed on a previous year’s file but has reopened.
UNION	23	AN	Supervisory Union Number. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the ANSI county number. If no number was reported, the field will contain "000".
ULOCAL	24	AN	NCES urban-centric locale code. NOTE: Starting in 2006–07, CCD data files contain a new locale code system that is based on the urbanicity of the school location. Prior to 2006–07, the locale code was assigned based on a school’s metro status. See appendix C, Glossary, for more detail. 11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more. 12 = City, Mid-size: Territory inside an urbanized area and inside a principal city with a population less than 250,000 and greater than or equal to 100,000. 13 = City, Small: Territory inside an urbanized area and inside a principal city with a population less than 100,000. 21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more. 22 = Suburb, Mid-size: Territory outside a principal city and inside an urbanized area with a population less than 250,000 and greater than or equal to 100,000. 23 = Suburb, Small: Territory outside a principal city and inside an urbanized

Variable Name	Data Order	Data Type	Description
			area with a population less than 100,000.
			31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
			32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
			33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.
			41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
			42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
			43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.
LATCOD	25^	N	Latitude. Based on the location of the administrative office. It contains an explicit decimal point. The digits to the left of the decimal represent the number of degrees from the equator; the digits to the right of the decimal represent the fraction of the next degree carried out to six decimal places.
LONCOD	26^	N	Longitude. Based on the location of the administrative office. The minus sign (-) indicates west of the prime meridian. It contains an explicit decimal point. The digits to the left of the decimal point represent the number of degrees from the prime meridian; the digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places.
CONUM	27	AN	ANSI county code (two-digit ANSI state numeric code + three digits ANSI county code) based on the location of the school.
CONAME	28	AN	County name based on the location of the school.
CDCODE	29	AN	Congressional district code based on location of administrative office. ANSI numeric code for the congressional districts that are legislatively defined subdivision of the state for the purpose of electing representatives to the House of Representative of the United States Congress. The first two digits are the ANSI state numeric code, which makes the congressional district code unique across states (see Appendix C Glossary for detail).
BIES	30	AN	Bureau of Indian Education (BIE) school. Indicator of whether or not a school was also reported by the Bureau of Indian Education in their submission of school data. Only states or jurisdictions other than BIE can contain a value of 1 (Yes) for this flag. 1 - Yes 2 - No
RECONSTY	31	AN	Reconstituted Year. This indicates the latest year that the school was reported

Variable Name	Data Order	Data Type	Description
			as reconstituted.
RECONSTF	32	AN	Reconstituted Flag. This flag indicates that the school was restructured, transformed, or otherwise substantially changed as a consequence of the state's accountability system, or as a result of a School Improvement Grant (SIG), but is not recognized as a new school for the CCD.
FTE	33*	N	Total full-time-equivalent classroom teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
GSLO	34	AN	School low grade offered. Code values include UG = Ungraded PK = Prekindergarten KG = Kindergarten 01–12 = First through Twelfth grade N = School had no students reported UG and N each occur only in isolation from other codes. When one of these does occur, it is both the lowest (GSLO) and the highest (GSHI) grade.
GSHI	35	AN	School high grade offered. Code values include UG = Ungraded PK = Prekindergarten KG = Kindergarten 01–12 = First through Twelfth grade N = School had no students reported UG and N each occur only in isolation from other codes. When one of these does occur, it is both the lowest (GSLO) and the highest (GSHI) grade.
PKOFFRD	36	AN	Prekindergarten offered. 1 - Yes 2 - No
KGOFFRD	37	AN	Kindergarten offered. 1 - Yes 2 - No
G01OFFRD	38	AN	First grade offered. 1 - Yes 2 - No
G02OFFRD	39	AN	Second grade offered. 1 - Yes 2 - No
G03OFFRD	40	AN	Third grade offered. 1 - Yes 2 - No
G04OFFRD	41	AN	Fourth grade offered. 1 - Yes

Variable Name	Data Order	Data Type	Description
			2 – No
G05OFFRD	42	AN	Fifth grade offered. 1 - Yes 2 – No
G06OFFRD	43	AN	Sixth grade offered. 1 - Yes 2 – No
G07OFFRD	44	AN	Seventh grade offered. 1 - Yes 2 – No
G08OFFRD	45	AN	Eighth grade offered. 1 - Yes 2 – No
G09OFFRD	46	AN	Ninth grade offered. 1 - Yes 2 – No
G10OFFRD	47	AN	Tenth grade offered. 1 - Yes 2 – No
G11OFFRD	48	AN	Eleventh grade offered. 1 - Yes 2 – No
G12OFFRD	49	AN	Twelfth offered. 1 - Yes 2 – No
UGOFFRD	50	AN	Ungraded offered. 1 - Yes 2 – No
LEVEL	51	AN	School Level. The following codes were calculated from the school's corresponding GSLO and GSHI values: 1 = Primary (low grade = PK through 03; high grade = PK through 08) 2 = Middle (low grade = 04 through 07; high grade = 04 through 09) 3 = High (low grade = 07 through 12; high grade = 12 only) 4 = Other (any other configuration not falling within the above three categories, including ungraded)
TITLEISTAT	52	AN	Title I School Status. This flag was added to the school file starting in 2010–11. It indicates whether and in which Title I program a school is eligible for participation under authorization of Title I of Public Law 103-382. There are two types of Title I programs: Targeted Assistance (TAS) and Schoolwide (SWP). Eligibility for either programs means the school is Title I eligible, regardless of whether they decide to provide a program to their students. 1 = School is eligible for Title I Targeted Assistance (TAS) but provides no

Variable Name	Data Order	Data Type	Description																					
			<p>program.</p> <p>2 = School is eligible for Title I Targeted Assistance (TAS) and provides TAS program.</p> <p>3 = School is eligible for Title I Schoolwide program (SWP) and provides TAS program.</p> <p>4 = School is eligible for Title I Schoolwide program (SWP) but provides no program.</p> <p>5 = School is eligible for Title I Schoolwide program (SWP) and provides Title I Schoolwide program.</p> <p>6 = School is not eligible for either Title I Targeted Assistance (TAS) or Schoolwide program.</p> <p>The following table shows how TITLEISTAT translates to TITLEI and STITLI.</p> <table border="1"> <thead> <tr> <th>TITLEISTAT</th> <th>TITLEI</th> <th>STITLI</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1(Yes)</td> <td>2 (No)</td> </tr> <tr> <td>2</td> <td>1(Yes)</td> <td>2 (No)</td> </tr> <tr> <td>3</td> <td>1(Yes)</td> <td>1 (Yes)</td> </tr> <tr> <td>4</td> <td>1(Yes)</td> <td>1 (Yes)</td> </tr> <tr> <td>5</td> <td>1(Yes)</td> <td>1 (Yes)</td> </tr> <tr> <td>6</td> <td>2 (No)</td> <td>2 (No)</td> </tr> </tbody> </table>	TITLEISTAT	TITLEI	STITLI	1	1(Yes)	2 (No)	2	1(Yes)	2 (No)	3	1(Yes)	1 (Yes)	4	1(Yes)	1 (Yes)	5	1(Yes)	1 (Yes)	6	2 (No)	2 (No)
TITLEISTAT	TITLEI	STITLI																						
1	1(Yes)	2 (No)																						
2	1(Yes)	2 (No)																						
3	1(Yes)	1 (Yes)																						
4	1(Yes)	1 (Yes)																						
5	1(Yes)	1 (Yes)																						
6	2 (No)	2 (No)																						
TITLEI	53	AN	<p>Title I Eligible School. A Title I school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.</p> <p>1 = Yes 2 = No</p>																					
STITLI	54	AN	<p>Schoolwide Title I. A program in which all the pupils 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.</p> <p>1 = Yes 2 = No</p>																					
MAGNET	55	AN	<p>Magnet school. Regardless of the source of funding, a magnet school or program is a special school or program designed to attract students of different racial/ethnic background for the purpose of reducing, preventing, or eliminating racial isolation and/or to provide an academic or social focus on a particular theme.</p> <p>1 = Yes 2 = No</p>																					
CHARTR	56	AN	<p>Charter school. A school that provides free elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority.</p> <p>1 = Yes 2 = No</p>																					
SHARED	57	AN	<p>Shared Time School. A school offering vocational/technical education or other</p>																					

Variable Name	Data Order	Data Type	Description
			education services, in which some or all students are enrolled at a separate 'home' school and attend the shared-time school on a part-day basis.
			1 = Yes 2 = No
FRELCH	58	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
REDLCH	59	N	Count of students eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.
TOTFRL	60	N	Total of free lunch eligible and reduced-price lunch eligible. The total is only available if both of the details (or the total) were reported.
PK	61	N	Total prekindergarten students.
AMPKM	62	N	Prekindergarten students - American Indian/Alaska Native - male.
AMPKF	63	N	Prekindergarten students - American Indian/Alaska Native - female.
ASPKM	64	N	Prekindergarten students - Asian - male.
ASPKF	65	N	Prekindergarten students - Asian - female.
HIPKM	66	N	Prekindergarten students - Hispanic - male.
HIPKF	67	N	Prekindergarten students - Hispanic - female.
BLPKM	68	N	Prekindergarten students - Black, non-Hispanic - male.
BLPKF	69	N	Prekindergarten students - Black, non-Hispanic - female.
WHPKM	70	N	Prekindergarten students - White, non-Hispanic - male.
WHPKF	71	N	Prekindergarten students - White, non-Hispanic - female.
HPPKM	72	N	Prekindergarten students - Hawaiian Native/Pacific Islander - male.
HPPKF	73	N	Prekindergarten students - Hawaiian Native/Pacific Islander - female.
TRPKM	74	N	Prekindergarten students - Two or More Races - male.
TRPKF	75	N	Prekindergarten students - Two or More Races - female.
KG	76	N	Total kindergarten students.
AMKGM	77	N	Kindergarten students - American Indian/Alaska Native - male.
AMKGF	78	N	Kindergarten students - American Indian/Alaska Native - female.
ASKGM	79	N	Kindergarten students - Asian - male.
ASKGF	80	N	Kindergarten students - Asian - female.
HIKGM	81	N	Kindergarten students - Hispanic - male.

Variable Name	Data Order	Data Type	Description
HIKGF	82	N	Kindergarten students - Hispanic - female.
BLKGM	83	N	Kindergarten students - Black, non-Hispanic - male.
BLKGF	84	N	Kindergarten students - Black, non-Hispanic - female.
WHKGM	85	N	Kindergarten students - White, non-Hispanic - male.
WHKGF	86	N	Kindergarten students - White, non-Hispanic - female.
HPKGM	87	N	Kindergarten students - Hawaiian Native/Pacific Islander - male.
HPKGF	88	N	Kindergarten students - Hawaiian Native/Pacific Islander - female.
TRKGM	89	N	Kindergarten students - Two or more races - male.
TRKGF	90	N	Kindergarten students - Two or more Races - female.
G01	91	N	Total grade 1 students.
AM01M	92	N	Grade 1 students - American Indian/Alaska Native - male.
AM01F	93	N	Grade 1 students - American Indian/Alaska Native - female.
AS01M	94	N	Grade 1 students - Asian - male.
AS01F	95	N	Grade 1 students - Asian - female.
HI01M	96	N	Grade 1 students - Hispanic - male.
HI01F	97	N	Grade 1 students - Hispanic - female.
BL01M	98	N	Grade 1 students - Black, non-Hispanic - male.
BL01F	99	N	Grade 1 students - Black, non-Hispanic - female.
WH01M	100	N	Grade 1 students - White, non-Hispanic - male.
WH01F	101	N	Grade 1 students - White, non-Hispanic - female.
HP01M	102	N	Grade 1 students - Hawaiian Native/Pacific Islander - male.
HP01F	103	N	Grade 1 students - Hawaiian Native/Pacific Islander - female.
TR01M	104	N	Grade 1 students - Two or more races - male.
TR01F	105	N	Grade 1 students - Two or more races - female.
G02	106	N	Total grade 2 students.
AM02M	107	N	Grade 2 students - American Indian/Alaska Native - male.
AM02F	108	N	Grade 2 students - American Indian/Alaska Native - female.
AS02M	109	N	Grade 2 students - Asian - male.
AS02F	110	N	Grade 2 students - Asian - female.

Variable Name	Data Order	Data Type	Description
HI02M	111	N	Grade 2 students - Hispanic - male.
HI02F	112	N	Grade 2 students - Hispanic - female.
BL02M	113	N	Grade 2 students - Black, non-Hispanic - male.
BL02F	114	N	Grade 2 students - Black, non-Hispanic - female.
WH02M	115	N	Grade 2 students - White, non-Hispanic - male.
WH02F	116	N	Grade 2 students - White, non-Hispanic - female.
HP02M	117	N	Grade 2 students - Hawaiian Native/Pacific Islander - male.
HP02F	118	N	Grade 2 students - Hawaiian Native/Pacific Islander - female.
TR02M	119	N	Grade 2 students - Two or more races - male.
TR02F	120	N	Grade 2 students - Two or more races - female.
G03	121	N	Total grade 3 students.
AM03M	122	N	Grade 3 students - American Indian/Alaska Native - male.
AM03F	123	N	Grade 3 students - American Indian/Alaska Native - female.
AS03M	124	N	Grade 3 students - Asian - male.
AS03F	125	N	Grade 3 students - Asian - female.
HI03M	126	N	Grade 3 students - Hispanic - male.
HI03F	127	N	Grade 3 students - Hispanic - female.
BL03M	128	N	Grade 3 students - Black, non-Hispanic - male.
BL03F	129	N	Grade 3 students - Black, non-Hispanic - female.
WH03M	130	N	Grade 3 students - White, non-Hispanic - male.
WH03F	131	N	Grade 3 students - White, non-Hispanic - female.
HP03M	132	N	Grade 3 students - Hawaiian Native/Pacific Islander - male.
HP03F	133	N	Grade 3 students - Hawaiian Native/Pacific Islander - female.
TR03M	134	N	Grade 3 students - Two or more races - male.
TR03F	135	N	Grade 3 students - Two or more races - female.
G04	136	N	Total grade 4 students.
AM04M	137	N	Grade 4 students - American Indian/Alaska Native - male.
AM04F	138	N	Grade 4 students - American Indian/Alaska Native - female.
AS04M	139	N	Grade 4 students - Asian - male.

Variable Name	Data Order	Data Type	Description
AS04F	140	N	Grade 4 students - Asian - female.
HI04M	141	N	Grade 4 students - Hispanic - male.
HI04F	142	N	Grade 4 students - Hispanic - female.
BL04M	143	N	Grade 4 students - Black, non-Hispanic - male.
BL04F	144	N	Grade 4 students - Black, non-Hispanic - female.
WH04M	145	N	Grade 4 students - White, non-Hispanic - male.
WH04F	146	N	Grade 4 students - White, non-Hispanic - female.
HP04M	147	N	Grade 4 students - Hawaiian Native/Pacific Islander - male.
HP04F	148	N	Grade 4 students - Hawaiian Native/Pacific Islander - female.
TR04M	149	N	Grade 4 students - Two or more races - male.
TR04F	150	N	Grade 4 students - Two or more races - female.
G05	151	N	Total grade 5 students.
AM05M	152	N	Grade 5 students - American Indian/Alaska Native - male.
AM05F	153	N	Grade 5 students - American Indian/Alaska Native - female.
AS05M	154	N	Grade 5 students - Asian - male.
AS05F	155	N	Grade 5 students - Asian - female.
HI05M	156	N	Grade 5 students - Hispanic - male.
HI05F	157	N	Grade 5 students - Hispanic - female.
BL05M	158	N	Grade 5 students - Black, non-Hispanic - male.
BL05F	159	N	Grade 5 students - Black, non-Hispanic - female.
WH05M	160	N	Grade 5 students - White, non-Hispanic - male.
WH05F	161	N	Grade 5 students - White, non-Hispanic - female.
HP05M	162	N	Grade 5 students - Hawaiian Native/Pacific Islander - male.
HP05F	163	N	Grade 5 students - Hawaiian Native/Pacific Islander - female.
TR05M	164	N	Grade 5 students - Two or more races - male.
TR05F	165	N	Grade 5 students - Two or more races - female.
G06	166	N	Total grade 6 students.
AM06M	167	N	Grade 6 students - American Indian/Alaska Native - male.
AM06F	168	N	Grade 6 students - American Indian/Alaska Native - female.

Variable Name	Data Order	Data Type	Description
AS06M	169	N	Grade 6 students - Asian - male.
AS06F	170	N	Grade 6 students - Asian - female.
HI06M	171	N	Grade 6 students - Hispanic - male.
HI06F	172	N	Grade 6 students - Hispanic - female.
BL06M	173	N	Grade 6 students - Black, non-Hispanic - male.
BL06F	174	N	Grade 6 students - Black, non-Hispanic - female.
WH06M	175	N	Grade 6 students - White, non-Hispanic - male.
WH06F	176	N	Grade 6 students - White, non-Hispanic - female.
HP06M	177	N	Grade 6 students - Hawaiian Native/Pacific Islander - male.
HP06F	178	N	Grade 6 students - Hawaiian Native/Pacific Islander - female.
TR06M	179	N	Grade 6 students - Two or more races - male.
TR06F	180	N	Grade 6 students - Two or more races - female.
G07	181	N	Total grade 7 students.
AM07M	182	N	Grade 7 students - American Indian/Alaska Native - male.
AM07F	183	N	Grade 7 students - American Indian/Alaska Native - female.
AS07M	184	N	Grade 7 students - Asian - male.
AS07F	185	N	Grade 7 students - Asian - female.
HI07M	186	N	Grade 7 students - Hispanic - male.
HI07F	187	N	Grade 7 students - Hispanic - female.
BL07M	188	N	Grade 7 students - Black, non-Hispanic - male.
BL07F	189	N	Grade 7 students - Black, non-Hispanic - female.
WH07M	190	N	Grade 7 students - White, non-Hispanic - male.
WH07F	191	N	Grade 7 students - White, non-Hispanic - female.
HP07M	192	N	Grade 7 students - Hawaiian Native/Pacific Islander - male.
HP07F	193	N	Grade 7 students - Hawaiian Native/Pacific Islander - female.
TR07M	194	N	Grade 7 students - Two or more races - male.
TR07F	195	N	Grade 7 students - Two or more races - female.
G08	196	N	Total grade 8 students.
AM08M	197	N	Grade 8 students - American Indian/Alaska Native - male.

Variable Name	Data Order	Data Type	Description
AM08F	198	N	Grade 8 students - American Indian/Alaska Native - female.
AS08M	199	N	Grade 8 students - Asian - male.
AS08F	200	N	Grade 8 students - Asian - female.
HI08M	201	N	Grade 8 students - Hispanic - male.
HI08F	202	N	Grade 8 students - Hispanic - female.
BL08M	203	N	Grade 8 students - Black, non-Hispanic - male.
BL08F	204	N	Grade 8 students - Black, non-Hispanic - female.
WH08M	205	N	Grade 8 students - White, non-Hispanic - male.
WH08F	206	N	Grade 8 students - White, non-Hispanic - female.
HP08M	207	N	Grade 8 students - Hawaiian Native/Pacific Islander - male.
HP08F	208	N	Grade 8 students - Hawaiian Native/Pacific Islander - female.
TR08M	209	N	Grade 8 students - Two or more races - male.
TR08F	210	N	Grade 8 students - Two or more races - female.
G09	211	N	Total grade 9 students.
AM09M	212	N	Grade 9 students - American Indian/Alaska Native - male.
AM09F	213	N	Grade 9 students - American Indian/Alaska Native - female.
AS09M	214	N	Grade 9 students - Asian - male.
AS09F	215	N	Grade 9 students - Asian - female.
HI09M	216	N	Grade 9 students - Hispanic - male.
HI09F	217	N	Grade 9 students - Hispanic - female.
BL09M	218	N	Grade 9 students - Black, non-Hispanic - male.
BL09F	219	N	Grade 9 students - Black, non-Hispanic - female.
WH09M	220	N	Grade 9 students - White, non-Hispanic - male.
WH09F	221	N	Grade 9 students - White, non-Hispanic - female.
HP09M	222	N	Grade 9 students - Hawaiian Native/Pacific Islander - male.
HP09F	223	N	Grade 9 students - Hawaiian Native/Pacific Islander - female.
TR09M	224	N	Grade 9 students - Two or more races - male.
TR09F	225	N	Grade 9 students - Two or more races - female.
G10	226	N	Total grade 10 students.

Variable Name	Data Order	Data Type	Description
AM10M	227	N	Grade 10 students - American Indian/Alaska Native - male.
AM10F	228	N	Grade 10 students - American Indian/Alaska Native - female.
AS10M	229	N	Grade 10 students - Asian - male.
AS10F	230	N	Grade 10 students - Asian - female.
HI10M	231	N	Grade 10 students - Hispanic - male.
HI10F	232	N	Grade 10 students - Hispanic - female.
BL10M	233	N	Grade 10 students - Black, non-Hispanic - male.
BL10F	234	N	Grade 10 students - Black, non-Hispanic - female.
WH10M	235	N	Grade 10 students - White, non-Hispanic - male.
WH10F	236	N	Grade 10 students - White, non-Hispanic - female.
HP10M	237	N	Grade 10 students - Hawaiian Native/Pacific Islander - male.
HP10F	238	N	Grade 10 students - Hawaiian Native/Pacific Islander - female.
TR10M	239	N	Grade 10 students - Two or more races - male.
TR10F	240	N	Grade 10 students - Two or more races - female.
G11	241	N	Total grade 11 students.
AM11M	242	N	Grade 11 students - American Indian/Alaska Native - male.
AM11F	243	N	Grade 11 students - American Indian/Alaska Native - female.
AS11M	244	N	Grade 11 students - Asian - male.
AS11F	245	N	Grade 11 students - Asian - female.
HI11M	246	N	Grade 11 students - Hispanic - male.
HI11F	247	N	Grade 11 students - Hispanic - female.
BL11M	248	N	Grade 11 students - Black, non-Hispanic - male.
BL11F	249	N	Grade 11 students - Black, non-Hispanic - female.
WH11M	250	N	Grade 11 students - White, non-Hispanic - male.
WH11F	251	N	Grade 11 students - White, non-Hispanic - female.
HP11M	252	N	Grade 11 students - Hawaiian Native/Pacific Islander - male.
HP11F	253	N	Grade 11 students - Hawaiian Native/Pacific Islander - female.
TR11M	254	N	Grade 11 students - Two or more races - male.
TR11F	255	N	Grade 11 students - Two or more races - female.

Variable Name	Data Order	Data Type	Description
G12	256	N	Total grade 12 students.
AM12M	257	N	Grade 12 students - American Indian/Alaska Native - male.
AM12F	258	N	Grade 12 students - American Indian/Alaska Native - female.
AS12M	259	N	Grade 12 students - Asian - male.
AS12F	260	N	Grade 12 students - Asian - female.
HI12M	261	N	Grade 12 students - Hispanic - male.
HI12F	262	N	Grade 12 students - Hispanic - female.
BL12M	263	N	Grade 12 students - Black, non-Hispanic - male.
BL12F	264	N	Grade 12 students - Black, non-Hispanic - female.
WH12M	265	N	Grade 12 students - White, non-Hispanic - male.
WH12F	266	N	Grade 12 students - White, non-Hispanic - female.
HP12M	267	N	Grade 12 students - Hawaiian Native/Pacific Islander - male.
HP12F	268	N	Grade 12 students - Hawaiian Native/Pacific Islander - female.
TR12M	269	N	Grade 12 students - Two or more races- male.
TR12F	270	N	Grade 12 students - Two or more races - female.
UG	271	N	Total ungraded students.
AMUGM	272	N	Ungraded students - American Indian/Alaska Native - male.
AMUGF	273	N	Ungraded students - American Indian/Alaska Native - female.
ASUGM	274	N	Ungraded students - Asian - male.
ASUGF	275	N	Ungraded students - Asian - female.
HIUGM	276	N	Ungraded students - Hispanic - male.
HIUGF	277	N	Ungraded students - Hispanic - female.
BLUGM	278	N	Ungraded students - Black, non-Hispanic - male.
BLUGF	279	N	Ungraded students - Black, non-Hispanic - female.
WHUGM	280	N	Ungraded students - White, non-Hispanic - male.
WHUGF	281	N	Ungraded students - White, non-Hispanic - female.
HPUGM	282	N	Ungraded students - Hawaiian Native/Pacific Islander - male.
HPUGF	283	N	Ungraded students - Hawaiian Native/Pacific Islander - female.
TRUGM	284	N	Ungraded students - Two or more races - male.

Variable Name	Data Order	Data Type	Description
TRUGF	285	N	Ungraded students - Two or more races - female.
MEMBER	286	N	Total students, all grades: The reported total membership of the school.
AM	287	N	American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM and AMALF fields.
AMALM	288	N	Total students, all grades - American Indian/Alaska Native - male.
AMALF	289	N	Total students, all grades - American Indian/Alaska Native - female.
ASIAN	290	N	Asian students. If not reported, this field was calculated by summing the ASALM and ASALF fields.
ASALM	291	N	Total students, all grades - Asian - male.
ASALF	292	N	Total students, all grades - Asian - female.
HISP	293	N	Hispanic students. If not reported, this field was calculated by summing the HIALM and HIALF fields.
HIALM	294	N	Total students, all grades - Hispanic - male.
HIALF	295	N	Total students, all grades - Hispanic - female.
BLACK	296	N	Black, non-Hispanic students. If not reported, this field was calculated by summing the BLALM and BLALF fields.
BLALM	297	N	Total students, all grades - Black, non-Hispanic - male.
BLALF	298	N	Total students, all grades - Black, non-Hispanic - female.
WHITE	299	N	White, non-Hispanic students. If not reported, this field was calculated by summing the WHALM and WHALF fields.
WHALM	300	N	Total students, all grades - White, non-Hispanic - male.
WHALF	301	N	Total students, all grades - White, non-Hispanic - female.
PACIFIC	302	N	Hawaiian Native / Pacific Islander students. If not reported, this field was calculated by summing the HPALM and HPALF fields.
HPALM	303	N	Total students - all grades - Hawaiian Native/Pacific Islander - male.
HPALF	304	N	Total students, all grades - Hawaiian Native/Pacific Islander - female.
TR	305	N	Two or more races students. If not reported, this field was calculated by summing the TRALM and TRALF fields.
TRALM	306	N	Total students, all grades - Two or more races - male.
TRALF	307	N	Total students, all grades - Two or more races - female.
TOTETH	308	N	Calculated school race/ethnicity membership: The sum of the fields AM, ASIAN, HISP, BLACK, WHITE, PACIFIC, and TR. Students belonging to an unknown or non-CCD race category are not captured in this field

Variable Name	Data Order	Data Type	Description
VIRTUALSTAT	309	AN	Identifies whether the school is a virtual school: VIRTUALNO – Not a virtual school VIRTUALYES – A virtual school N – Not applicable
NSLPSTATUS	310	AN	Represents the National School Lunch Program (NSLP) Status for the school. The accepted values are: NSLPWOPRO - Yes, participating without using any Provision or the CEO NSLPPRO1 - Yes, under Provision 1 NSLPPRO2 - Yes, under Provision 2 NSLPPRO3 - Yes, under Provision 3 NSLPCEO - Yes, under Community Eligibility Option (CEO) NSLPNO – No
CHARTAUTH1	311	AN	The identifier assigned to the primary public charter school authorizing agency by the SEA.
CHARTAUTH2	312	AN	The identifier assigned to the secondary public charter school authorizing agency by the SEA.

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

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Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-1 Distribution of responses of character variable data, by response value: School year 2013–14

Variable	Variable label	Blank	Missing	Not applicable	Reported
NCESSCH	Unique School ID	0	0	0	102,815
FIPST	ANSI State Code	0	0	0	102,815
LEAID	NCES Agency Identification Number	0	0	0	102,815
SCHNO	NCES School Identifier	0	0	0	102,815
STID	State Local Education Number	0	0	0	102,815
SEASCH	State School Identifier	0	6	0	102,809
LEANM	LEA Name	0	0	0	102,815
SCHNAM	School Name	0	0	0	102,815
PHONE	School Phone Number	0	135	3	102,677
MSTREE	School Mailing Address 1	0	5	0	102,810
MCITY	School Mailing City	0	0	0	102,815
MSTATE	School Mailing USPS State Abbreviation	0	0	0	102,815
MZIP	School Mailing Zip	0	0	0	102,815
MZIP4	School Mailing Zip Plus 4	23,961	0	0	78,854
LSTREE	School Location Address 1	0	144	0	102,671
LCITY	School Location City	0	0	0	102,815
LSTATE	School Location USPS State Abbreviation	0	0	0	102,815
LZIP	School Location Zip	0	0	0	102,815
LZIP4	School Location Zip Plus 4	24,348	0	0	78,467
LATCOD	Latitude	0	0	0	102,815
LONCOD	Longitude	0	0	0	102,815
UNION	Supervisory Union Identification Number	0	2	297	102,516
CONUM	ANSI County Code	0	0	156	102,659
CONAME	County Name	0	0	156	102,659
CDCODE	Congressional District Code	0	0	156	102,659
CHARTAUTH1	Charter Authorizer Primary	0	188	95,881	6,746
CHARTAUTH2	Charter Authorizer Additional	0	6,881	95,881	53

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14, Version Provisional Version 2a.

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013–14

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable
FTE	Classroom Teachers	0	1,702	32.09	6,959	2,400
FRELCH	Free Lunch Eligible Students	0	8,085	232.86	1,448	3,956
REDLCH	Reduced-Price Lunch Eligible Students	0	2,595	35.40	1,448	3,956
TOTFRL	Total of Free and Reduced-Lunch Eligible Students	0	8,465	268.26	1,448	3,956
PK	PK Students - Total	0	1,809	39.86	1,738	72,025
AMPKM	PK Students - American Indian/Alaska Native - Male	0	84	0.29	1,738	72,025
AMPKF	PK Students - American Indian/Alaska Native - Female	0	84	0.25	1,738	72,025
ASPKM	PK Students - Asian - Male	0	96	0.68	1,738	72,025
ASPKF	PK Students - Asian - Female	0	84	0.57	1,738	72,025
HIPKM	PK Students - Hispanic - Male	0	561	6.14	1,738	72,025
HIPKF	PK Students - Hispanic - Female	0	492	5.51	1,738	72,025
BLPKM	PK Students - Black - Male	0	280	4.09	1,738	72,025
BLPKF	PK Students - Black - Female	0	271	3.74	1,738	72,025
WHPKM	PK Students - White - Male	0	801	9.58	1,738	72,025
WHPKF	PK Students - White - Female	0	555	7.61	1,738	72,025
HPPKM	PK Students - Hawaiian Native/Pacific Islander - Male	0	16	0.05	1,738	72,025
HPPKF	PK Students - Hawaiian Native/Pacific Islander - Female	0	12	0.04	1,738	72,025
TRPKM	PK Students - Two or More Races - Male	0	54	0.71	1,738	72,025
TRPKF	PK Students - Two or More Races - Female	0	53	0.60	1,738	72,025
KG	KG Students - Total	0	955	72.52	388	49,209
AMKGM	KG Students - American Indian/Alaska Native - Male	0	91	0.38	388	49,209
AMKGF	KG Students - American Indian/Alaska Native - Female	0	79	0.36	388	49,209

See notes at end of table

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013–14

—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable
ASKGM	KG Students - Asian - Male	0	146	1.69	388	49,209
ASKGF	KG Students - Asian - Female	0	121	1.59	388	49,209
HIKGM	KG Students - Hispanic - Male	0	343	10.29	388	49,209
HIKGF	KG Students - Hispanic - Female	0	339	9.74	388	49,209
BLKGM	KG Students - Black - Male	0	277	5.66	388	49,209
BLKGF	KG Students - Black - Female	0	261	5.35	388	49,209
WHKGM	KG Students - White - Male	0	331	17.87	388	49,209
WHKGF	KG Students - White - Female	0	356	16.46	388	49,209
HPKGM	KG Students - Hawaiian Native/Pacific Islander - Male	0	46	0.13	388	49,209
HPKGF	KG Students - Hawaiian Native/Pacific Islander - Female	0	54	0.12	388	49,209
TRKGM	KG Students - Two or More Races – Male	0	78	1.48	388	49,209
TRKGF	KG Students - Two or More Races – Female	0	76	1.40	388	49,209
G01	Grade 1 Students - Total	0	874	72.96	361	48,786
AM01M	Grade 1 Students - American Indian/Alaska Native - Male	0	90	0.38	361	48,786
AM01F	Grade 1 Students - American Indian/Alaska Native - Female	0	77	0.36	361	48,786
AS01M	Grade 1 Students - Asian - Male	0	141	1.70	361	48,786
AS01F	Grade 1 Students - Asian - Female	0	147	1.62	361	48,786
HI01M	Grade 1 Students - Hispanic - Male	0	326	10.24	361	48,786
HI01F	Grade 1 Students - Hispanic – Female	0	335	9.73	361	48,786
BL01M	Grade 1 Students - Black - Male	0	253	5.78	361	48,786
BL01F	Grade 1 Students - Black - Female	0	272	5.48	361	48,786

See notes at end of table

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013–14

—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable
WH01M	Grade 1 Students - White - Male	0	397	17.92	361	48,786
WH01F	Grade 1 Students - White - Female	0	334	16.74	361	48,786
HP01M	Grade 1 Students - Hawaiian Native/Pacific Islander - Male	0	47	0.13	361	48,786
HP01F	Grade 1 Students - Hawaiian Native/Pacific Islander - Female	0	53	0.13	361	48,786
TR01M	Grade 1 Students - Two or More Races - Male	0	78	1.41	361	48,786
TR01F	Grade 1 Students - Two or More Races - Female	0	53	1.35	361	48,786
G02	Grade 2 Students - Total	0	840	71.10	346	48,751
AM02M	Grade 2 Students - American Indian/Alaska Native - Male	0	93	0.37	346	48,751
AM02F	Grade 2 Students - American Indian/Alaska Native - Female	0	79	0.35	346	48,751
AS02M	Grade 2 Students - Asian - Male	0	131	1.71	346	48,751
AS02F	Grade 2 Students - Asian - Female	0	134	1.64	346	48,751
HI02M	Grade 2 Students - Hispanic - Male	0	319	9.88	346	48,751
HI02F	Grade 2 Students - Hispanic - Female	0	325	9.45	346	48,751
BL02M	Grade 2 Students - Black - Male	0	277	5.53	346	48,751
BL02F	Grade 2 Students - Black - Female	0	248	5.28	346	48,751
WH02M	Grade 2 Students - White - Male	0	332	17.56	346	48,751
WH02F	Grade 2 Students - White - Female	0	277	16.53	346	48,751
HP02M	Grade 2 Students - Hawaiian Native/Pacific Islander - Male	0	41	0.13	346	48,751
HP02F	Grade 2 Students - Hawaiian Native/Pacific Islander - Female	0	40	0.12	346	48,751
TR02M	Grade 2 Students - Two or More Races - Male	0	55	1.30	346	48,751
TR02F	Grade 2 Students - Two or More Races - Female	0	68	1.26	346	48,751

See notes at end of table

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013–14

—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable
G03	Grade 3 Students - Total	0	955	70.23	350	48,831
AM03M	Grade 3 Students - American Indian/Alaska Native - Male	0	82	0.36	350	48,831
AM03F	Grade 3 Students - American Indian/Alaska Native - Female	0	87	0.35	350	48,831
AS03M	Grade 3 Students - Asian - Male	0	139	1.72	350	48,831
AS03F	Grade 3 Students - Asian - Female	0	139	1.69	350	48,831
HI03M	Grade 3 Students - Hispanic - Male	0	367	9.58	350	48,831
HI03F	Grade 3 Students - Hispanic - Female	0	331	9.16	350	48,831
BL03M	Grade 3 Students - Black - Male	0	234	5.45	350	48,831
BL03F	Grade 3 Students - Black - Female	0	247	5.19	350	48,831
WH03M	Grade 3 Students - White - Male	0	353	17.59	350	48,831
WH03F	Grade 3 Students - White - Female	0	333	16.53	350	48,831
HP03M	Grade 3 Students - Hawaiian Native/Pacific Islander - Male	0	60	0.14	350	48,831
HP03F	Grade 3 Students - Hawaiian Native/Pacific Islander - Female	0	54	0.13	350	48,831
TR03M	Grade 3 Students - Two or More Races - Male	0	36	1.18	350	48,831
TR03F	Grade 3 Students - Two or More Races - Female	0	35	1.15	350	48,831
G04	Grade 4 Students - Total	0	961	70.03	369	49,104
AM04M	Grade 4 Students - American Indian/Alaska Native - Male	0	79	0.37	369	49,104
AM04F	Grade 4 Students - American Indian/Alaska Native - Female	0	92	0.35	369	49,104
AS04M	Grade 4 Students - Asian - Male	0	158	1.76	369	49,104
AS04F	Grade 4 Students - Asian - Female	0	134	1.74	369	49,104
HI04M	Grade 4 Students - Hispanic - Male	0	327	9.29	369	49,104

See notes at end of table

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013–14

—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable
HI04F	Grade 4 Students - Hispanic – Female	0	373	8.92	369	49,104
BL04M	Grade 4 Students - Black - Male	0	233	5.33	369	49,104
BL04F	Grade 4 Students - Black - Female	0	232	5.12	369	49,104
WH04M	Grade 4 Students - White - Male	0	352	17.88	369	49,104
WH04F	Grade 4 Students - White - Female	0	315	16.80	369	49,104
HP04M	Grade 4 Students - Hawaiian Native/Pacific Islander - Male	0	56	0.14	369	49,104
HP04F	Grade 4 Students - Hawaiian Native/Pacific Islander - Female	0	53	0.13	369	49,104
TR04M	Grade 4 Students - Two or More Races - Male	0	79	1.13	369	49,104
TR04F	Grade 4 Students - Two or More Races - Female	0	52	1.10	369	49,104
G05	Grade 5 Students - Total	0	1,052	71.48	399	50,323
AM05M	Grade 5 Students - American Indian/Alaska Native - Male	0	79	0.37	399	50,323
AM05F	Grade 5 Students - American Indian/Alaska Native - Female	0	69	0.36	399	50,323
AS05M	Grade 5 Students - Asian - Male	0	156	1.81	399	50,323
AS05F	Grade 5 Students - Asian - Female	0	143	1.77	399	50,323
HI05M	Grade 5 Students - Hispanic - Male	0	386	9.38	399	50,323
HI05F	Grade 5 Students - Hispanic - Female	0	320	8.98	399	50,323
BL05M	Grade 5 Students - Black - Male	0	239	5.44	399	50,323
BL05F	Grade 5 Students - Black - Female	0	238	5.25	399	50,323
WH05M	Grade 5 Students - White - Male	0	361	18.39	399	50,323
WH05F	Grade 5 Students - White - Female	0	328	17.33	399	50,323
HP05M	Grade 5 Students - Hawaiian Native/Pacific Islander - Male	0	60	0.14	399	50,323

See notes at end of table

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013–14

—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable
HP05F	Grade 5 Students - Hawaiian Native/Pacific Islander - Female	0	55	0.13	399	50,323
TR05M	Grade 5 Students - Two or More Races – Male	0	87	1.08	399	50,323
TR05F	Grade 5 Students - Two or More Races – Female	0	66	1.06	399	50,323
G06	Grade 6 Students - Total	0	1,232	98.58	594	64,572
AM06M	Grade 6 Students - American Indian/Alaska Native - Male	0	84	0.52	594	64,572
AM06F	Grade 6 Students - American Indian/Alaska Native - Female	0	101	0.50	594	64,572
AS06M	Grade 6 Students - Asian - Male	0	204	2.41	594	64,572
AS06F	Grade 6 Students - Asian - Female	0	204	2.36	594	64,572
HI06M	Grade 6 Students - Hispanic - Male	0	412	12.75	594	64,572
HI06F	Grade 6 Students - Hispanic – Female	0	421	12.21	594	64,572
BL06M	Grade 6 Students - Black - Male	0	274	7.77	594	64,572
BL06F	Grade 6 Students - Black - Female	0	261	7.43	594	64,572
WH06M	Grade 6 Students - White - Male	0	410	25.47	594	64,572
WH06F	Grade 6 Students - White - Female	0	408	23.97	594	64,572
HP06M	Grade 6 Students - Hawaiian Native/Pacific Islander - Male	0	90	0.18	594	64,572
HP06F	Grade 6 Students - Hawaiian Native/Pacific Islander - Female	0	79	0.17	594	64,572
TR06M	Grade 6 Students - Two or More Races – Male	0	68	1.42	594	64,572
TR06F	Grade 6 Students - Two or More Races – Female	0	71	1.39	594	64,572
G07	Grade 7 Students - Total	0	1,534	120.79	509	71,032
AM07M	Grade 7 Students - American Indian/Alaska Native - Male	0	135	0.64	509	71,032
AM07F	Grade 7 Students - American Indian/Alaska Native - Female	0	119	0.61	509	71,032

See notes at end of table

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013–14

—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable
AS07M	Grade 7 Students - Asian - Male	0	237	2.92	509	71,032
AS07F	Grade 7 Students - Asian - Female	0	224	2.84	509	71,032
HI07M	Grade 7 Students - Hispanic - Male	0	647	15.46	509	71,032
HI07F	Grade 7 Students - Hispanic – Female	0	653	14.78	509	71,032
BL07M	Grade 7 Students - Black - Male	0	279	9.59	509	71,032
BL07F	Grade 7 Students - Black - Female	0	269	9.18	509	71,032
WH07M	Grade 7 Students - White - Male	0	476	31.44	509	71,032
WH07F	Grade 7 Students - White - Female	0	459	29.61	509	71,032
HP07M	Grade 7 Students - Hawaiian Native/Pacific Islander - Male	0	153	0.21	509	71,032
HP07F	Grade 7 Students - Hawaiian Native/Pacific Islander - Female	0	129	0.20	509	71,032
TR07M	Grade 7 Students - Two or More Races – Male	0	73	1.67	509	71,032
TR07F	Grade 7 Students - Two or More Races – Female	0	80	1.63	509	71,032
G08	Grade 8 Students - Total	0	1,745	119.83	464	70,789
AM08M	Grade 8 Students - American Indian/Alaska Native - Male	0	149	0.64	464	70,789
AM08F	Grade 8 Students - American Indian/Alaska Native - Female	0	131	0.62	464	70,789
AS08M	Grade 8 Students - Asian - Male	0	252	2.94	464	70,789
AS08F	Grade 8 Students - Asian - Female	0	233	2.86	464	70,789
HI08M	Grade 8 Students - Hispanic - Male	0	644	14.96	464	70,789
HI08F	Grade 8 Students - Hispanic – Female	0	642	14.37	464	70,789
BL08M	Grade 8 Students - Black - Male	0	299	9.51	464	70,789
BL08F	Grade 8 Students - Black - Female	0	274	9.21	464	70,789

See notes at end of table

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013–14

—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable
WH08M	Grade 8 Students - White - Male	0	534	31.52	464	70,789
WH08F	Grade 8 Students - White - Female	0	574	29.66	464	70,789
HP08M	Grade 8 Students - Hawaiian Native/Pacific Islander - Male	0	182	0.21	464	70,789
HP08F	Grade 8 Students - Hawaiian Native/Pacific Islander - Female	0	172	0.20	464	70,789
TR08M	Grade 8 Students - Two or More Races – Male	0	80	1.57	464	70,789
TR08F	Grade 8 Students - Two or More Races – Female	0	66	1.55	464	70,789
G09	Grade 9 Students - Total	0	3,188	149.40	466	75,535
AM09M	Grade 9 Students - American Indian/Alaska Native - Male	0	212	0.84	466	75,535
AM09F	Grade 9 Students - American Indian/Alaska Native - Female	0	207	0.78	466	75,535
AS09M	Grade 9 Students - Asian - Male	0	446	3.45	466	75,535
AS09F	Grade 9 Students - Asian - Female	0	409	3.29	466	75,535
HI09M	Grade 9 Students - Hispanic - Male	0	718	19.09	466	75,535
HI09F	Grade 9 Students - Hispanic – Female	0	718	17.70	466	75,535
BL09M	Grade 9 Students - Black - Male	0	784	12.89	466	75,535
BL09F	Grade 9 Students - Black - Female	0	880	11.88	466	75,535
WH09M	Grade 9 Students - White - Male	0	841	38.78	466	75,535
WH09F	Grade 9 Students - White - Female	0	744	36.29	466	75,535
HP09M	Grade 9 Students - Hawaiian Native/Pacific Islander - Male	0	208	0.27	466	75,535
HP09F	Grade 9 Students - Hawaiian Native/Pacific Islander - Female	0	177	0.25	466	75,535
TR09M	Grade 9 Students - Two or More Races – Male	0	155	1.96	466	75,535
TR09F	Grade 9 Students - Two or More Races – Female	0	133	1.93	466	75,535

See notes at end of table

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013–14

—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable
G10	Grade 10 Students - Total	0	2,333	144.47	424	76,193
AM10M	Grade 10 Students - American Indian/Alaska Native - Male	0	198	0.78	424	76,193
AM10F	Grade 10 Students - American Indian/Alaska Native - Female	0	204	0.75	424	76,193
AS10M	Grade 10 Students - Asian - Male	0	466	3.55	424	76,193
AS10F	Grade 10 Students - Asian - Female	0	346	3.41	424	76,193
HI10M	Grade 10 Students - Hispanic - Male	0	829	17.65	424	76,193
HI10F	Grade 10 Students - Hispanic – Female	0	714	16.85	424	76,193
BL10M	Grade 10 Students - Black - Male	0	776	11.55	424	76,193
BL10F	Grade 10 Students - Black - Female	0	809	11.19	424	76,193
WH10M	Grade 10 Students - White - Male	0	726	38.25	424	76,193
WH10F	Grade 10 Students - White - Female	0	903	36.37	424	76,193
HP10M	Grade 10 Students - Hawaiian Native/Pacific Islander - Male	0	171	0.26	424	76,193
HP10F	Grade 10 Students - Hawaiian Native/Pacific Islander - Female	0	145	0.24	424	76,193
TR10M	Grade 10 Students - Two or More Races – Male	0	381	1.79	424	76,193
TR10F	Grade 10 Students - Two or More Races – Female	0	318	1.83	424	76,193
G11	Grade 11 Students - Total	0	2,824	135.98	416	76,315
AM11M	Grade 11 Students - American Indian/Alaska Native - Male	0	209	0.70	416	76,315
AM11F	Grade 11 Students - American Indian/Alaska Native - Female	0	175	0.68	416	76,315
AS11M	Grade 11 Students - Asian - Male	0	469	3.58	416	76,315
AS11F	Grade 11 Students - Asian - Female	0	347	3.45	416	76,315
HI11M	Grade 11 Students - Hispanic - Male	0	594	15.90	416	76,315

See notes at end of table

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013–14

—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable
HI11F	Grade 11 Students - Hispanic – Female	0	563	15.57	416	76,315
BL11M	Grade 11 Students - Black - Male	0	338	10.16	416	76,315
BL11F	Grade 11 Students - Black - Female	0	413	10.26	416	76,315
WH11M	Grade 11 Students - White - Male	0	952	36.70	416	76,315
WH11F	Grade 11 Students - White - Female	0	1,192	35.32	416	76,315
HP11M	Grade 11 Students - Hawaiian Native/Pacific Islander - Male	0	135	0.24	416	76,315
HP11F	Grade 11 Students - Hawaiian Native/Pacific Islander - Female	0	135	0.22	416	76,315
TR11M	Grade 11 Students - Two or More Races – Male	0	281	1.57	416	76,315
TR11F	Grade 11 Students - Two or More Races – Female	0	238	1.63	416	76,315
G12	Grade 12 Students - Total	0	2,522	134.41	431	76,428
AM12M	Grade 12 Students - American Indian/Alaska Native - Male	0	139	0.71	431	76,428
AM12F	Grade 12 Students - American Indian/Alaska Native - Female	0	153	0.68	431	76,428
AS12M	Grade 12 Students - Asian - Male	0	486	3.60	431	76,428
AS12F	Grade 12 Students - Asian - Female	0	348	3.47	431	76,428
HI12M	Grade 12 Students - Hispanic - Male	0	536	15.37	431	76,428
HI12F	Grade 12 Students - Hispanic – Female	0	526	15.14	431	76,428
BL12M	Grade 12 Students - Black - Male	0	270	9.71	431	76,428
BL12F	Grade 12 Students - Black - Female	0	332	10.00	431	76,428
WH12M	Grade 12 Students - White - Male	0	765	36.89	431	76,428
WH12F	Grade 12 Students - White - Female	0	1,083	35.41	431	76,428
HP12M	Grade 12 Students - Hawaiian Native/Pacific Islander - Male	0	115	0.22	431	76,428

See notes at end of table

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013–14

—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable
HP12F	Grade 12 Students - Hawaiian Native/Pacific Islander - Female	0	126	0.22	431	76,428
TR12M	Grade 12 Students - Two or More Races – Male	0	151	1.48	431	76,428
TR12F	Grade 12 Students - Two or More Races – Female	0	142	1.52	431	76,428
UG	Ungraded Students - Total	0	2,684	10.34	616	88,348
AMUGM	Ungraded Students - American Indian/Alaska Native - Male	0	17	0.04	616	88,348
AMUGF	Ungraded Students - American Indian/Alaska Native - Female	0	8	0.02	616	88,348
ASUGM	Ungraded Students - Asian - Male	0	71	0.31	616	88,348
ASUGF	Ungraded Students - Asian - Female	0	34	0.14	616	88,348
HIUGM	Ungraded Students - Hispanic - Male	0	330	2.31	616	88,348
HIUGF	Ungraded Students - Hispanic – Female	0	286	1.06	616	88,348
BLUGM	Ungraded Students - Black - Male	0	883	1.67	616	88,348
BLUGF	Ungraded Students - Black - Female	0	159	0.73	616	88,348
WHUGM	Ungraded Students - White - Male	0	1,251	2.63	616	88,348
WHUGF	Ungraded Students - White - Female	0	881	1.30	616	88,348
HPUGM	Ungraded Students - Hawaiian Native/Pacific Islander - Male	0	4	0.01	616	88,348
HPUGF	Ungraded Students - Hawaiian Native/Pacific Islander - Female	0	4	0.01	616	88,348
TRUGM	Ungraded Students - Two or More Races – Male	0	15	0.08	616	88,348
TRUGF	Ungraded Students - Two or More Races – Female	0	10	0.04	616	88,348
MEMBER	All Students – Total	0	13,300	510.65	513	3,956
AM	All Students - American Indian/Alaska Native	0	1,462	5.29	580	3,956
AMALM	All Students - American Indian/Alaska Native - Male	0	723	2.71	580	3,956

See notes at end of table

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013–14
—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable
AMALF	All Students - American Indian/Alaska Native - Female	0	739	2.58	580	3,956
ASIAN	All Students - Asian	0	3,309	24.40	580	3,956
ASALM	All Students - Asian - Male	0	1,867	12.42	580	3,956
ASALF	All Students - Asian - Female	0	1,442	11.98	580	3,956
HISP	All Students - Hispanic	0	7,262	129.86	580	3,956
HIALM	All Students - Hispanic - Male	0	3,677	66.43	580	3,956
HIALF	All Students - Hispanic - Female	0	3,585	63.43	580	3,956
BLACK	All Students - Black	0	5,779	78.74	580	3,956
BLALM	All Students - Black - Male	0	2,864	40.14	580	3,956
BLALF	All Students - Black - Female	0	2,915	38.59	580	3,956
WHITE	All Students - White	0	10,770	254.22	580	3,956
WHALM	All Students - White - Male	0	5,279	131.09	580	3,956
WHALF	All Students - White - Female	0	5,491	123.13	580	3,956
PACIFIC	All Students - Hawaiian Native / Pacific Islander	0	1,212	1.78	580	3,956
HPALM	All Students - Hawaiian Native/Pacific Islander - Male	0	629	0.92	580	3,956
HPALF	All Students - Hawaiian Native/Pacific Islander - Female	0	583	0.87	580	3,956
TR	All Students - Two or More Races	0	1,787	15.25	580	3,956
TRALM	All Students - Two or More Races – Male	0	956	7.71	580	3,956
TRALF	All Students - Two or More Races – Female	0	831	7.54	580	3,956
TOTETH	Total Ethnic	0	13,300	509.62	595	3,956

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14, Version Provisional Version 2a.

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-3. Frequencies of categorical variables: School year 2013–14

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Survey year (SURVYEAR)				
2013	102,815	100.0	102,815	100.0
School type (TYPE)				
1—Regular school	92,692	90.2	92,692	90.2
2—Special education school	2,132	2.1	94,824	92.2
3—Vocational school	1,447	1.4	96,271	93.6
4—Other/Alternative school	6,507	6.4	102,778	100.0
5—Reportable program	37	#	102,815	100.0
School operational status (STATUS)				
1—Open - in operation from the last report	98,245	95.6	98,245	95.6
2—Closed - since last report	1,785	1.7	100,030	97.3
3—New - opened since last report	1,469	1.4	101,499	98.7
4—Added - open during PY but not reported	27	0.0	101,526	98.8
5—Changed Agency - affiliated w/ different agency PY	445	0.4	101,971	99.2
6—Inactive - temporarily closed	550	0.5	102,521	99.7
7—Future School - scheduled to open within 2 years	256	0.3	102,777	100.0
8—Reopened School - closed PY and opened CY	38	0.0	102,815	100.0
NCES urban-centric locale code (ULOCAL)				
11—City, Large Territory	14,594	14.2	14,594	14.2
12—City, Mid-size Territory	6,229	6.1	20,823	20.3
13—City, Small Territory	7,120	6.9	27,943	27.2
21—Suburb, Large Territory	26,952	26.2	54,895	53.4
22—Suburb, Mid-size Territory	3,390	3.3	58,285	56.7
23—Suburb, Small Territory	2,133	2.1	60,418	58.8
31—Town, Fringe Territory	3,105	3.0	63,523	61.8
32—Town, Distant Territory	6,067	5.9	69,590	67.7
33—Town, Remote Territory	4,872	4.7	74,462	72.4
41—Rural, Fringe Census defined Rural Territory	10,707	10.4	85,169	82.8
42—Rural, Distant Census-defined Rural Territory	10,740	10.5	95,909	93.3
43—Rural, Remote Census-defined Rural Territory	6,750	6.6	102,659	99.9
N—Not applicable	156	0.2	102,815	100.0

See notes at end of table.

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-3. Frequencies of categorical variables: School year 2013–14—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Grades offered - lowest (GSLO)				
01—1st Grade	1,038	1.0	1,038	1.0
02—2nd Grade	605	0.6	1,643	1.6
03—3rd Grade	1,541	1.5	3,184	3.1
04—4th Grade	1,249	1.2	4,433	4.3
05—5th Grade	2,700	2.6	7,133	6.9
06—6th Grade	12,593	12.3	19,726	19.2
07—7th Grade	6,111	5.9	25,837	25.1
08—8th Grade	627	0.6	26,464	25.7
09—9th Grade	16,550	16.1	43,014	41.8
10—10th Grade	770	0.8	43,784	42.6
11—11th Grade	205	0.2	43,989	42.8
12—12th Grade	137	0.1	44,126	42.9
KG—Kindergarten	25,398	24.7	69,524	67.6
N—NA/No Students Reported	3,765	3.7	73,289	71.3
PK—Prekindergarten	29,405	28.6	102,694	99.9
UG—Ungraded	121	0.1	102,815	100.0
Grades offered - highest (GSHI)				
01—1st Grade	532	0.5	532	0.5
02—2nd Grade	1,575	1.5	2,107	2.1
03—3rd Grade	1,561	1.5	3,668	3.6
04—4th Grade	3,993	3.9	7,661	7.5
05—5th Grade	26,968	26.2	34,629	33.7
06—6th Grade	12,423	12.1	47,052	45.8
07—7th Grade	540	0.5	47,592	46.3
08—8th Grade	21,220	20.6	68,812	66.9
09—9th Grade	1,256	1.2	70,068	68.2
10—10th Grade	313	0.3	70,381	68.5
11—11th Grade	306	0.3	70,687	68.8
12—12th Grade	26,497	25.8	97,184	94.5
KG—Kindergarten	537	0.5	97,721	95.0
N—NA/No Students Reported	3,765	3.66	101,486	98.7
PK—Prekindergarten	1,208	1.2	102,694	99.9
UG—Ungraded	121	0.1	102,815	100.0
School level (LEVEL)				
1-Primary	54,267	52.8	54,267	52.8
2-Middle	16,980	13.5	71,247	69.3
3-High	20,827	20.3	92,074	89.6
4-Other	6,976	6.8	99,050	96.3
N-Not applicable	3,765	3.7	102,815	100.0

See notes at end of table.

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-3. Frequencies of categorical variables: School year 2013–14—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Title I eligible school (TITLEI)				
1-Yes	70,816	68.9	70,816	68.9
2-No	25,717	25.0	96,533	93.9
M-Missing	2,165	2.1	98,698	96.0
N-Not applicable	4,117	4.0	102,815	100.0
School-wide Title I (STITLI)				
1-Yes	55,045	53.5	55,045	53.5
2-No	15,771	15.3	70,816	68.9
M-Missing	2,165	2.1	72,981	71.0
N-Not applicable	29,834	29.0	102,815	100.0
Magnet school indicator (MAGNET)				
1-Yes	3,296	3.2	3,296	3.2
2-No	73,824	71.8	77,120	75.0
M-Missing	8,128	7.9	85,248	82.9
N-Not applicable	17,567	17.1	102,815	100.0
Charter school indicator (CHARTR)				
1-Yes	6,934	7	6,934	7
2-No	83,984	82	90,918	88
M-Missing	260	0	91,178	89
N-Not applicable	11,637	11	102,815	100
Shared time indicator (SHARED)				
1-Yes	1,918	2	1,918	2
2-No	77,886	76	79,804	78
M-Missing	23,011	22	102,815	100
BIE indicator flag (BIES)				
1-Yes	10	0	10	0
2-No	102,805	100	102,815	100
Reconstituted year (RECONSTY)				
2010	245	0	245	0
2011	449	0	694	1
2012	63	0	757	1
2013	407	0	1,164	1
N-Not applicable	101,651	99	102,815	100
Reconstituted flag (RECONSTF)				
1-Yes	407	0	407	0
2-No	102,408	100	102,815	100

See notes at end of table.

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-3. Frequencies of categorical variables: School year 2013–14—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PK grade offered (PKOFFRD)				
1-Yes	29,866	29.0	29,866	29.0
2-No	72,949	71.0	102,815	100.0
KG grade offered (KGOFFRD)				
1-Yes	53,667	52.2	53,667	52.2
2-No	49,148	47.8	102,815	100.0
Grade 01 offered (G01OFFRD)				
1-Yes	54,096	52.3	54,096	52.3
2-No	48,719	47.4	102,815	100.0
Grade 02 offered (G02OFFRD)				
1-Yes	54,137	52.7	54,137	52.7
2-No	48,678	47.4	102,815	100.0
Grade 03 offered (G03OFFRD)				
1-Yes	54,068	52.3	54,068	52.3
2-No	48,747	47.4	102,815	100.0
Grade 04 offered (G04OFFRD)				
1-Yes	53,749	52.3	53,749	52.3
2-No	49,066	47.7	102,815	100.0
Grade 05 offered (G05OFFRD)				
1-Yes	52,451	51.0	52,451	51.0
2-No	50,364	49.0	102,815	100.0
Grade 06 offered (G06OFFRD)				
1-Yes	38,079	37.0	38,079	37.0
2-No	64,736	63.0	102,815	100.0
Grade 07 offered (G07OFFRD)				
1-Yes	31,746	30.9	31,743	30.9
2-No	71,069	69.1	102,815	100.0
Grade 08 offered (G08OFFRD)				
1-Yes	31,844	31.0	31,844	31.0
2-No	70,971	69.0	102,815	100.0
Grade 09 offered (G09OFFRD)				
1-Yes	27,206	26.5	27,206	26.5
2-No	75,609	73.5	102,815	100.0

See notes at end of table.

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2013–14

Table B-3. Frequencies of categorical variables: School year 2013–14—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Grade 10 offered (G10OFFRD)				
1-Yes	26,715	26.0	26,715	26.0
2-No	76,100	74.0	102,815	100.0
Grade 11 offered (G11OFFRD)				
1-Yes	26,497	25.8	26,497	25.8
2-No	76,201	74.1	102,815	100.0
Grade 12 offered (G12OFFRD)				
1-Yes	26,497	25.8	26,497	25.8
2-No	76,318	74.2	102,815	100.0
UG grade offered (UGOFFRD)				
1-Yes	13,967	13.6	13,967	13.6
2-No	88,848	86.4	102,815	100.0
Title I school status (TITLEISTAT)				
1-eligible for TAS but no program	6,040	5.9	6,040	5.9
2-eligible for TAS and provides TAS program	9,731	9.5	15,771	15.3
3-eligible for SWP and provides TAS program	3,227	3.1	18,998	18.5
4-eligible for SWP but provides no program	8,460	8.2	27,458	26.7
5-eligible for SWP and provides SWP program	43,358	42.2	70,816	68.9
6-not eligible for either TAS or SWP	25,717	25.0	96,533	93.9
M-Missing	2,165	2.1	98,698	96.0
N-Not Applicable	4,117	4.0	102,815	100.0
Virtual school status (VIRTUALSTAT)				
N– Not applicable	23,520	22.9	23,520	22.9
VIRTUALNO – Not a virtual school	78,799	76.6	102,319	99.5
VIRTUALYES – A virtual school	496	0.5	102,815	100.0
National School Lunch Program (NSLPSTATUS)				
M - Missing	21,400	20.8	21,400	20.8
NSLPCEO- Yes, under Community Eligibility Option (CEO)	2,995	2.9	24,395	23.7
NSLPNO – Not participating	21,350	20.8	45,745	44.5
NSLPPRO1 - Yes, under Provision 1	70	0.1	45,815	44.6
NSLPPRO2 - Yes, under Provision 2	3,972	3.9	49,787	48.4
NSLPPRO3 - Yes, under Provision 3	163	0.2	49,950	48.6
NSLPWOPRO - Participating without using any Provision or the CEO	52,865	51.4	102,815	100.0

Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). “Public Elementary/Secondary School Universe Survey, 2013–14, Version Provisional 1a.

Appendix C – Glossary for the Common Core of Data: School Year 2013-14

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APPENDIX C— Glossary for the Common Core of Data: School Year 2013–14

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

Agency Charter Status

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

Alternative Education School

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

American Indian/Alaska Native

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

American National Standards Institute (ANSI) Code

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

Asian

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

Asian/Pacific Islander

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

Black or African American

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

Boundary Change

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

APPENDIX C— Glossary for the Common Core of Data: School Year 2013–14

Charter School

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

City Locale

See “Locale, Urban-Centric.”

Classroom Teacher

See “Teacher.”

Combined Statistical Area (CSA)

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

Congressional District Code

Congressional districts are legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. A state or equivalent entity may comprise a single congressional district or similar representational area. The American National Standards Institute (ANSI) provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States.

The Congressional District Codes are two-digit numeric codes used to represent the congressional districts of each multi-district state of the United States. For example, the First Congressional District is identified as “01,” the Second Congressional District as “02,” etc. The Congressional District in a state with only a single representative elected “at large” is designated as “00.” In the 110th Congress, this applies to Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, and Wyoming. For an entity with a nonvoting delegate—the District of Columbia, American Samoa, Guam, Puerto Rico (whose delegate is referred to as a “resident commissioner”), and the U.S. Virgin Islands—the representational area is designated as “98.” Those entities with no representation in the Congress—the Northern Mariana Islands, Palau, and the several U.S. minor outlying islands are designated as “99.”

Although congressional district codes are unique within each state and equivalent entity, and for each Congress, the congressional districts in different states may have the same code. For example, the First Congressional District of Alabama and of Arizona are both coded “01.” Since the Common Core of Data (CCD) requires the identification of congressional districts in more than one state, the congressional district code is preceded by the ANSI State numeric code. For example, the First Congressional District of Arizona is coded “0401,” with the first two digits (04) representing the ANSI State numeric code.

Core Based Statistical Area (CBSA)

If an area that qualifies as a metropolitan area (MA) has more than one million people, two or more core-based statistical areas (CBSAs) may be defined within it. Each CBSA consists of a large urbanized county or cluster of counties (cities and towns in New England) that demonstrate very strong internal economic and social links, in addition to close ties to other portions of the larger area.

APPENDIX C— Glossary for the Common Core of Data: School Year 2013–14

County Name, Local Education Agency (LEA) File

The name of the county in which a local education agency is located. Prior to 2006–07, the county assignment was based on the counties of the schools associated with the local education agency, weighted by student enrollment.

County Name, School File

The name of the county in which a school is located.

County Number

Five-digit code, assigned by the American National Standards Institute (ANSI) that uniquely identifies every county in the United States. Digits 1 and 2 are the state ANSI code and digits 3–5 identify a county within that state.

Diploma Recipient

A student who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance.) (See also “Graduate, High School.”)

Diploma, High School

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

District Locale Code, Metro-Centric

See “District Locale, Metro-Centric.”

District Locale Code, Urban-Centric

See “District Locale, Urban-Centric.”

District Locale, Metro-Centric

A code derived from the locale codes of schools within the district, weighted by the number of students in each locale type. The metro-centric locale assignment system was used until 2006–07. (See also, “Locale, Metro-Centric.”)

District Locale, Urban-Centric

A code derived from the locale codes of schools within the district, weighted by the number of students in each locale type. The urban-centric locale assignment system has been used starting in 2006–07. (See also, “Locale, Urban-Centric.”)

Dropout

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

APPENDIX C— Glossary for the Common Core of Data: School Year 2013–14

Education Agency

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

Elementary

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

Elementary Teacher

Teacher of a group or class that is within a general level of instruction classified by state and local practice as elementary. Preschool or kindergarten are included only if it is an integral part of an elementary school or a regularly established school system.

English Language Learner (ELL)

“English language learner (ELL)” was formerly referred to as “limited English proficient (LEP).” Refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also, ELL students are individuals who were not born in the United States or whose native languages are languages other than English; individuals who are migratory, whose native language are languages other than English, and who come from environments where a language other than English is dominant; individuals who are Native Americans or Alaska Natives, or native residents of the outlying areas and who come from environments where languages other than English have a significant impact on their level of English language proficiency; and individuals who have sufficient difficulties in speaking, reading, writing, or understanding the English language to deny such individuals the ability to meet the State’s proficient level or achievement on State assessments, or the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. Item was first collected in 1998–99.

Federally-Operated Education Agency

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

Free Lunch Eligible Student

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

Full-time Equivalency (FTE)

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

General Educational Development (GED) Test

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

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Grade Span Offered

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

Graduate, High School

A student who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance). (See also, “Diploma Recipient.”)

Guidance Counselor/Director

Professional staff assigned specific duties and school time for counseling students and parents, addressing learning problems, evaluating student abilities, and assisting students in career and personal development. The state applies its own standards in apportioning the aggregate of guidance counselors/directors into the elementary and secondary level components.

Head Start Program

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

High School Completion Count

A count of diploma recipients and other high school completers. Does not include high school equivalency recipients.

High School Equivalency Certificate

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

High School Equivalency Recipient

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

High School Graduate, Other Programs

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

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High School Graduate, Regular Day School

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

Hispanic

A person of Mexican, Puerto Rican, Cuban, Central, or South American, or other Spanish culture or origin, regardless of race (OMB directive, 1977, 1997).

Individualized Educational Program (IEP)

A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA, Part B). Each plan includes a (1) statement of the child’s present levels of educational performance, (2) statement of measurable annual goals, including academic and functional goals, (3) for children with disabilities who take alternate assessments aligned to alternate achievement standards, description of benchmarks or short term objectives; (4) statement of the special education and related services and supplementary aids and services; and (5) statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessment; and if the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

Instructional Aide

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

Instructional Coordinator and Supervisor

Staff supervising instructional programs at the school district or subdistrict level, including supervisors of educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and supervisory staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

Kindergarten

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

Kindergarten Teacher

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

Large City Locale

See “Locale, Metro-Centric.”

Large Town Locale

See “Locale, Metro-Centric.”

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Latitude

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

Librarian or Media Specialist

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

Library and Media Support Staff

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

Limited-English Proficient (LEP)

See “English Language Learner (ELL).”

Local Education Agency (LEA)

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

Local Education Agency (LEA) Administrative Support Staff

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

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Local Education Agency (LEA) Administrator

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

Local Education Agency ID

Seven-digit code assigned by NCES that uniquely identifies each local education agency. Digits 1 and 2 are the ANSI state code; digits 3–7 are assigned by NCES and unique within a state.

Local Education Agency Type

A classification of educational agencies according to the level of administrative and operational control. The types are (1) local school district that is not a component of a supervisory union; (2) local school district that is a component of a supervisory union; (3) supervisory union administrative center; (4) regional education services agency; (5) state-operated agency; (6) federally-operated agency; (7) charter agency; and (8) other education agencies.

Locale Code, Metro-Centric

See “Locale, Metro-Centric.”

Locale Code, Urban-Centric

See “Locale, Urban-Centric.”

Locale, Metro-Centric

An indication of school’s location relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools’ membership. The metro-centric locale assignment system was used from 1998–99 through 2005–06.

The locale code categories are defined below.

Large city: A principal city of a metropolitan core based statistical area (CBSA), with the city having a population greater than or equal to 250,000.

Midsize city: A principal city of a metropolitan CBSA, with the city having a population less than 250,000.

Urban fringe of a large city: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a large city and defined as urban by the Census Bureau.

Urban fringe of a midsize city: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a midsize city and defined as urban by the Census Bureau.

Large town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

Small town: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

Rural, outside CBSA: Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau.

Rural, inside CBSA: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA and defined as rural by the Census Bureau.

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Locale, Urban-Centric

An indication of school's location relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools' membership. The urban-centric locale assignment system has been used starting in 2006–07.

The locale code categories are defined below.

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

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

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

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

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

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

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

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

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

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

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

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

Longitude

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

Magnet School or Program

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

Media Specialist

See "Library and Media Support Staff."

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Membership

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

Metropolitan Statistical Area (MSA)

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

Metropolitan Status (Metro Status)

Metro status is defined as the classification of the reported location of an education agency's administrative office relative to a metropolitan statistical area. (See also "Metropolitan Statistical Area.")

Micropolitan Statistical Area

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

Midsized City Locale

See "Locale, Metro-Centric."

Migrant Student

Children who are, or whose parents or spouses are, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain, or accompany such parents or spouses, in order to obtain, temporary or seasonal employment in agricultural or fishing work (a) have moved from one local education agency (LEA) to another; (b) in a state that comprises a single LEA, have moved from one administrative area to another within such LEA; or (c) reside in an LEA of more than 15,000 square miles, and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands (OMB directive, 1997).

Officials and Administrators

See "Local Education Agency Administrator."

Operational Status, Agency

Classification of the operational conditions or changes in an education agency's boundaries or jurisdiction. Classifications include currently operational; closed; new; added; changed boundary; temporarily closed and may

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reopen within 3 years; scheduled to be operational within 2 years; and reopened. Prior to 1998–99, the term “Boundary Change” was used.

Operational Status, School

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

Other Diploma Recipient

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

Other High School Completer

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

Other Support Staff

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

Prekindergarten Student

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

Prekindergarten Teacher

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

Public School

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

Reduced-Price-Lunch Eligible Student

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

Regional Education Service Agency

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

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Regular Diploma Recipient

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

Regular School

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

Reportable Program

A program within a school that may be self-contained, but does not have its own principal.

Rural Locale

See “Locale, Urban-Centric.”

Rural, Inside CBSA

See “Locale, Metro-Centric.”

Rural, Outside CBSA

See “Locale, Metro-Centric.”

School

An institution that provides educational services and:

- Has one or more grade groups (prekindergarten through 12) or is ungraded
- Has one or more teachers
- Is located in one or more buildings
- Has assigned administrator(s)
- Receives public funds as its primary support, and
- Is operated by an education agency.

School Administrative Support Staff

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

School Administrator

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

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School District

An education agency or administrative unit that operates under a public board of education. Also referred to as a Local Education Agency (LEA).

School Identification (ID) Number

Twelve-digit code assigned by NCES that uniquely identifies each public school. Digits 1 and 2 are the ANSI state code; digits 3–7 are the LEA ID; and digits 8–12 identify the school uniquely within a state.

School Type

The CCD classification of public elementary/secondary schools according to the curriculum offered. The types are:

1. Regular
2. Special Education
3. Vocational
4. Alternative

Schoolwide Title I Eligible School

A school that is a Title I eligible school and its percentage of low-income students is at least 40 percent. (See also “Title I Eligible School.”)

Secondary

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

Secondary Teacher

Teacher of a group or class that is within the general level of instruction classified by state and local practice as secondary.

Shared Time School

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

Small Town Locale

See “Locale, Metro-Centric.”

Special Education School

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

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State Education Agency (SEA)

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

State, Federal, and Other Agencies

Include stated operated agency, federally operated agency, and other education agency. (See also “State Operated Agency,” “Federally Operated Agency,” and “Other Education Agency.”)

State-Operated Agency

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

Student

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

Student Support Services Staff

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

Suburb Locale

See “Locale, Urban-Centric.”

Supervisory Union

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

Teacher

A professional school staff member who instructs students in prekindergarten, kindergarten, grades 1–12, or ungraded classes, and maintains daily student attendance records.

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Teacher of Ungraded Class

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

Title I Eligible School

A Title I eligible school is a school designated under appropriate state and federal regulations as being high poverty and eligible for participation in programs authorized by Title I of P.L. 107-110. A Title I eligible school is one in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the LEA as a whole or that the LEA has designated as Title I eligible because 35 percent or more of the children are from low-income families.

Town Locale

See “Locale, Urban-Centric.”

Two or More Races

A person choosing more than one of the five race categories (OMB directive, 1997).

Ungraded Student

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

Urban Fringe of a Large City Locale

See “Locale, Metro-Centric.”

Urbanized Area

An area that is a densely settled core with a population concentration of at least 50,000.

Vocational Education School

A public elementary/secondary school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

White

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (OMB directive, 1977, 1997).

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APPENDIX D— State Notes for the Common Core of Data: School Year 2013–14

The following text provides information on known anomalies and comments for data users for individual states. These notes concern all three data files for SY 2013–14 (i.e., school, LEA and state.)

Alabama

SEA reported significant changes in Staff FTEs compared to prior year data: Secondary Teachers decreased 34%, Library/Media support decreased 46%, LEA Administrators decreased 23%, LEA Admin Support decreased 45%, School Administrators increased 64%, School Admin Support decreased 17%, and Student Support increased 28% in the current year. The SEA did not provide any explanation.

Alaska

Consistent with prior years' reporting, SEA did not report Instructional Coordinators. These data were set to Missing on the LEA file, and imputed on the SEA Nonfiscal file.

Arizona

SEA was questioned on the following issues:

- SEA and LEA Prekindergarten Students are greater than the School Prekindergarten Students by 6%. The SEA did not address this issue.
- Reduced-Price Lunch Eligible Students increased 38% from the prior year. The SEA said - "As a whole, we experienced an increase in students eligible for Free and Reduced Lunch throughout the SEA in SY13–14."

Arkansas

The School Administrative Support Staff FTE decreased by almost 28% from the prior year. The SEA indicated, "These counts are as reported by the districts. We used the same criteria to pull these numbers as in prior year."

California

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

Compared to the prior year, Ungraded Teachers FTE decreased 56% and counts of Reduced-Price Lunch Eligible Students increased 19%. The SEA offered no explanation.

Colorado

The Colorado SEA reports IEP students exclusively in regional (TYPE='4') LEAs.

Connecticut

Instructional Aides increased 13% from the prior year; LEA Admin Support Staff decreased 40% from the prior year. The SEA confirmed the data as accurate.

School Admin Support increased 95% from the prior year. The SEA said the prior year data are incorrect.

Delaware

Reduced-Price Lunch Eligible Students dropped from 6,525 in the prior year to 2 in the current year. This caused Total Free and Reduced-Price Eligible Students to decrease 22% in the current year. The SEA responded - 'Regarding the RPL Lunch data, the count is now actually zero due to the new Direct Certification metric. We are currently unable to report on RPL'.

District of Columbia

Compared to the prior year, Prekindergarten Teachers decreased 49%, Kindergarten Teachers increased 64%, Elementary Teachers increased 12%, Secondary Teachers decreased 25%, Ungraded Teachers increased 83%, Guidance Counselors decreased 39%, LEA Support Staff decreased 83%, School Administrators decreased 30%, Student Support Staff decreased 46%, and Other Support Staff increased 31%. SEA offered no explanation.

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DC submitted FTE estimates for both Elementary and Secondary Guidance Counselors in the current year. In the past, they only submitted Other Guidance Counselors.

Counts of Ungraded students decreased 80% from the prior year. SEA responded – ‘The past year the LEAs reported students in special education schools as Ungraded, the current students were counted in their actual grades regardless of their special education status.

There was a 79% decrease in Magnet schools compared to the prior year. The SEA responded – ‘The LEA chose to report their Tier 1 schools for Magnet status whereas the year before they reported Tier 1 and Tier 2 schools.’ DC did not further clarify this.

Free Lunch counts increased 67% compared to the prior year. The SEA responded – ‘We have more reliable sources to report this data. Due to community eligibility, direct certification and self reported FARMS data received from the LEAs we have combined all sources this year to report this data.’

Florida None.

Georgia
The SEA did not report Magnet schools. The SEA indicated that they would revise their Magnet data, but these revisions were not made in time for the CCD files.

Hawaii
Consistent with prior years, the SEA did not report Kindergarten Teachers. The SEA data were imputed, and the LEA data were set to Missing.

School Admin Support decreased 28%, and All Other Support Staff increased 13%. The SEA did not address these issues.

Idaho
The SEA did not report Instructional Coordinator data. The State data were imputed, and the LEA data were set to Missing.

The SEA reported all Guidance Counselor FTE in the Other Guidance Counselor field; however, in the past, Idaho was able to break out Guidance Counselors by Elementary and Secondary. The SEA offered no explanation.

The FTE estimate of LEA Administrators increased 184% compared to the prior year. The SEA offered no explanation.

Idaho reported an increase of 595% for Student Support staff, and 0 FTE for All Other Support Staff. It appears that the current year Student Support data contains the All Other Support data. The SEA offered no explanation.

Prekindergarten Students increased 52%. The SEA offered no explanation.

English Language Learners decreased 40%. The SEA offered no explanation.

Illinois
The following current year / prior year changes were questioned: Prekindergarten Teachers increased 135%, Kindergarten Teachers decreased 16%, Secondary Teachers decreased 28%, Ungraded Teachers decreased 71%, Instructional Aids decreased 34%, Instructional Coordinators decreased 47%, Library/Media Support increased

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1,031%, LEA Administrators decreased 53%, LEA Admin Support increased 68%, School Administrators decreased 18%, and School Admin Support decreased 26%. Finally, the school teacher count decreased by 17%, and the Reduced-Priced Lunch count decreased by 35%. The SEA offered no explanation.

Indiana

Compared to the prior year, Prekindergarten Teachers increased 101%, LEA Administrators decreased 54%, Student Support Staff decreased 25%, and Prekindergarten Students increased 60%. The SEA offered no explanation.

Iowa

SEA did not report Guidance Counselors by Elementary and Secondary. They reported all Guidance Counselors as Other Guidance Counselors. The SEA offered no explanation.

There was a noticeable changes in distribution of Title 1 (Title 1 Eligible School - No Program= 0 schools when PY was 199, Schoolwide Title 1 Eligible - No Program = +94% increase, Not a Title 1 School = + 17% increase). Note: A similar occurrence happened last year and the SEA made a correction. The SEA did not address this issue in the current year.

Prekindergarten Students at the State and LEA level are 39% greater than Prekindergarten Students at the School level. The SEA has responded in the past to this issue as follows - 'Iowa has implemented a state-wide Voluntary PK program for 4 year olds. This means districts are responsible for the program and making sure the teachers are qualified. Some of these programs are located off site from the district and therefore are not reported in any school building.'

Kansas

Teachers FTE on the State and LEA level were 9% greater than teachers on the School level. The SEA responded – 'In Kansas, several districts run prekindergarten programs or alternative Ed programs for individuals outside of their cohort group (ungraded). These students are not physically housed in the regular accredited school. Because these students are counted for funding, they will report these students under the Central Office building number opposed to reporting them in a building.'

Ungraded Teachers decreased 38% and Student Support Staff increased 78%. The SEA confirmed the data as accurate.

Kentucky

The SEA was asked about increases in Kindergarten Teachers, Elementary Teachers, and Instructional Coordinators; and a 34% decrease in Ungraded Teachers. The SEA responded – 'The way the codes for the teachers were setup was not in accordance with the way the guidelines and specifications for C059 - Staff FTE read. We have been trying to bring our codes in line with Federal Reporting. This has caused our numbers to fluctuate. We are working on better data quality.'

Louisiana

None.

Maine

None.

Maryland

Nine Maryland schools tripped the error "Total for Free and Reduced-Price Lunch is greater than the total for Membership". The SEA explained, "Our FARMS data is collected as of 10/31 whereas our membership data is as of 9/30. So the difference in enrollment from 9/30 to 10/31 is the reason for the FARMS counts being greater than

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membership.”

Massachusetts

Prekindergarten Teachers increased 14%. The SEA offered no explanation.

Although other sources indicate the presence of magnet schools in Massachusetts, the SEA could not identify them. NCES set the variable MAGNET on the school file to missing for all Massachusetts schools.

Michigan

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

Ungraded students at the SEA and LEA level are 15% greater than the school level. The SEA responded – ‘504 records drop out because of N029 [the directory file] checking the output at the building level because those entities were reportable programs.’

The SEA was asked about a 17% increase in Prekindergarten Teachers over the prior year and about a 13% increase in English Language Learner students. The SEA indicated that “SEA funding grants were increased substantially for Great Start Readiness programs.”

Minnesota

None.

Mississippi

The count of English Language Learners decreased 22% compared with the prior year; SEA offered no explanation.

Missouri

None.

Montana

MT was asked to confirm figures for LEA Administrative Support, School Administrative Support and All other Support because these were being reported for the first time in several years. MT replied that the “data are accurate as submitted” and that “MT has implemented a new reporting system for school/district staff information beginning with the 2013-14 school year.”

LEA Administrators increased 153%. MT replied that the “data are accurate as submitted” and that “MT has implemented a new reporting system for school/district staff information beginning with the 2013-14 school year.”

Ungraded Teachers were reported at the SEA level, but not the LEA level. MT replied that the “data are accurate as submitted” and that “MT has implemented a new reporting system for school/district staff information beginning with the 2013-14 school year.”

Nebraska

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

PK Teachers had a 24% increase in the current year. The SEA offered no explanation.

Nevada

SEA did not report Instructional Aides, Instructional Coordinators, Library/Media Support, LEA Admin Support,

APPENDIX D— State Notes for the Common Core of Data: School Year 2013–14

or School Admin Support - the SEA has not submitted these data in the past. Data were imputed on the State file and set to Missing on the LEA file.

Prekindergarten Teachers decreased 80%; Kindergarten Teachers increased 21% in the current year. SEA verified the data as correct.

Ungraded Students increased 15% - SEA verified the data as correct.

New Hampshire

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

School-level counts of Prekindergarten Students and Kindergarten Students are larger than the LEA totals. SEA said - The reason why there is a large difference is because some PK and KG children are sent to NH schools and their schooling is paid for by their parents. The districts are not fiscally responsible for them & therefore they do not show up in the district file.

New Jersey

None.

New Mexico

None.

New York

Up until SY 2005–06, New York City Public Schools reported as a single, regular (TYPE='1') local education agency. In SY 2005–06, NYC began reporting as a Supervisory Union (TYPE='3') comprising 33 component LEAs (TYPE='2'). The NCES LEA Universe files show the data this way. However, in most reports, NCES continues to show NYC as a single LEA. Components of the NYC supervisory union are identified by a value of '300' in the field UNION which is carried on both the LEA and School universe files. See table D-1 on the next page for a list of LEAs within the NYC supervisory union.

State and LEA Ungraded student counts are 13% greater than the aggregated school-level count of ungraded students. The SEA offered no explanation.

On all three levels (state, LEA and school), the SEA reported zero Hawaiian Native / Pacific Islander students in 2013–14 although over 5,000 students were reported in this category at all three levels in 2012–13. The SEA offered no explanation. It is possible these students are being counted in the "Two or More Races" category. This count increased from approximately 33,500 (all three levels) in 2012–13 to over 40,400 (all three levels) in 2013–14.

Instructional Coordinators decreased by 13%, Elementary Guidance Counselors decreased by 50%, Secondary Guidance Counselors decreased by 28%, School Administrators decreased by 43%, School Administrative Support decreased by 33%, and Student Support Staff decreased by 14%. SEA offered no explanation.

Reduced-Price Lunch Eligible Students decreased by 23%. SEA offered no explanation.

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Table D-1 Local education agency identification numbers (LEAID) used in the Common Core of Data (CCD) for the 33 geographic districts associated with the New York City Public Schools district: School year 2013–14

Name of district	CCD LEAID
New York City Geographic District #1	3600076
New York City Geographic District #2	3600077
New York City Geographic District #3	3600078
New York City Geographic District #4	3600079
New York City Geographic District #5	3600081
New York City Geographic District #6	3600083
New York City Geographic District #7	3600084
New York City Geographic District #8	3600085
New York City Geographic District #9	3600086
New York City Geographic District #10	3600087
New York City Geographic District #11	3600088
New York City Geographic District #12	3600090
New York City Geographic District #13	3600091
New York City Geographic District #14	3600119
New York City Geographic District #15	3600092
New York City Geographic District #16	3600094
New York City Geographic District #17	3600095
New York City Geographic District #18	3600096
New York City Geographic District #19	3600120
New York City Geographic District #20	3600151
New York City Geographic District #21	3600152
New York City Geographic District #22	3600153
New York City Geographic District #23	3600121
New York City Geographic District #24	3600098
New York City Geographic District #25	3600122
New York City Geographic District #26	3600099
New York City Geographic District #27	3600123
New York City Geographic District #28	3600100
New York City Geographic District #29	3600101
New York City Geographic District #30	3600102
New York City Geographic District #31	3600103
New York City Geographic District #32	3600097
NYC Special Schools District 75	3600135

SOURCE: U.S. Department of Education, National Center of Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2013–14, Version Provisional 2a.

North Carolina

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

No Prekindergarten Students were reported. The SEA replied that "In the 13–14SY, NC implemented a new state-wide Student Information System. As a result, the extraction of PK student data is lagging and will be reported when available. NC is working on these data as a priority and will submit upon availability. This explanation relates to all student counts where PK would expect to be included."

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North Dakota

None.

Ohio

The state and LEA teacher FTEs are 6% greater than the School level teachers. The SEA replied that “Some teachers are assigned at the district level. They are not reported for any school, so they would not be included in the SCH total. However, they do appear in the SEA total, which counts all teachers, whether assigned at the district or school level.”

The FTE of ungraded teachers increased 16% compared to the prior year. The SEA confirmed that this increase in staff is correct and that “These are the data reported by the districts”.

The count of total Free Lunch Eligible Students increased 13%. The SEA said that “Data provided for the N033 file are self-reported by LEAs based on the previous program year. ODE saw an increase in free and reduced-price lunch applications reported by LEAs during this time.”

Oklahoma

None.

Oregon

The SEA Prekindergarten Teachers FTE is greater than LEA Prekindergarten Teachers FTE by 17%. SEA responded that the data are accurate.

State level Prekindergarten Student count is greater than LEA Prekindergarten Students by 148%; LEA Prekindergarten Students is greater than School Prekindergarten Students by 4540% (due to School only reporting 225 PK Students). SEA responds: ‘Thank you for allowing Oregon to clarify. We have three different data collections that provide counts for PK enrollment. The collections are Migrant Education, Oregon Prekindergarten and Special Education Prekindergarten. A majority of these students are provided services through programs outside of Oregon’s traditional K–12 education system. The Special Education Pre-Kindergarten is only reported at the SEA level. These services are provided through Oregon’s EI/ESCE (Early Intervention and Early Childhood Special Education). The Oregon Prekindergarten is reported at the SEA and LEA level. These services are provided through Oregon Prekindergarten/Head Start. Finally, Oregon’s Migrant Education is reported at the SEA, LEA, and School Level. These services are provided through multiple venues including schools, Head Starts, districts, and other programs/facilities outside of the public school system.’

Pennsylvania

SEA and LEA Prekindergarten student counts are greater than school Prekindergarten counts by 13%. SEA offered no explanation.

Prekindergarten student counts decreased 16% compared to the prior year. SEA offered no explanation.

SEA did not report Ungraded Students compared to the prior year. Data were set to Not Applicable.

Prekindergarten Teachers FTE decreased 24% compared to the prior year. SEA offered no explanation.

SEA did not report Instructional Coordinators and Student Support Staff. SEA data were imputed and the LEA data were set to Missing.

Rhode Island

Instructional Coordinators increased by 74%, LEA Administrators decreased by 58%, and All Other Support Staff increased by 14% in the current year. The SEA offered no explanation.

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South Carolina

None.

South Dakota

None.

Tennessee

LEA Admin Support decreased 16% in the current year. The SEA offered no explanation.

Texas

None.

Utah

LEA Administrators increased 96% and LEA Support Staff increased 43% compared to the prior year. The SEA offered no explanation.

The count of Free Lunch eligible students decreased 40% from the prior year. The SEA offered no explanation.

Vermont

State and LEA membership values are less than the sum of the schools' membership values. The SEA provided this explanation: 'The LEA file is by fiscally responsible LEA & the SEA file is aggregated up from the LEA. The school membership is a student count by where the student attends school. Kids whose funding source is not a VT LEA are not included in the LEA/SEA file; however, they are included in the school level file. For this reason, the aggregated school counts can be greater than the aggregated LEA (SEA). Examples of the funding sources for these kids (who are not in the SEA/LEA files but are in the school file) are as follows:

- Funding source = Private Funding. A parent tuitions his/her child to a school of choice. (The parent pays the tuition).
- Funding Source = Agency of Another SEA. Possibly a human service agency or another SEA agency from a bordering SEA sends the student to a VT school near the border.
- Funding source = Federal Agency. This could be a scenario where the student is a refugee and, for some special circumstance, a federal agency is paying for the student's education.
- Funding Source = Sponsored by Operating district. This could be a foreign exchange student where the other country is paying for the education.
- Funding source = Non-VT School District. Example – a student from NH or NY is being sent to a nearby VT school/district near the border. The LEA in the other SEA is the financially responsible entity.
- Funding Source = Employee Benefit. Per our Finance expert for students whose funding source is "employee benefit" there is no VT fiscally responsible LEA. Example – a teacher brings his/her child to the school where he/she teaches even though they live in another school district. Neither the two LEAs or the SEA pay for this student's education – it is an employee benefit & the student is not included in the ADM (average daily membership) count or the per pupil expenditure count.
- Funding Source = Non-VT School district. A NH school district could be sending a NH student to a nearby VT school.

Also, discrepancies can exist since some kids are counted in the LEA membership file that are not counted in the school level file. These are kids who live in a district that has no school - these kids could be tuitioned to a private school or a school in a bordering SEA. Given these differences in the fiscally responsible LEA count & the school count, discrepancies can exist between the two aggregations - the aggregated school count can be higher than the aggregated LEA (SEA) count or vice versa. VT was previously reporting (erroneously) students in the LEA membership file who had no fiscally responsible VT LEA (kids mentioned above). SY 2013–14 LEA membership was resubmitted in early August and SY2012–13 was also resubmitted to correct for this oversight. Given that

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these students were taken out some counts at the school level are now greater than at the LEA/SEA level. CCD staff posed questions for SEAs for the ED*Facts*/CCD sessions at the Data Conference - it was through VT internal discussions in answering these questions that we realized we should not be including these kids.'

Virginia

State and LEA Teachers exceed School FTE by 10%. The SEA offered no explanation to this question. Data were left as reported.

Washington

SEA did not report school teachers. The SEA offered no explanation.

West Virginia

The state total of Free Lunch Eligible Students decreased 45%. The SEA offered no explanation. Of the state's 761 schools, 341 certified for the National School Lunch Program under the Community Eligibility Option, and none of these reported Free Lunch Eligible Students.

Wisconsin

None.

Wyoming

None.

Bureau of Indian Education (BIE)

BIE did not submit data in 2013–14. Their 2012–13 Directory data were pulled forward for 2013–14, and membership and staff data were set to Missing.

Department of Defense Education Activity (combined overseas and domestic)

DOD did not submit data in 2013–014. Their 2012–13 Directory data were pulled forward for 2013–14, and membership and staff data were set to Missing.

American Samoa

American Samoa did not submit data in 2013-2014. Their 2012-2013 Directory data were pulled forward for 2013–14, and membership and staff data were set to Missing.

Guam

Guam did not report School Teachers. State and LEA Teacher and Staff data are the exact same as prior year. Guam offered no explanation.

Prekindergarten students increased from 13 to 828. Guam offered no explanation.

Guam did not report Special Education Students, English Language Learners, or Free Lunch Eligible Students. Guam offered no explanation.

Commonwealth of the Northern Mariana Islands

None.

Puerto Rico

Instructional Coordinators decreased 44% in the current year. Puerto Rico offered no explanation.

Prekindergarten Students increased 34% in the current year. Puerto Rico offered no explanation.

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U.S. Virgin Islands

The State and LEA teacher FTE were 7% greater than the School teacher data. The SEA offered no explanation.

Secondary Teachers decreased 21% in the current year, and Ungraded Teachers increased 16% in the current year. The SEA offered no explanation.

English Language Learners increased 19% in the current year. The SEA offered no explanation.

Consistent with prior years reporting, SEA did not report Prekindergarten Students. The SEA data were imputed and the LEA data were set to Missing.

SEA did not report Reduced-Price Lunch Eligible Students; SEA explained that lunch is free for all students in the Virgin Islands.

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