

Documentation to the NCES Common Core of Data Public Elementary/ Secondary School Universe Survey: School Year 2012-13

Provisional Version 1a

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December 2014

Patrick Keaton
National Center for Education Statistics

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1990 K Street NW
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Content Contact

Patrick Keaton
202-502-7386
Patrick.Keaton@ed.gov

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I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2012-13, Provisional Version 1a File

This documentation is for the provisional version 1a file of the National Center for Education Statistics' (NCES) Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey for School Year (SY) 2012-13. It contains a brief description of the data collection, along with information required to understand and access the data file.

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.

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 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) 2012-13 *EDFacts* collection opened in January 2013, with the Directory file having a due date of January 31, 2013. NCES extracted the directory data from *EDFacts* between January 2013 and November 2013. 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 2012-13 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 Groups, SY 2012-13 Collection Cycle

CCD-Related Data File Groups	<i>EDFacts</i> Due Date	NCES Due Date for Revised Data
2012-13 N029 (Directory)	01/31/2013	02/28/2013
2012-13 C002 (Children with disabilities school age data)	01/31/2013	06/30/2013
2012-13 N039 (Grades Offered)	01/31/2013	06/30/2013
2012-13 C033 (Free and Reduced Price Lunch)	03/31/2013	06/30/2013
2012-13 C129 (CCD School - Shared Time; Title I status; Magnet school status)	03/31/2013	06/30/2013
2012-13 C052 (Membership)	03/31/2013	06/30/2013
2012-13 C046 (English language learner data)	04/30/2013	06/30/2013
2012-13 C059 (Staff)	05/31/2013	06/30/2013

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.

Beginning with SY 2009-10 NCES implemented a revised editing methodology that more accurately identified school and LEA data that were likely to have errors. This methodology was initially applied to key data items such as school and school district enrollment, grade 12 enrollment, and free and reduced price lunch variables and related ratios such as pupil/teacher ratio, percent of enrollment from grade 12, and percent of students eligible for free and reduced price lunch. In the past data items were only compared to the reported data from the prior year for each school or LEA. The revised methodology used available data from multiple prior years and was applied to both the reported data items and related ratios. Specifically, an average variation over the prior 4 years was computed based on the differences between each year and the other 3 years. Then, the average variation between the target year and the four preceding years was computed based on the differences between target year and each of the 4 prior years. The average variation for the target year was compared to the average variation among the prior years; cases with large differences were flagged as potential errors. Additionally, a requirement was added that in order for an item to be identified as a potential error, both the count and a related ratio must be identified as potential errors. For example, for total student membership to be flagged as a potential error, both total membership and a related ratio, such as pupil/teacher ratio, must be flagged.

At multiple points throughout the collection CCD survey staff contact *EDFacts* 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, replaced 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 *EDFacts* 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 2012-13 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 2012-13 CCD School Universe Survey file, there are 102,890 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 2011-12 file, but coded as closed in the SY 2012-13 file (1,576 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 101,314 schools on the 2012-13 file. Of these 101,314 schools, 91,439 are regular elementary and secondary, 2,069 are special education, 1,446 are vocational/technical, and 6,360 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 and American Samoa did not report data for SY 2012-13; 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,” “-9,” “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.)
- -9 - The submitted data item does not meet NCES data quality standards. This value would only occur with numeric values.

- 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. Starting with SY 2009-10, the numeric fields contain a -9 to indicate that the reported data were suppressed because they do not meet NCES data quality standards.

Since negative numeric values represent missing or non-applicable 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 scl21a_supp;
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. To avoid double counting of schools or students, NCES created the BIES flag. 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. Users trying to match NCES tabulations should exclude records with a flag set to ‘1’ from their analysis.

New York City Schools. New York City is shown in NCES reports as a single school district. However, “New York City Public Schools” is reported in CCD as a supervisory union comprising multiple “geographic districts” and an additional “special schools” district. 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.

(FIPST) ANSI¹ State Codes. Each record contains an American National Standards Institute

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

(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).

(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 2012-13 school year, NCES researched prior year data files to determine if a valid

of Columbia, and the U.S. Island Areas. ANSI code values map directly to the retired FIPS code values.

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 2012-13 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.

² IEP counts are collected in the ED*Facts* 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.

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.

(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 2012-13 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. There were no addresses that could not 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. The National School Lunch Program (NSLP) provides alternative means for schools to certify eligibility. Under these alternatives, schools are not required to recount students each year, so the FRELCH counts reported to CCD are not necessarily direct counts for the current school year. Also, under the Community Eligibility Option (CEO), schools may report all of their membership as eligible under NSLP. 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>). 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.

(RACECAT) Race/ethnicities category indicator. The data item RACECAT is a race/ethnicities category indicator that indicates whether the state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. Prior to SY 2008-09, NCES asked states to report student enrollment counts by five racial/ethnic categories. In SY 2008-09 and SY 2009-10, NCES gave SEAs the option to choose between 5-category reporting and 7-category reporting for the SY 2008-09, five states reported their race/ethnicity data in the seven categories and in SY 2009-10, fourteen states reported data in the 7-category reporting. Since SY 2010-11, the SEAs were required to report race/ethnicity data in seven categories. All states and jurisdictions that responded to the *EDFacts* collection system reported data in the 7-category reporting. The data item RACECAT contains two values:

5 = State reported student enrollment counts in the following five race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black; and (e) White.

7 = State reported student enrollment counts in the following seven race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian; (c) Hispanic of any race; (d) Black; (e) White; (f) Hawaiian Native/Pacific Islander; and (g) Two or more races.

In the current file, for the states that reported five race/ethnicity categories (i.e., RACECAT=5), the variables related to the Asian race category include students who are Asian, Hawaiian Native, or Pacific Islander; for the states that reported seven race/ethnicity categories (i.e., RACECAT=7), the variables related to the Asian race category include Asian students only. In appendix A, Record Layout, the race/ethnicity categories represented by the five and seven reporting categories are followed by a notation of “(5)” or “(7),” respectively.

For more information on this change, please refer to the October 19, 2007 Federal Register notice, “Final Guidance from the Secretary on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education,” located at <http://www2.ed.gov/legislation/FedRegister/other/2007-4/101907c.html>.

(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 TITLE1STAT translates to TITLE1 and STITL1.

TITLE1STAT	TITLE1	STITL1
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, TITLE1 and STITL1 are populated with their prior year values and TITLE1STAT is kept as missing.

(TITLE1) 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

(STITL1) 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.

(SMEMPUP) School Membership Edit Flag. This field indicates whether the pupil/teacher ratio passed the edit comparing the change from prior year data to this value's variability over the past five years.

1 = Failed the edit

2 = Passed the edit

(ISMEMPUP) School Membership Edit Flag. This field indicates the response from the state to the corresponding edit. The flags are as follows:

FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed

FA = Analyst accepts anomalous data as correct; data not suppressed

FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed

FN = State did not provide a response as to why anomalous data are correct; data suppressed

PS = Passed edits

(SFTEPUP) School Teacher Edit Flag. This field indicates whether both total teachers and the pupil/teacher ratio passed the edit comparing the change from prior year data to this value's variability over the past five years.

1 = Failed the edit

2 = Passed the edit

(ISFTEPUP) School Teacher Edit Flag. This field indicates the response from the state to the corresponding edit. The flags are as follows:

FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed

FA = Analyst accepts anomalous data as correct; data not suppressed

FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed

FN = State did not provide a response as to why anomalous data are correct; data suppressed

PS = Passed edits

(SFLE) School Free Lunch Edit Flag. This field indicates whether the ratio of total students eligible for free lunch to total membership passed the edit comparing the change from prior year data to this value's variability over the past five years.

- 1 = Failed the edit
- 2 = Passed the edit

(ISFLE) School Free Lunch Edit Flag. This field indicates the response from the state to the corresponding edit. The flags are as follows:

- FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed
- FA = Analyst accepts anomalous data as correct; data not suppressed
- FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed
- FN = State did not provide a response as to why anomalous data are correct; data suppressed
- PS = Passed edits

(SPFEMALE) School Gender Edit Flag. This field indicates whether the ratio of female students to total membership passed the edit comparing the change from prior year data to this value's variability over the past five years.

- 1 = Failed the edit
- 2 = Passed the edit

(ISPFEMALE) School Gender Edit Flag. This field indicates the response from the state to the corresponding edit. The flags are as follows:

- FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed
- FA = Analyst accepts anomalous data as correct; data not suppressed
- FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed
- FN = State did not provide a response as to why anomalous data are correct; data suppressed
- PS = Passed edits

(SPELM) School Grade Edit Flag. This field indicates whether the ratio of total elementary students to total membership passed the edit comparing the change from prior year data to this value's variability over the past five years.

- 1 = Failed the edit
- 2 = Passed the edit

(ISPELEM) School Grade Edit Flag. This field indicates the response from the state to the corresponding edit. The flags are as follows:

FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed

FA = Analyst accepts anomalous data as correct; data not suppressed

FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed

FN = State did not provide a response as to why anomalous data are correct; data suppressed

PS = Passed edits

(SPWHITE) School Race Edit Flag. This field indicates whether the ratio of white students to total membership passed the edit comparing the change from prior year data to this value's variability over the past five years.

1 = Failed the edit

2 = Passed the edit

(ISPWHITE) School Race Edit Flag. This field indicates the response from the state to the corresponding edit. The flags are as follows:

FE = State provided satisfactory response as to why anomalous data are correct; data not suppressed

FA = Analyst accepts anomalous data as correct; data not suppressed

FB = State does not give satisfactory response as to why anomalous data are correct; data suppressed

FN = State did not provide a response as to why anomalous data are correct; data suppressed

PS = Passed edits

Student membership (MEMBER), students by Grade (PK-12), by Race/Ethnicity, and by Sex. Membership is the count of students enrolled on October 1st 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, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oregon, 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.

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).

² 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 2012-13

Administration State	NCES ID	School Name	City	State
Arizona	040081102855	Ombudsman - Charter East II	Libertyville	IL
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
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," 2012-13, Provisional Version 1a.

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 2012-13 Public Elementary/Secondary School Universe Survey SAS file is called SC121A_SUPP.SAS7bDAT. The flat ASCII file is named SC121A_SUPP.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 (12 = 2012-13 CCD collection), and the fifth and sixth characters indicate the version number (1 = first version; A = released file). The “SUPP” suffix indicates that the numeric fields were tested against NCES data quality standards and that values failing to meet standards were replaced with a -9. At a later date, NCES may release revised SY 2012-13 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 2012-13**

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**Appendix A – Record Layout for the Common Core of Data Public
Elementary/Secondary School Universe Survey: School Year 2012-13**

LRECL = 1694

(*)Fields have one explicit decimal place

(^)Fields have six explicit decimal places

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

The file contains data for the school year 2012-13 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.

**Appendix A – Record Layout for the Common Core of Data Public
Elementary/Secondary School Universe Survey: School Year 2012-13**

Variable Name	Data Order	Data Type	Description
LSTATE	18	AN	Location state (two-letter postal abbreviation).
LZIP	19	AN	Location 5-digit ZIP Code.
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

**Appendix A – Record Layout for the Common Core of Data Public
Elementary/Secondary School Universe Survey: School Year 2012-13**

Variable Name	Data Order	Data Type	Description
			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 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, the value of LATCOD ranges from -14 to 71. 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.

**Appendix A – Record Layout for the Common Core of Data Public
Elementary/Secondary School Universe Survey: School Year 2012-13**

Variable Name	Data Order	Data Type	Description
LONCOD	26	N	Longitude. Based on the location of the administrative office, the value of LONCOD ranges from -177 to 146. 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 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.
SMEMPUP	33	AN	Multi-year edit - School Membership
ISMEMPUP	34	AN	Multi-year edit flag- School Membership
SFTEPUP	35	AN	Multi-year edit - School Teacher
ISFTEPUP	36	AN	Multi-year edit flag - School Teacher
SFLE	37	AN	Multi-year edit - School Free Lunch
ISFLE	38	AN	Multi-year edit flag - School Free Lunch

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Variable Name	Data Order	Data Type	Description
SPFEMALE	39	AN	Multi-year edit - School Gender
ISPFEMALE	40	AN	Multi-year edit flag - School Gender
SPWHITE	41	AN	Multi-year edit - School Race
ISPWHITE	42	AN	Multi-year edit flag - School Race
SPELM	43	AN	Multi-year edit - School Grade
ISPELM	44	AN	Multi-year edit flag - School Grade
FTE	45	N	Total full-time-equivalent classroom teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
GSLO	46	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	47	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	48	AN	Prekindergarten offered. 1 - Yes 2 - No
KGOFFRD	49	AN	Kindergarten offered. 1 - Yes 2 - No
G01OFFRD	50	AN	First grade offered. 1 - Yes 2 - No
G02OFFRD	51	AN	Second grade offered. 1 - Yes

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Variable Name	Data Order	Data Type	Description
			2 - No
G03OFFRD	52	AN	Third grade offered. 1 - Yes 2 - No
G04OFFRD	53	AN	Fourth grade offered. 1 - Yes 2 - No
G05OFFRD	54	AN	Fifth grade offered. 1 - Yes 2 - No
G06OFFRD	55	AN	Sixth grade offered. 1 - Yes 2 - No
G07OFFRD	56	AN	Seventh grade offered. 1 - Yes 2 - No
G08OFFRD	57	AN	Eighth grade offered. 1 - Yes 2 - No
G09OFFRD	58	AN	Ninth grade offered. 1 - Yes 2 - No
G10OFFRD	59	AN	Tenth grade offered. 1 - Yes 2 - No
G11OFFRD	60	AN	Eleventh grade offered. 1 - Yes 2 - No
G12OFFRD	61	AN	Twelfth offered. 1 - Yes 2 - No
UGOFFRD	62	AN	Ungraded offered. 1 - Yes 2 - No
LEVEL	63	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)

**Appendix A – Record Layout for the Common Core of Data Public
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Variable Name	Data Order	Data Type	Description																					
			only) 4 = Other (any other configuration not falling within the above three categories, including ungraded)																					
TITLEISTAT	64	AN	<p>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.</p> <p>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.</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	65	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	66	AN	<p>School-wide 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	67	AN	<p>Magnet school. Regardless of the source of funding, a</p>																					

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Variable Name	Data Order	Data Type	Description
			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. 1 = Yes 2 = No
CHARTR	68	AN	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. 1 = Yes 2 = No
SHARED	69	AN	Shared Time School. A school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate 'home' school and attend the shared-time school on a part-day basis. 1 = Yes 2 = No
FRELCH	70	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
REDLCH	71	N	Count of students eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.
TOTFRL	72	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.
RACECAT	73	AN	Race/ethnicities categories indicator. Indicates whether state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. 5=State reported student enrollment counts in the following five race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black, non-Hispanic; and (e) White, non-Hispanic. 7 = State reported student enrollment counts in the following seven race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian; (c) Hispanic; (d) Black; (e) White; (f) Hawaiian Native/Pacific Islander; and (g) Two or more races.
PK	74	N	Total prekindergarten students.

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Variable Name	Data Order	Data Type	Description
AMPKM	75	N	Prekindergarten students - American Indian/Alaska Native - male.
AMPKF	76	N	Prekindergarten students - American Indian/Alaska Native - female.
ASPKM	77	N	Prekindergarten students - Asian - male.
ASPKF	78	N	Prekindergarten students - Asian - female.
HIPKM	79	N	Prekindergarten students - Hispanic - male.
HIPKF	80	N	Prekindergarten students - Hispanic - female.
BLPKM	81	N	Prekindergarten students - Black, non-Hispanic - male.
BLPKF	82	N	Prekindergarten students - Black, non-Hispanic - female.
WHPKM	83	N	Prekindergarten students - White, non-Hispanic - male.
WHPKF	84	N	Prekindergarten students - White, non-Hispanic - female.
HPPKM	85	N	Prekindergarten students - Hawaiian Native/Pacific Islander - male.
HPPKF	86	N	Prekindergarten students - Hawaiian Native/Pacific Islander - female.
TRPKM	87	N	Prekindergarten students - Two or More Races - male.
TRPKF	88	N	Prekindergarten students - Two or More Races - female.
KG	89	N	Total kindergarten students.
AMKGM	90	N	Kindergarten students - American Indian/Alaska Native - male.
AMKGF	91	N	Kindergarten students - American Indian/Alaska Native - female.
ASKGM	92	N	Kindergarten students - Asian - male.
ASKGF	93	N	Kindergarten students - Asian - female.
HIKGM	94	N	Kindergarten students - Hispanic - male.
HIKGF	95	N	Kindergarten students - Hispanic - female.
BLKGM	96	N	Kindergarten students - Black, non-Hispanic - male.
BLKGF	97	N	Kindergarten students - Black, non-Hispanic - female.
WHKGM	98	N	Kindergarten students - White, non-Hispanic - male.
WHKGF	99	N	Kindergarten students - White, non-Hispanic - female.

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Variable Name	Data Order	Data Type	Description
HPKGM	100	N	Kindergarten students - Hawaiian Native/Pacific Islander - male.
HPKGF	101	N	Kindergarten students - Hawaiian Native/Pacific Islander - female.
TRKGM	102	N	Kindergarten students - Two or more races - male.
TRKGF	103	N	Kindergarten students - Two or more Races - female.
G01	104	N	Total grade 1 students.
AM01M	105	N	Grade 1 students - American Indian/Alaska Native - male.
AM01F	106	N	Grade 1 students - American Indian/Alaska Native - female.
AS01M	107	N	Grade 1 students - Asian - male.
AS01F	108	N	Grade 1 students - Asian - female.
HI01M	109	N	Grade 1 students - Hispanic - male.
HI01F	110	N	Grade 1 students - Hispanic - female.
BL01M	111	N	Grade 1 students - Black, non-Hispanic - male.
BL01F	112	N	Grade 1 students - Black, non-Hispanic - female.
WH01M	113	N	Grade 1 students - White, non-Hispanic - male.
WH01F	114	N	Grade 1 students - White, non-Hispanic - female.
HP01M	115	N	Grade 1 students - Hawaiian Native/Pacific Islander - male.
HP01F	116	N	Grade 1 students - Hawaiian Native/Pacific Islander - female.
TR01M	117	N	Grade 1 students - Two or more races - male.
TR01F	118	N	Grade 1 students - Two or more races - female.
G02	119	N	Total grade 2 students.
AM02M	120	N	Grade 2 students - American Indian/Alaska Native - male.
AM02F	121	N	Grade 2 students - American Indian/Alaska Native - female.
AS02M	122	N	Grade 2 students - Asian - male.
AS02F	123	N	Grade 2 students - Asian - female.

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Variable Name	Data Order	Data Type	Description
HI02M	124	N	Grade 2 students - Hispanic - male.
HI02F	125	N	Grade 2 students - Hispanic - female.
BL02M	126	N	Grade 2 students - Black, non-Hispanic - male.
BL02F	127	N	Grade 2 students - Black, non-Hispanic - female.
WH02M	128	N	Grade 2 students - White, non-Hispanic - male.
WH02F	129	N	Grade 2 students - White, non-Hispanic - female.
HP02M	130	N	Grade 2 students - Hawaiian Native/Pacific Islander - male.
HP02F	131	N	Grade 2 students - Hawaiian Native/Pacific Islander - female.
TR02M	132	N	Grade 2 students - Two or more races - male.
TR02F	133	N	Grade 2 students - Two or more races - female.
G03	134	N	Total grade 3 students.
AM03M	135	N	Grade 3 students - American Indian/Alaska Native - male.
AM03F	136	N	Grade 3 students - American Indian/Alaska Native - female.
AS03M	137	N	Grade 3 students - Asian - male.
AS03F	138	N	Grade 3 students - Asian - female.
HI03M	139	N	Grade 3 students - Hispanic - male.
HI03F	140	N	Grade 3 students - Hispanic - female.
BL03M	141	N	Grade 3 students - Black, non-Hispanic - male.
BL03F	142	N	Grade 3 students - Black, non-Hispanic - female.
WH03M	143	N	Grade 3 students - White, non-Hispanic - male.
WH03F	144	N	Grade 3 students - White, non-Hispanic - female.
HP03M	145	N	Grade 3 students - Hawaiian Native/Pacific Islander - male.
HP03F	146	N	Grade 3 students - Hawaiian Native/Pacific Islander - female.
TR03M	147	N	Grade 3 students - Two or more races - male.
TR03F	148	N	Grade 3 students - Two or more races - female.

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Variable Name	Data Order	Data Type	Description
G04	149	N	Total grade 4 students.
AM04M	150	N	Grade 4 students - American Indian/Alaska Native - male.
AM04F	151	N	Grade 4 students - American Indian/Alaska Native - female.
AS04M	152	N	Grade 4 students - Asian - male.
AS04F	153	N	Grade 4 students - Asian - female.
HI04M	154	N	Grade 4 students - Hispanic - male.
HI04F	155	N	Grade 4 students - Hispanic - female.
BL04M	156	N	Grade 4 students - Black, non-Hispanic - male.
BL04F	157	N	Grade 4 students - Black, non-Hispanic - female.
WH04M	158	N	Grade 4 students - White, non-Hispanic - male.
WH04F	159	N	Grade 4 students - White, non-Hispanic - female.
HP04M	160	N	Grade 4 students - Hawaiian Native/Pacific Islander - male.
HP04F	161	N	Grade 4 students - Hawaiian Native/Pacific Islander - female.
TR04M	162	N	Grade 4 students - Two or more races - male.
TR04F	163	N	Grade 4 students - Two or more races - female.
G05	164	N	Total grade 5 students.
AM05M	165	N	Grade 5 students - American Indian/Alaska Native - male.
AM05F	166	N	Grade 5 students - American Indian/Alaska Native - female.
AS05M	167	N	Grade 5 students - Asian - male.
AS05F	168	N	Grade 5 students - Asian - female.
HI05M	169	N	Grade 5 students - Hispanic - male.
HI05F	170	N	Grade 5 students - Hispanic - female.
BL05M	171	N	Grade 5 students - Black, non-Hispanic - male.
BL05F	172	N	Grade 5 students - Black, non-Hispanic - female.
WH05M	173	N	Grade 5 students - White, non-Hispanic - male.

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Variable Name	Data Order	Data Type	Description
WH05F	174	N	Grade 5 students - White, non-Hispanic - female.
HP05M	175	N	Grade 5 students - Hawaiian Native/Pacific Islander - male.
HP05F	176	N	Grade 5 students - Hawaiian Native/Pacific Islander - female.
TR05M	177	N	Grade 5 students - Two or more races - male.
TR05F	178	N	Grade 5 students - Two or more races - female.
G06	179	N	Total grade 6 students.
AM06M	180	N	Grade 6 students - American Indian/Alaska Native - male.
AM06F	181	N	Grade 6 students - American Indian/Alaska Native - female.
AS06M	182	N	Grade 6 students - Asian - male.
AS06F	183	N	Grade 6 students - Asian - female.
HI06M	184	N	Grade 6 students - Hispanic - male.
HI06F	185	N	Grade 6 students - Hispanic - female.
BL06M	186	N	Grade 6 students - Black, non-Hispanic - male.
BL06F	187	N	Grade 6 students - Black, non-Hispanic - female.
WH06M	188	N	Grade 6 students - White, non-Hispanic - male.
WH06F	189	N	Grade 6 students - White, non-Hispanic - female.
HP06M	190	N	Grade 6 students - Hawaiian Native/Pacific Islander - male.
HP06F	191	N	Grade 6 students - Hawaiian Native/Pacific Islander - female.
TR06M	192	N	Grade 6 students - Two or more races - male.
TR06F	193	N	Grade 6 students - Two or more races - female.
G07	194	N	Total grade 7 students.
AM07M	195	N	Grade 7 students - American Indian/Alaska Native - male.
AM07F	196	N	Grade 7 students - American Indian/Alaska Native - female.
AS07M	197	N	Grade 7 students - Asian - male.

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Variable Name	Data Order	Data Type	Description
AS07F	198	N	Grade 7 students - Asian - female.
HI07M	199	N	Grade 7 students - Hispanic - male.
HI07F	200	N	Grade 7 students - Hispanic - female.
BL07M	201	N	Grade 7 students - Black, non-Hispanic - male.
BL07F	202	N	Grade 7 students - Black, non-Hispanic - female.
WH07M	203	N	Grade 7 students - White, non-Hispanic - male.
WH07F	204	N	Grade 7 students - White, non-Hispanic - female.
HP07M	205	N	Grade 7 students - Hawaiian Native/Pacific Islander - male.
HP07F	206	N	Grade 7 students - Hawaiian Native/Pacific Islander - female.
TR07M	207	N	Grade 7 students - Two or more races - male.
TR07F	208	N	Grade 7 students - Two or more races - female.
G08	209	N	Total grade 8 students.
AM08M	210	N	Grade 8 students - American Indian/Alaska Native - male.
AM08F	211	N	Grade 8 students - American Indian/Alaska Native - female.
AS08M	212	N	Grade 8 students - Asian - male.
AS08F	213	N	Grade 8 students - Asian - female.
HI08M	214	N	Grade 8 students - Hispanic - male.
HI08F	215	N	Grade 8 students - Hispanic - female.
BL08M	216	N	Grade 8 students - Black, non-Hispanic - male.
BL08F	217	N	Grade 8 students - Black, non-Hispanic - female.
WH08M	218	N	Grade 8 students - White, non-Hispanic - male.
WH08F	219	N	Grade 8 students - White, non-Hispanic - female.
HP08M	220	N	Grade 8 students - Hawaiian Native/Pacific Islander - male.
HP08F	221	N	Grade 8 students - Hawaiian Native/Pacific Islander - female.
TR08M	222	N	Grade 8 students - Two or more races - male.

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Variable Name	Data Order	Data Type	Description
TR08F	223	N	Grade 8 students - Two or more races - female.
G09	224	N	Total grade 9 students.
AM09M	225	N	Grade 9 students - American Indian/Alaska Native - male.
AM09F	226	N	Grade 9 students - American Indian/Alaska Native - female.
AS09M	227	N	Grade 9 students - Asian - male.
AS09F	228	N	Grade 9 students - Asian - female.
HI09M	229	N	Grade 9 students - Hispanic - male.
HI09F	230	N	Grade 9 students - Hispanic - female.
BL09M	231	N	Grade 9 students - Black, non-Hispanic - male.
BL09F	232	N	Grade 9 students - Black, non-Hispanic - female.
WH09M	233	N	Grade 9 students - White, non-Hispanic - male.
WH09F	234	N	Grade 9 students - White, non-Hispanic - female.
HP09M	235	N	Grade 9 students - Hawaiian Native/Pacific Islander - male.
HP09F	236	N	Grade 9 students - Hawaiian Native/Pacific Islander - female.
TR09M	237	N	Grade 9 students - Two or more races - male.
TR09F	238	N	Grade 9 students - Two or more races - female.
G10	239	N	Total grade 10 students.
AM10M	240	N	Grade 10 students - American Indian/Alaska Native - male.
AM10F	241	N	Grade 10 students - American Indian/Alaska Native - female.
AS10M	242	N	Grade 10 students - Asian - male.
AS10F	243	N	Grade 10 students - Asian - female.
HI10M	244	N	Grade 10 students - Hispanic - male.
HI10F	245	N	Grade 10 students - Hispanic - female.
BL10M	246	N	Grade 10 students - Black, non-Hispanic - male.
BL10F	247	N	Grade 10 students - Black, non-Hispanic - female.

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Variable Name	Data Order	Data Type	Description
WH10M	248	N	Grade 10 students - White, non-Hispanic - male.
WH10F	249	N	Grade 10 students - White, non-Hispanic - female.
HP10M	250	N	Grade 10 students - Hawaiian Native/Pacific Islander - male.
HP10F	251	N	Grade 10 students - Hawaiian Native/Pacific Islander - female.
TR10M	252	N	Grade 10 students - Two or more races - male.
TR10F	253	N	Grade 10 students - Two or more races - female.
G11	254	N	Total grade 11 students.
AM11M	255	N	Grade 11 students - American Indian/Alaska Native - male.
AM11F	256	N	Grade 11 students - American Indian/Alaska Native - female.
AS11M	257	N	Grade 11 students - Asian - male.
AS11F	258	N	Grade 11 students - Asian - female.
HI11M	259	N	Grade 11 students - Hispanic - male.
HI11F	260	N	Grade 11 students - Hispanic - female.
BL11M	261	N	Grade 11 students - Black, non-Hispanic - male.
BL11F	262	N	Grade 11 students - Black, non-Hispanic - female.
WH11M	263	N	Grade 11 students - White, non-Hispanic - male.
WH11F	264	N	Grade 11 students - White, non-Hispanic - female.
HP11M	265	N	Grade 11 students - Hawaiian Native/Pacific Islander - male.
HP11F	266	N	Grade 11 students - Hawaiian Native/Pacific Islander - female.
TR11M	267	N	Grade 11 students - Two or more races - male.
TR11F	268	N	Grade 11 students - Two or more races - female.
G12	269	N	Total grade 12 students.
AM12M	270	N	Grade 12 students - American Indian/Alaska Native - male.
AM12F	271	N	Grade 12 students - American Indian/Alaska Native - female.

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Variable Name	Data Order	Data Type	Description
AS12M	272	N	Grade 12 students - Asian - male.
AS12F	273	N	Grade 12 students - Asian - female.
HI12M	274	N	Grade 12 students - Hispanic - male.
HI12F	275	N	Grade 12 students - Hispanic - female.
BL12M	276	N	Grade 12 students - Black, non-Hispanic - male.
BL12F	277	N	Grade 12 students - Black, non-Hispanic - female.
WH12M	278	N	Grade 12 students - White, non-Hispanic - male.
WH12F	279	N	Grade 12 students - White, non-Hispanic - female.
HP12M	280	N	Grade 12 students - Hawaiian Native/Pacific Islander - male.
HP12F	281	N	Grade 12 students - Hawaiian Native/Pacific Islander - female.
TR12M	282	N	Grade 12 students - Two or more races- male.
TR12F	283	N	Grade 12 students - Two or more races - female.
UG	284	N	Total ungraded students.
AMUGM	285	N	Ungraded students - American Indian/Alaska Native - male.
AMUGF	286	N	Ungraded students - American Indian/Alaska Native - female.
ASUGM	287	N	Ungraded students - Asian - male.
ASUGF	288	N	Ungraded students - Asian - female.
HIUGM	289	N	Ungraded students - Hispanic - male.
HIUGF	290	N	Ungraded students - Hispanic - female.
BLUGM	291	N	Ungraded students - Black, non-Hispanic - male.
BLUGF	292	N	Ungraded students - Black, non-Hispanic - female.
WHUGM	293	N	Ungraded students - White, non-Hispanic - male.
WHUGF	294	N	Ungraded students - White, non-Hispanic - female.
HPUGM	295	N	Ungraded students - Hawaiian Native/Pacific Islander - male.
HPUGF	296	N	Ungraded students - Hawaiian Native/Pacific Islander - female.

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Variable Name	Data Order	Data Type	Description
TRUGM	297	N	Ungraded students - Two or more races - male.
TRUGF	298	N	Ungraded students - Two or more races - female.
MEMBER	299	N	Total students, all grades: The reported total membership of the school.
AM	300	N	American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM and AMALF fields.
AMALM	301	N	Total students, all grades - American Indian/Alaska Native - male.
AMALF	302	N	Total students, all grades - American Indian/Alaska Native - female.
ASIAN	303	N	Asian students. If not reported, this field was calculated by summing the ASALM and ASALF fields.
ASALM	304	N	Total students, all grades - Asian - male.
ASALF	305	N	Total students, all grades - Asian - female.
HISP	306	N	Hispanic students. If not reported, this field was calculated by summing the HIALM and HIALF fields.
HIALM	307	N	Total students, all grades - Hispanic - male.
HIALF	308	N	Total students, all grades - Hispanic - female.
BLACK	309	N	Black, non-Hispanic students. If not reported, this field was calculated by summing the BLALM and BLALF fields.
BLALM	310	N	Total students, all grades - Black, non-Hispanic - male.
BLALF	311	N	Total students, all grades - Black, non-Hispanic - female.
WHITE	312	N	White, non-Hispanic students. If not reported, this field was calculated by summing the WHALM and WHALF fields.
WHALM	313	N	Total students, all grades - White, non-Hispanic - male.
WHALF	314	N	Total students, all grades - White, non-Hispanic - female.
PACIFIC	315	N	Hawaiian Native / Pacific Islander students. If not reported, this field was calculated by summing the HPALM and HPALF fields.
HPALM	316	N	Total students - all grades - Hawaiian Native/Pacific Islander - male.

**Appendix A – Record Layout for the Common Core of Data Public
Elementary/Secondary School Universe Survey: School Year 2012-13**

Variable Name	Data Order	Data Type	Description
HPALF	317	N	Total students, all grades - Hawaiian Native/Pacific Islander - female.
TR	318	N	Two or more races students. If not reported, this field was calculated by summing the TRALM and TRALF fields.
TRALM	319	N	Total students, all grades - Two or more races - male.
TRALF	320	N	Total students, all grades - Two or more races - female.
TOTETH	321	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

**Appendix B – Value Distribution and Field Frequencies for the Common Core of
Data Public Elementary/Secondary School Universe Survey: School Year 2012-13**

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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 2012-13

Table B-1. Distribution of responses of character variable data, by response value: School Year 2012-13

Variable	Variable label	Blank	Missing	Not	
				applicable	Reported
NCESSCH	Unique School ID	0	0	0	102,890
LEAID	NCES Agency Identification Number	0	0	0	102,890
FIPST	ANSI State Code	0	0	0	102,890
SCHNO	NCES School Identifier	0	0	0	102,890
STID	State Local Education Number	0	0	0	102,890
SEASCH	State School Identifier	0	6	0	102,884
LEANM	LEA Name	0	0	0	102,890
SCHNAM	School Name	0	0	0	102,890
PHONE	School Phone Number	0	132	6	102,752
MSTREE	School Mailing Address 1	0	5	0	102,885
MCITY	School Mailing City	0	0	0	102,890
MSTATE	School Mailing USPS State Abbreviation	0	0	0	102,890
MZIP	School Mailing Zip	0	0	0	102,890
MZIP4	School Mailing Zip Plus 4	24,964	0	0	77,926
LSTREE	School Location Address 1	0	146	0	102,744
LCITY	School Location City	0	0	0	102,890
LSTATE	School Location USPS State Abbreviation	0	0	0	102,890
LZIP	School Location Zip	0	0	0	102,890
LZIP4	School Location Zip Plus 4	25,334	0	0	77,556
UNION	Supervisory Union Identification Number	0	2	208	102,680
LATCOD	Latitude	0	0	0	102,890
LONCOD	Longitude	0	0	0	102,890
CONUM	ANSI County Code	0	0	125	102,765
CONAME	County Name	0	0	125	102,765
CDCODE	Congressional District Code	0	0	125	102,765

NOTE: LATCOD and LONCOD are coded as 0.000000 when missing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). "Public Elementary/Secondary School Universe Survey," 2012-13, Version Provisional Version 1a.

**Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public
Elementary/Secondary School Universe Survey: School Year 2012-13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
FTE	Classroom Teachers	0.0	1,528.8	32.3	5,238	2,477	304
FRELCH	Free Lunch Eligible Students	0.0	7,684.0	232.6	3,000	3,973	620
REDLCH	Reduced-Price Lunch Eligible Students	0.0	2,641.0	36.3	3,030	3,973	620
TOTFRL	Total of Free and Reduced-Lunch Eligible Students	0.0	7,684.0	268.8	2,995	3,973	637
PK	PK Students - Total	0.0	1,776.0	38.8	1,297	72,125	48
AMPKM	PK Students - American Indian/Alaska Native - Male	0.0	77.0	0.3	1,296	72,125	55
AMPKF	PK Students - American Indian/Alaska Native - Female	0.0	79.0	0.2	1,296	72,125	55
ASPKM	PK Students - Asian - Male	0.0	92.0	0.6	1,296	72,125	55
ASPKF	PK Students - Asian - Female	0.0	81.0	0.5	1,296	72,125	55
HIPKM	PK Students - Hispanic - Male	0.0	574.0	6.0	1,296	72,125	55
HIPKF	PK Students - Hispanic - Female	0.0	560.0	5.3	1,296	72,125	55
BLPKM	PK Students - Black - Male	0.0	352.0	4.0	1,296	72,125	55
BLPKF	PK Students - Black - Female	0.0	334.0	3.6	1,296	72,125	55
WHPKM	PK Students - White - Male	0.0	708.0	9.4	1,296	72,125	55
WHPKF	PK Students - White - Female	0.0	497.0	7.4	1,296	72,125	55
HPPKM	PK Students - Hawaiian Native/Pacific Islander - Male	0.0	20.0	0.1	1,193	72,228	55
HPPKF	PK Students - Hawaiian Native/Pacific Islander - Female	0.0	34.0	#	1,193	72,228	55
TRPKM	PK Students - Two or More Races - Male	0.0	58.0	0.6	1,193	72,228	55
TRPKF	PK Students - Two or More Races - Female	0.0	44.0	0.6	1,193	72,228	55
KG	KG Students - Total	0.0	1,083.0	72.7	743	49,005	72
AMKGM	KG Students - American Indian/Alaska Native - Male	0.0	88.0	0.4	743	49,005	81
AMKGF	KG Students - American Indian/Alaska Native - Female	0.0	73.0	0.4	743	49,005	81
ASKGM	KG Students - Asian - Male	0.0	110.0	1.6	743	49,005	81
ASKGF	KG Students - Asian - Female	0.0	124.0	1.5	743	49,005	81
HIKGM	KG Students - Hispanic - Male	0.0	312.0	10.1	743	49,005	81
HIKGF	KG Students - Hispanic - Female	0.0	302.0	9.6	743	49,005	81
BLKGM	KG Students - Black - Male	0.0	249.0	5.6	743	49,005	81
BLKGF	KG Students - Black - Female	0.0	269.0	5.4	743	49,005	81
WHKGM	KG Students - White - Male	0.0	365.0	18.2	743	49,005	81
WHKGF	KG Students - White - Female	0.0	344.0	16.7	743	49,005	81

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 2012-13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
HPKGM	KG Students - Hawaiian Native/Pacific Islander - Male	0.0	62.0	0.2	463	49,288	81
HPKGF	KG Students - Hawaiian Native/Pacific Islander - Female	0.0	58.0	0.2	463	49,288	81
TRKGM	KG Students - Two or More Races - Male	0.0	56.0	1.4	463	49,288	81
TRKGF	KG Students - Two or More Races - Female	0.0	50.0	1.3	463	49,288	81
G01	Grade 1 Students - Total	0.0	784.0	72.1	786	48,544	72
AM01M	Grade 1 Students - American Indian/Alaska Native - Male	0.0	100.0	0.4	786	48,544	79
AM01F	Grade 1 Students - American Indian/Alaska Native - Female	0.0	79.0	0.4	786	48,544	79
AS01M	Grade 1 Students - Asian - Male	0.0	124.0	1.7	786	48,544	79
AS01F	Grade 1 Students - Asian - Female	0.0	135.0	1.6	786	48,544	79
HI01M	Grade 1 Students - Hispanic - Male	0.0	278.0	10.0	786	48,544	79
HI01F	Grade 1 Students - Hispanic - Female	0.0	291.0	9.5	786	48,544	79
BL01M	Grade 1 Students - Black - Male	0.0	270.0	5.6	786	48,544	79
BL01F	Grade 1 Students - Black - Female	0.0	252.0	5.3	786	48,544	79
WH01M	Grade 1 Students - White - Male	0.0	319.0	17.9	786	48,544	79
WH01F	Grade 1 Students - White - Female	0.0	285.0	16.8	786	48,544	79
HP01M	Grade 1 Students - Hawaiian Native/Pacific Islander - Male	0.0	63.0	0.2	503	48,830	79
HP01F	Grade 1 Students - Hawaiian Native/Pacific Islander - Female	0.0	50.0	0.1	503	48,830	79
TR01M	Grade 1 Students - Two or More Races - Male	0.0	29.0	1.3	503	48,830	79
TR01F	Grade 1 Students - Two or More Races - Female	0.0	33.0	1.2	503	48,830	79
G02	Grade 2 Students - Total	0.0	826.0	70.2	788	48,481	72
AM02M	Grade 2 Students - American Indian/Alaska Native - Male	0.0	79.0	0.4	788	48,481	79
AM02F	Grade 2 Students - American Indian/Alaska Native - Female	0.0	81.0	0.4	788	48,481	79
AS02M	Grade 2 Students - Asian - Male	0.0	143.0	1.7	788	48,481	79
AS02F	Grade 2 Students - Asian - Female	0.0	142.0	1.7	788	48,481	79
HI02M	Grade 2 Students - Hispanic - Male	0.0	321.0	9.5	788	48,481	79
HI02F	Grade 2 Students - Hispanic - Female	0.0	280.0	9.1	788	48,481	79
BL02M	Grade 2 Students - Black - Male	0.0	252.0	5.4	788	48,481	79

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 2012-13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
BL02F	Grade 2 Students - Black - Female	0.0	267.0	5.2	788	48,481	79
WH02M	Grade 2 Students - White - Male	0.0	333.0	17.7	788	48,481	79
WH02F	Grade 2 Students - White - Female	0.0	276.0	16.6	788	48,481	79
HP02M	Grade 2 Students - Hawaiian Native/Pacific Islander - Male	0.0	63.0	0.2	506	48,766	79
HP02F	Grade 2 Students - Hawaiian Native/Pacific Islander - Female	0.0	56.0	0.2	506	48,766	79
TR02M	Grade 2 Students - Two or More Races - Male	0.0	35.0	1.1	506	48,766	79
TR02F	Grade 2 Students - Two or More Races - Female	0.0	35.0	1.1	506	48,766	79
G03	Grade 3 Students - Total	0.0	876.0	70.1	803	48,528	73
AM03M	Grade 3 Students - American Indian/Alaska Native - Male	0.0	87.0	0.4	803	48,528	80
AM03F	Grade 3 Students - American Indian/Alaska Native - Female	0.0	95.0	0.4	803	48,528	80
AS03M	Grade 3 Students - Asian - Male	0.0	173.0	1.7	803	48,528	80
AS03F	Grade 3 Students - Asian - Female	0.0	122.0	1.7	803	48,528	80
HI03M	Grade 3 Students - Hispanic - Male	0.0	301.0	9.3	803	48,528	80
HI03F	Grade 3 Students - Hispanic - Female	0.0	343.0	8.9	803	48,528	80
BL03M	Grade 3 Students - Black - Male	0.0	244.0	5.4	803	48,528	80
BL03F	Grade 3 Students - Black - Female	0.0	248.0	5.2	803	48,528	80
WH03M	Grade 3 Students - White - Male	0.0	303.0	17.9	803	48,528	80
WH03F	Grade 3 Students - White - Female	0.0	319.0	16.8	803	48,528	80
HP03M	Grade 3 Students - Hawaiian Native/Pacific Islander - Male	0.0	62.0	0.2	523	48,811	80
HP03F	Grade 3 Students - Hawaiian Native/Pacific Islander - Female	0.0	56.0	0.1	523	48,811	80
TR03M	Grade 3 Students - Two or More Races - Male	0.0	32.0	1.1	523	48,811	80
TR03F	Grade 3 Students - Two or More Races - Female	0.0	31.0	1.1	523	48,811	80
G04	Grade 4 Students - Total	0.0	933.0	69.9	823	48,782	72
AM04M	Grade 4 Students - American Indian/Alaska Native - Male	0.0	81.0	0.4	823	48,782	79
AM04F	Grade 4 Students - American Indian/Alaska Native - Female	0.0	76.0	0.4	823	48,782	79
AS04M	Grade 4 Students - Asian - Male	0.0	159.0	1.7	823	48,782	79
AS04F	Grade 4 Students - Asian - Female	0.0	149.0	1.7	823	48,782	79
HI04M	Grade 4 Students - Hispanic - Male	0.0	367.0	9.1	823	48,782	79

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 2012-13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
HI04F	Grade 4 Students - Hispanic - Female	0.0	303.0	8.7	823	48,782	79
BL04M	Grade 4 Students - Black - Male	0.0	255.0	5.4	823	48,782	79
BL04F	Grade 4 Students - Black - Female	0.0	246.0	5.2	823	48,782	79
WH04M	Grade 4 Students - White - Male	0.0	332.0	18.0	823	48,782	79
WH04F	Grade 4 Students - White - Female	0.0	303.0	17.0	823	48,782	79
HP04M	Grade 4 Students - Hawaiian Native/Pacific Islander - Male	0.0	63.0	0.2	548	49,060	79
HP04F	Grade 4 Students - Hawaiian Native/Pacific Islander - Female	0.0	58.0	0.1	548	49,060	79
TR04M	Grade 4 Students - Two or More Races - Male	0.0	27.0	1.0	548	49,060	79
TR04F	Grade 4 Students - Two or More Races - Female	0.0	26.0	1.0	548	49,060	79
G05	Grade 5 Students - Total	0.0	1,002.0	71.2	866	49,987	72
AM05M	Grade 5 Students - American Indian/Alaska Native - Male	0.0	75.0	0.4	866	49,987	79
AM05F	Grade 5 Students - American Indian/Alaska Native - Female	0.0	79.0	0.4	866	49,987	79
AS05M	Grade 5 Students - Asian - Male	0.0	131.0	1.7	866	49,987	79
AS05F	Grade 5 Students - Asian - Female	0.0	138.0	1.7	866	49,987	79
HI05M	Grade 5 Students - Hispanic - Male	0.0	348.0	9.2	866	49,987	79
HI05F	Grade 5 Students - Hispanic - Female	0.0	325.0	8.8	866	49,987	79
BL05M	Grade 5 Students - Black - Male	0.0	272.0	5.6	866	49,987	79
BL05F	Grade 5 Students - Black - Female	0.0	260.0	5.4	866	49,987	79
WH05M	Grade 5 Students - White - Male	0.0	357.0	18.5	866	49,987	79
WH05F	Grade 5 Students - White - Female	0.0	349.0	17.4	866	49,987	79
HP05M	Grade 5 Students - Hawaiian Native/Pacific Islander - Male	0.0	55.0	0.2	599	50,256	79
HP05F	Grade 5 Students - Hawaiian Native/Pacific Islander - Female	0.0	52.0	0.1	599	50,256	79
TR05M	Grade 5 Students - Two or More Races - Male	0.0	31.0	1.0	599	50,256	79
TR05F	Grade 5 Students - Two or More Races - Female	0.0	39.0	1.0	599	50,256	79
G06	Grade 6 Students - Total	0.0	1,271.0	100.1	952	64,378	66
AM06M	Grade 6 Students - American Indian/Alaska Native - Male	0.0	89.0	0.5	952	64,378	72
AM06F	Grade 6 Students - American Indian/Alaska Native - Female	0.0	88.0	0.5	952	64,378	72

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 2012-13

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable	Suppressed
AS06M	Grade 6 Students - Asian - Male	0.0	194.0	2.4	952	64,378	72
AS06F	Grade 6 Students - Asian - Female	0.0	188.0	2.3	952	64,378	72
HI06M	Grade 6 Students - Hispanic - Male	0.0	400.0	12.7	952	64,378	72
HI06F	Grade 6 Students - Hispanic - Female	0.0	379.0	12.1	952	64,378	72
BL06M	Grade 6 Students - Black - Male	0.0	247.0	8.0	952	64,378	72
BL06F	Grade 6 Students - Black - Female	0.0	284.0	7.6	952	64,378	72
WH06M	Grade 6 Students - White - Male	0.0	424.0	26.2	952	64,378	72
WH06F	Grade 6 Students - White - Female	0.0	406.0	24.6	952	64,378	72
HP06M	Grade 6 Students - Hawaiian Native/Pacific Islander - Male	0.0	95.0	0.2	709	64,623	72
HP06F	Grade 6 Students - Hawaiian Native/Pacific Islander - Female	0.0	79.0	0.2	709	64,623	72
TR06M	Grade 6 Students - Two or More Races - Male	0.0	60.0	1.3	709	64,623	72
TR06F	Grade 6 Students - Two or More Races - Female	0.0	58.0	1.3	709	64,623	72
G07	Grade 7 Students - Total	0.0	1,462.0	122.5	1,024	70,961	66
AM07M	Grade 7 Students - American Indian/Alaska Native - Male	0.0	154.0	0.7	1,024	70,961	73
AM07F	Grade 7 Students - American Indian/Alaska Native - Female	0.0	142.0	0.6	1,024	70,961	73
AS07M	Grade 7 Students - Asian - Male	0.0	260.0	3.0	1,024	70,961	73
AS07F	Grade 7 Students - Asian - Female	0.0	227.0	2.9	1,024	70,961	73
HI07M	Grade 7 Students - Hispanic - Male	0.0	646.0	15.2	1,024	70,961	73
HI07F	Grade 7 Students - Hispanic - Female	0.0	656.0	14.5	1,024	70,961	73
BL07M	Grade 7 Students - Black - Male	0.0	283.0	9.8	1,024	70,961	73
BL07F	Grade 7 Students - Black - Female	0.0	273.0	9.4	1,024	70,961	73
WH07M	Grade 7 Students - White - Male	0.0	505.0	32.3	1,024	70,961	73
WH07F	Grade 7 Students - White - Female	0.0	480.0	30.4	1,024	70,961	73
HP07M	Grade 7 Students - Hawaiian Native/Pacific Islander - Male	0.0	223.0	0.2	818	71,169	73
HP07F	Grade 7 Students - Hawaiian Native/Pacific Islander - Female	0.0	173.0	0.2	818	71,169	73
TR07M	Grade 7 Students - Two or More Races - Male	0.0	41.0	1.6	818	71,169	73
TR07F	Grade 7 Students - Two or More Races - Female	0.0	49.0	1.5	818	71,169	73
G08	Grade 8 Students - Total	0.0	1,581.0	119.0	1,066	70,426	68

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 2012-13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
AM08M	Grade 8 Students - American Indian/Alaska Native - Male	0.0	136.0	0.7	1,066	70,426	75
AM08F	Grade 8 Students - American Indian/Alaska Native - Female	0.0	142.0	0.6	1,066	70,426	75
AS08M	Grade 8 Students - Asian - Male	0.0	255.0	2.8	1,066	70,426	75
AS08F	Grade 8 Students - Asian - Female	0.0	204.0	2.7	1,066	70,426	75
HI08M	Grade 8 Students - Hispanic - Male	0.0	615.0	14.5	1,066	70,426	75
HI08F	Grade 8 Students - Hispanic - Female	0.0	628.0	13.9	1,066	70,426	75
BL08M	Grade 8 Students - Black - Male	0.0	262.0	9.5	1,066	70,426	75
BL08F	Grade 8 Students - Black - Female	0.0	256.0	9.1	1,066	70,426	75
WH08M	Grade 8 Students - White - Male	0.0	533.0	31.8	1,066	70,426	75
WH08F	Grade 8 Students - White - Female	0.0	537.0	30.0	1,066	70,426	75
HP08M	Grade 8 Students - Hawaiian Native/Pacific Islander - Male	0.0	175.0	0.2	861	70,633	75
HP08F	Grade 8 Students - Hawaiian Native/Pacific Islander - Female	0.0	150.0	0.2	861	70,633	75
TR08M	Grade 8 Students - Two or More Races - Male	0.0	53.0	1.5	861	70,633	75
TR08F	Grade 8 Students - Two or More Races - Female	0.0	50.0	1.4	861	70,633	75
G09	Grade 9 Students - Total	0.0	2,837.0	154.2	1,553	75,350	62
AM09M	Grade 9 Students - American Indian/Alaska Native - Male	0.0	212.0	0.9	1,553	75,350	64
AM09F	Grade 9 Students - American Indian/Alaska Native - Female	0.0	211.0	0.8	1,553	75,350	64
AS09M	Grade 9 Students - Asian - Male	0.0	465.0	3.6	1,553	75,350	64
AS09F	Grade 9 Students - Asian - Female	0.0	348.0	3.4	1,553	75,350	64
HI09M	Grade 9 Students - Hispanic - Male	0.0	681.0	19.4	1,553	75,350	64
HI09F	Grade 9 Students - Hispanic - Female	0.0	664.0	18.0	1,553	75,350	64
BL09M	Grade 9 Students - Black - Male	0.0	621.0	13.4	1,553	75,350	64
BL09F	Grade 9 Students - Black - Female	0.0	767.0	12.3	1,553	75,350	64
WH09M	Grade 9 Students - White - Male	0.0	856.0	40.4	1,553	75,350	64
WH09F	Grade 9 Students - White - Female	0.0	821.0	37.8	1,553	75,350	64
HP09M	Grade 9 Students - Hawaiian Native/Pacific Islander - Male	0.0	186.0	0.3	1,440	75,466	64
HP09F	Grade 9 Students - Hawaiian Native/Pacific Islander - Female	0.0	166.0	0.3	1,440	75,466	64
TR09M	Grade 9 Students - Two or More Races - Male	0.0	249.0	1.9	1,440	75,466	64

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 2012-13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
TR09F	Grade 9 Students - Two or More Races - Female	0.0	198.0	1.9	1,440	75,466	64
G10	Grade 10 Students - Total	0.0	1,972.0	150.4	1,709	76,188	60
AM10M	Grade 10 Students - American Indian/Alaska Native - Male	0.0	209.0	0.8	1,709	76,188	62
AM10F	Grade 10 Students - American Indian/Alaska Native - Female	0.0	181.0	0.8	1,709	76,188	62
AS10M	Grade 10 Students - Asian - Male	0.0	505.0	3.8	1,709	76,188	62
AS10F	Grade 10 Students - Asian - Female	0.0	360.0	3.6	1,709	76,188	62
HI10M	Grade 10 Students - Hispanic - Male	0.0	842.0	17.9	1,709	76,188	62
HI10F	Grade 10 Students - Hispanic - Female	0.0	698.0	17.1	1,709	76,188	62
BL10M	Grade 10 Students - Black - Male	0.0	698.0	12.0	1,709	76,188	62
BL10F	Grade 10 Students - Black - Female	0.0	733.0	11.7	1,709	76,188	62
WH10M	Grade 10 Students - White - Male	0.0	679.0	40.3	1,709	76,188	62
WH10F	Grade 10 Students - White - Female	0.0	816.0	38.4	1,709	76,188	62
HP10M	Grade 10 Students - Hawaiian Native/Pacific Islander - Male	0.0	154.0	0.3	1,599	76,301	62
HP10F	Grade 10 Students - Hawaiian Native/Pacific Islander - Female	0.0	149.0	0.3	1,599	76,301	62
TR10M	Grade 10 Students - Two or More Races - Male	0.0	450.0	1.7	1,599	76,301	62
TR10F	Grade 10 Students - Two or More Races - Female	0.0	443.0	1.8	1,599	76,301	62
G11	Grade 11 Students - Total	0.0	2,968.0	142.9	1,750	76,258	61
AM11M	Grade 11 Students - American Indian/Alaska Native - Male	0.0	171.0	0.8	1,750	76,258	63
AM11F	Grade 11 Students - American Indian/Alaska Native - Female	0.0	172.0	0.7	1,750	76,258	63
AS11M	Grade 11 Students - Asian - Male	0.0	459.0	3.7	1,750	76,258	63
AS11F	Grade 11 Students - Asian - Female	0.0	340.0	3.6	1,750	76,258	63
HI11M	Grade 11 Students - Hispanic - Male	0.0	541.0	16.3	1,750	76,258	63
HI11F	Grade 11 Students - Hispanic - Female	0.0	570.0	15.9	1,750	76,258	63
BL11M	Grade 11 Students - Black - Male	0.0	317.0	10.6	1,750	76,258	63
BL11F	Grade 11 Students - Black - Female	0.0	408.0	10.8	1,750	76,258	63
WH11M	Grade 11 Students - White - Male	0.0	1,004.0	39.2	1,750	76,258	63
WH11F	Grade 11 Students - White - Female	0.0	1,237.0	37.7	1,750	76,258	63
HP11M	Grade 11 Students - Hawaiian Native/Pacific Islander - Male	0.0	123.0	0.3	1,640	76,371	63

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 2012-13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
HP11F	Grade 11 Students - Hawaiian Native/Pacific Islander - Female	0.0	134.0	0.3	1,640	76,371	63
TR11M	Grade 11 Students - Two or More Races - Male	0.0	318.0	1.5	1,640	76,371	63
TR11F	Grade 11 Students - Two or More Races - Female	0.0	321.0	1.6	1,640	76,371	63
G12	Grade 12 Students - Total	0.0	2,424.0	141.2	1,756	76,395	62
AM12M	Grade 12 Students - American Indian/Alaska Native - Male	0.0	159.0	0.8	1,756	76,395	64
AM12F	Grade 12 Students - American Indian/Alaska Native - Female	0.0	120.0	0.7	1,756	76,395	64
AS12M	Grade 12 Students - Asian - Male	0.0	425.0	3.7	1,756	76,395	64
AS12F	Grade 12 Students - Asian - Female	0.0	358.0	3.6	1,756	76,395	64
HI12M	Grade 12 Students - Hispanic - Male	0.0	518.0	15.6	1,756	76,395	64
HI12F	Grade 12 Students - Hispanic - Female	0.0	528.0	15.5	1,756	76,395	64
BL12M	Grade 12 Students - Black - Male	0.0	293.0	10.3	1,756	76,395	64
BL12F	Grade 12 Students - Black - Female	0.0	319.0	10.7	1,756	76,395	64
WH12M	Grade 12 Students - White - Male	0.0	735.0	39.3	1,756	76,395	64
WH12F	Grade 12 Students - White - Female	0.0	1,099.0	37.7	1,756	76,395	64
HP12M	Grade 12 Students - Hawaiian Native/Pacific Islander - Male	0.0	114.0	0.2	1,647	76,507	64
HP12F	Grade 12 Students - Hawaiian Native/Pacific Islander - Female	0.0	110.0	0.2	1,647	76,507	64
TR12M	Grade 12 Students - Two or More Races - Male	0.0	140.0	1.4	1,647	76,507	64
TR12F	Grade 12 Students - Two or More Races - Female	0.0	131.0	1.5	1,647	76,507	64
UG	Ungraded Students - Total	0.0	766.0	9.1	168	88,563	42
AMUGM	Ungraded Students - American Indian/Alaska Native - Male	0.0	17.0	#	168	88,563	44
AMUGF	Ungraded Students - American Indian/Alaska Native - Female	0.0	13.0	#	168	88,563	44
ASUGM	Ungraded Students - Asian - Male	0.0	67.0	0.3	168	88,563	44
ASUGF	Ungraded Students - Asian - Female	0.0	31.0	0.1	168	88,563	44
HIUGM	Ungraded Students - Hispanic - Male	0.0	244.0	2.2	168	88,563	44
HIUGF	Ungraded Students - Hispanic - Female	0.0	132.0	1.0	168	88,563	44
BLUGM	Ungraded Students - Black - Male	0.0	239.0	1.5	168	88,563	44
BLUGF	Ungraded Students - Black - Female	0.0	216.0	0.7	168	88,563	44
WHUGM	Ungraded Students - White - Male	0.0	234.0	2.1	168	88,563	44

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 2012-13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
WHUGF	Ungraded Students - White - Female	0.0	171.0	1.1	168	88,563	44
HPUGM	Ungraded Students - Hawaiian Native/Pacific Islander - Male	0.0	22.0	#	168	88,563	44
HPUGF	Ungraded Students - Hawaiian Native/Pacific Islander - Female	0.0	10.0	#	168	88,563	44
TRUGM	Ungraded Students - Two or More Races - Male	0.0	14.0	0.1	168	88,563	44
TRUGF	Ungraded Students - Two or More Races - Female	0.0	14.0	#	168	88,563	44
MEMBER	All Students - Total	0.0	12,944.0	517.5	2,454	3,769	178
AM	All Students - American Indian/Alaska Native	0.0	1,435.0	5.5	2,437	3,801	210
AMALM	All Students - American Indian/Alaska Native - Male	0.0	751.0	2.8	2,437	3,801	171
AMALF	All Students - American Indian/Alaska Native - Female	0.0	684.0	2.7	2,437	3,801	171
ASIAN	All Students - Asian	0.0	3,249.0	24.5	2,437	3,801	210
ASALM	All Students - Asian - Male	0.0	1,854.0	12.5	2,437	3,801	171
ASALF	All Students - Asian - Female	0.0	1,395.0	12.1	2,437	3,801	171
HISP	All Students - Hispanic	0.0	6,144.0	129.2	2,437	3,801	210
HIALM	All Students - Hispanic - Male	0.0	3,151.0	66.2	2,437	3,801	171
HALF	All Students - Hispanic - Female	0.0	2,993.0	63.0	2,437	3,801	171
BLACK	All Students - Black	0.0	5,984.0	80.4	2,437	3,801	210
BLALM	All Students - Black - Male	0.0	2,946.0	41.1	2,437	3,801	171
BLALF	All Students - Black - Female	0.0	3,038.0	39.3	2,437	3,801	171
WHITE	All Students - White	0.0	10,423.0	261.7	2,437	3,801	210
WHALM	All Students - White - Male	0.0	5,089.0	135.0	2,437	3,801	171
WHALF	All Students - White - Female	0.0	5,334.0	126.6	2,437	3,801	171
PACIFIC	All Students - Hawaiian Native / Pacific Islander	0.0	1,143.0	1.9	2,049	4,194	210
HPALM	All Students - Hawaiian Native/Pacific Islander - Male	0.0	1,167.0	1.1	2,049	4,194	171
HPALF	All Students - Hawaiian Native/Pacific Islander - Female	0.0	1,069.0	1.0	2,049	4,194	171
TR	All Students - Two or More Races	0.0	2,250.0	14.3	2,049	4,194	210
TRALM	All Students - Two or More Races - Male	0.0	1,157.0	7.3	2,049	4,194	171

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 2012-13**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012-13—Continued

Variable	Label	Mini- mum	Maxi- mum	Mean	Missing	Not applicable	Suppress- ed
TRALF	All Students - Two or More Races - Female	0.0	1,093.0	7.1	2,049	4,194	171
TOTETH	Total Ethnic	0.0	12,944.0	517.6	2,437	3,801	189

Rounds to zero.

NOTE: "Suppressed" indicates that data were suppressed due to the data item not meeting NCES data quality standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public (CCD). "Elementary/Secondary School Universe Survey," 2012-13, Version Provisional 1a.

**Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public
Elementary/Secondary School Universe Survey: School Year 2012-13**

Table B-3. Frequencies of categorical variables: School Year 2012-13

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Survey year (SURVYEAR)				
2012	102,890	100.0	102,890	100.0
School type (TYPE)				
1—Regular	92,530	89.9	92,530	89.9
2—Special education	2,152	2.1	94,682	92.0
3—Vocational	1,514	1.5	96,196	93.5
4—Other/Alternative School	6,630	6.4	102,826	99.9
5—Reportable program	64	0.1	102,890	100.0
School operational status (STATUS)				
1—Continuing	98,563	95.8	98,563	95.8
2—Closed	1,576	1.5	100,139	97.3
3—New	1,489	1.5	101,628	98.8
4—Added	102	0.1	101,730	98.9
5—Changed agency	189	0.2	101,919	99.1
6—Inactive	566	0.6	102,485	99.6
7—Future	335	0.3	102,820	99.9
8—Reopened	70	0.1	102,890	100.0
NCES urban-centric locale code (ULOCAL)				
11—City, large	14,481	14.1	14,481	14.1
12—City, midsize	6,233	6.1	20,714	20.1
13—City, small	7,120	6.9	27,834	27.1
21—Suburb, large	26,936	26.2	54,770	53.2
22—Suburb, midsize	3,409	3.3	58,179	56.5
23—Suburb, small	2,114	2.1	60,293	58.6
31—Town, fringe	3,098	3.0	63,391	61.6
32—Town, distant	6,099	5.9	69,490	67.5
33—Town, remote	4,904	4.8	74,394	72.3
41—Rural, fringe	10,770	10.5	85,164	82.8
42—Rural, distant	10,813	10.5	95,977	93.3
43—Rural, remote	6,788	6.6	102,765	99.9
N—Not applicable	125	0.1	102,890	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 2012-13**

Table B-3. Frequencies of categorical variables: School Year 2012-13—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
School low grade offered (GSLO)				
01—1st grade students	1,117	1.1	1,117	1.1
02—2nd grade students	635	0.6	1,752	1.7
03—3rd grade students	1,558	1.5	3,310	3.2
04—4th grade students	1,385	1.4	4,695	4.6
05—5th grade students	2,701	2.6	7,396	7.2
06—6th grade students	12,622	12.3	20,018	19.5
07—7th grade students	6,400	6.2	26,418	25.7
08—8th grade students	1,019	1.0	27,437	26.7
09—9th grade students	16,724	16.3	44,161	42.9
10—10th grade students	880	0.9	45,041	43.8
11—11th grade students	271	0.3	45,312	44.0
12—12th grade students	142	0.1	45,454	44.2
KG—Kindergarten students	25,919	25.2	71,373	69.4
N—Not applicable	1,672	1.6	73,045	71.0
PK—Prekindergarten students	29,753	28.9	102,798	99.9
UG—Students in ungraded classes	92	0.1	102,890	100.0
School high grade offered (GSHI)				
01—1st grade students	556	0.5	556	0.5
02—2nd grade students	1,575	1.5	2,131	2.1
03—3rd grade students	1,645	1.6	3,776	3.7
04—4th grade students	4,032	3.9	7,808	7.6
05—5th grade students	27,233	26.5	35,041	34.1
06—6th grade students	12,850	12.5	47,891	46.6
07—7th grade students	607	0.6	48,498	47.1
08—8th grade students	21,201	20.6	69,699	67.7
09—9th grade students	1,647	1.6	71,346	69.3
10—10th grade students	324	0.3	71,670	69.7
11—11th grade students	370	0.4	72,040	70.0
12—12th grade students	27,373	26.6	99,413	96.6
KG—Kindergarten students	542	0.5	99,955	97.2
N—Not applicable	1,672	1.6	101,627	98.8
PK—Prekindergarten students	1,171	1.1	102,798	99.9
UG—Students in ungraded classes	92	0.1	102,890	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 2012-13**

Table B-3. Frequencies of categorical variables: School Year 2012-13—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
School level (LEVEL)				
1—Primary	54,310	52.8	54,310	52.8
2—Middle	17,024	16.6	71,334	69.3
3—High	21,136	20.5	92,470	89.9
4—Other	6,896	6.7	99,366	96.6
N—Not applicable	3,524	3.4	102,890	100.0
Title I eligible school (TITLEI)				
1—Yes	69,758	67.8	69,758	67.8
2—No	28,007	27.2	97,765	95.0
M—Missing	1,152	1.1	98,917	96.1
N—Not applicable	3,973	3.9	102,890	100.0
School-wide Title I (STITLI)				
1—Yes	53,064	51.6	53,064	51.6
2—No	16,694	16.2	69,758	67.8
M—Missing	1,152	1.1	70,910	68.9
N—Not applicable	31,980	31.1	102,890	100.0
Magnet school indicator (MAGNET)				
1—Yes	3,191	3.1	3,191	3.1
2—No	74,775	72.7	77,966	75.8
M—Missing	7,285	7.1	85,251	82.9
N—Not applicable	17,639	17.1	102,890	100.0
Charter school indicator (CHARTR)				
1—Yes	6,515	6.3	6,515	6.3
2—No	84,488	82.1	91,003	88.5
M—Missing	268	0.3	91,271	88.7
N—Not applicable	11,619	11.3	102,890	100.0
Shared time indicator (SHARED)				
1—Yes	2,055	2.0	2,055	2.0
2—No	77,675	75.5	79,730	77.5
M—Missing	23,160	22.5	102,890	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 2012-13**

Table B-3. Frequencies of categorical variables: School Year 2012-13—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
BIE school flag (BIES)				
1—Yes	10	#	10	#
2—No	102,880	100.0	102,890	100.0
Race/ethnicities categories indicator (RACECAT)				
5—5 race/ethnicity categories used in reporting	394	0.4	394	0.4
7—7 race/ethnicity categories used in reporting	102,496	99.6	102,890	100.0
Reconstituted Year (RECONSTY)				
2010	260	0.3	260	0.3
2011	696	0.7	956	0.9
2012	163	0.2	1,119	1.1
N—Not applicable	101,771	98.9	102,890	100.0
Reconstituted Flag (RECONSTF)				
1—Yes	163	0.2	163	0.2
2—No	102,727	99.8	102,890	100.0
PK Grade Offered (PKOFFRD)				
1—Yes	29,901	29.1	29,901	29.1
2—No	72,989	70.9	102,890	100.0
KG Grade Offered (KGOFFRD)				
1—Yes	54,019	52.5	54,019	52.5
2—No	48,871	47.5	102,890	100.0
Grade 01 Offered (G01OFFRD)				
1—Yes	54,519	53.0	54,519	53.0
2—No	48,371	47.0	102,890	100.0
Grade 02 Offered (G02OFFRD)				
1—Yes	54,558	53.0	54,558	53.0
2—No	48,332	47.0	102,890	100.0
Grade 03 Offered (G03OFFRD)				
1—Yes	54,503	53.0	54,503	53.0
2—No	48,387	47.0	102,890	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 2012-13**

Table B-3. Frequencies of categorical variables: School Year 2012-13—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Grade 04 Offered (G05OFFRD)				
1—Yes	54,237	52.7	54,237	52.7
2—No	48,653	47.3	102,890	100.0
Grade 05 Offered (G05OFFRD)				
1—Yes	52,914	51.4	52,914	51.4
2—No	49,976	48.6	102,890	100.0
Grade 06 Offered (G06OFFRD)				
1—Yes	38,366	37.3	38,366	37.3
2—No	64,524	62.7	102,890	100.0
Grade 07 Offered (G07OFFRD)				
1—Yes	31,907	31.0	31,907	31.0
2—No	70,983	69.0	102,890	100.0
Grade 08 Offered (G08OFFRD)				
1—Yes	32,257	31.4	32,257	31.4
2—No	70,633	68.7	102,890	100.0
Grade 09 Offered (G09OFFRD)				
1—Yes	27,755	27.0	27,755	27.0
2—No	75,135	73.0	102,890	100.0
Grade 10 Offered (G10OFFRD)				
1—Yes	27,055	26.3	27,055	26.3
2—No	75,835	73.7	102,890	100.0
Grade 11 Offered (G11OFFRD)				
1—Yes	27,010	26.3	27,010	26.3
2—No	75,880	73.8	102,890	100.0
Grade 12 Offered (G12OFFRD)				
1—Yes	26,854	26.1	26,854	26.1
2—No	76,036	73.9	102,890	100.0
UG Grade Offered (UGOFFRD)				
1—Yes	13,794	13.4	13,794	13.4
2—No	89,096	86.6	102,890	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 2012-13**

Table B-3. Frequencies of categorical variables: School Year 2012-13—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Title I School Status (TITLEISTAT)				
1—School is eligible for Title I Targeted Assistance (TAS) but provides no program	4,863	4.7	4,863	4.7
2—School is eligible for Title I Targeted Assistance (TAS) and provides TAS program	9,219	9.0	14,082	13.7
3—School is eligible for Title I Schoolwide program (SWP) and provides TAS program	3,676	3.6	17,758	17.3
4—School is eligible for Title I Schoolwide program (SWP) but provides no program	7,088	6.9	24,846	24.2
5—School is eligible for Title I Schoolwide program (SWP) and provides Title I Schoolwide program	40,133	39.0	64,979	63.2
6—School is not eligible for either Title I Targeted Assistance (TAS) or Schoolwide program	27,457	26.7	92,436	89.8
M—Missing	6,488	6.3	98,924	96.2
N—Not applicable	3,966	3.9	102,890	100.0
Multi-year edit - School Membership (SMEMPUP)				
1—Failed the edit	739	0.7	739	0.7
2—Passed the edit	102,151	99.3	102,890	100.0
Multi-year edit flag - School Membership (ISMEMPUP)				
FA—Analyst accepts anomalous data as correct; data not suppressed	485	0.5	485	0.5
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	19	#	504	0.5
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	115	0.1	619	0.6
FN—State did not provide a response as to why anomalous data are correct; data suppressed	120	0.1	739	0.7
PS—Passed the edit	102,151	99.3	102,890	100.0
Multi-year edit flag - School Teacher (SFTEPUP)				
1—Failed the edit	1,259	1.2	1,259	1.2
2—Passed the edit	101,631	98.8	102,890	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 2012-13**

Table B-3. Frequencies of categorical variables: School Year 2012-13—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Multi-year edit flag - School Teacher (ISFTEPUP)				
FA—Analyst accepts anomalous data as correct; data not suppressed	814	0.8	814	0.8
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	14	#	828	0.8
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	141	0.1	969	0.9
FN—State did not provide a response as to why anomalous data are correct; data suppressed	290	0.3	1,259	1.2
PS—Passed the edit	101,631	98.8	102,890	100.0
Multi-year edit flag - School Free Lunch (SFLE)				
1—Failed the edit	2,050	2.0	2,050	2.0
2—Passed the edit	100,840	98.0	102,890	100.0
Multi-year edit flag - School Free Lunch (ISFLE)				
FA—Analyst accepts anomalous data as correct; data not suppressed	949	0.9	949	0.9
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	294	0.3	1,243	1.2
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	599	0.6	1,842	1.8
FN—State did not provide a response as to why anomalous data are correct; data suppressed	208	0.2	2,050	2.0
PS—Passed the edit	100,840	98.0	102,890	100.0
Multi-year edit flag - School Race (SPWHITE)				
1—Failed the edit	89	0.1	89	0.1
2—Passed the edit	102,801	99.9	102,890	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 2012-13**

Table B-3. Frequencies of categorical variables: School Year 2012-13—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Multi-year edit flag - Race (ISPWHITE)				
FA—Analyst accepts anomalous data as correct; data not suppressed	57	0.1	57	0.1
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	5	#	62	0.1
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	21	#	83	0.1
FN—State did not provide a response as to why anomalous data are correct; data suppressed	6	#	89	0.1
PS—Passed the edit	102,801	99.9	102,890	100.0
Multi-year edit flag - School Gender (SPFEMALE)				
1—Failed the edit	31	#	31	#
2—Passed the edit	102,859	100.0	102,890	100.0
Multi-year edit flag - School Gender (ISPFEMALE)				
FA—Analyst accepts anomalous data as correct; data not suppressed	16	#	16	#
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	1	#	17	#
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	12	#	29	#
FN—State did not provide a response as to why anomalous data are correct; data suppressed	2	#	31	#
PS—Passed the edit	102,859	100.0	102,890	100.0
Multi-year edit flag - School Grade (SPELM)				
1—Failed the edit	315	0.3	315	0.3
2—Passed the edit	102,575	99.7	102,890	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 2012-13

Table B-3. Frequencies of categorical variables: School Year 2012-13—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Multi-year edit flag - School Grade (ISPELM)				
FA—Analyst accepts anomalous data as correct; data not suppressed	264	0.3	264	0.3
FB—State does not give satisfactory response as to why anomalous data are correct; data suppressed	8	#	272	0.3
FE—State provided satisfactory response as to why anomalous data are correct; data not suppressed	30	#	302	0.3
FN—State did not provide a response as to why anomalous data are correct; data suppressed	13	#	315	0.3
PS—Passed the edit	102,575	99.7	102,890	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," 2012-13, Version Provisional 1a.

**Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public
Elementary/Secondary School Universe Survey: School Year 2012-13**

Table B-4. Frequency of suppressed cells: School Year 2012-13

State or jurisdiction	Total Membership	Total Teachers	Free Lunch
United States¹	139	304	637
Alabama	7	10	13
Alaska	0	0	0
Arizona	0	3	77
Arkansas	0	0	0
California	1	0	39
Colorado	0	0	0
Connecticut	0	0	3
Delaware	2	0	2
District of Columbia	0	0	1
Florida	1	0	2
Georgia	2	0	0
Hawaii	0	0	0
Idaho	3	9	12
Illinois	17	63	40
Indiana	4	3	5
Iowa	0	0	0
Kansas	35	117	43
Kentucky	2	0	25
Louisiana	1	2	9
Maine	0	0	0
Maryland	0	1	5
Massachusetts	1	2	4
Michigan	16	5	23
Minnesota	0	0	0
Mississippi	2	2	4
Missouri	0	0	54
Montana	0	2	0
Nebraska	2	2	3
Nevada	1	1	3
New Hampshire	0	0	0
New Jersey	15	60	20
New Mexico	0	0	1
New York	6	4	6
North Carolina	1	0	1
North Dakota	0	0	0
Ohio	3	1	169
Oklahoma	1	0	6
Oregon	0	1	4

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 2012-13

Table B-4. Frequency of suppressed cells: School Year 2012-13—Continued

State or jurisdiction	Total Membership	Total Teachers	Free Lunch
Pennsylvania	1	1	17
Rhode Island	0	0	0
South Carolina	0	0	0
South Dakota	0	0	3
Tennessee	4	6	5
Texas	3	3	3
Utah	2	0	23
Vermont	3	0	5
Virginia	3	6	6
Washington	0	0	1
West Virginia	0	0	0
Wisconsin	0	0	0
Wyoming	0	0	0
Department of Defense schools, Bureau of Indian Education, and other jurisdictions			
Department of Defense (DoDEA)	0	0	0
Bureau of Indian Education	0	0	0
American Samoa	0	0	0
Guam	39	0	0
Commonwealth of the Northern Mariana Islands	0	0	0
Puerto Rico	0	0	0
U.S. Virgin Islands	0	0	0

¹ U.S. totals include the 50 states and the District of Columbia

NOTE: Data cells were suppressed due to data quality concerns based on CCD business rules and edit methodology.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2012-13, Version Provisional 1a.

Appendix C – Glossary for the Common Core of Data: School Year 2012-13

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APPENDIX C— Glossary for the Common Core of Data: School Year 2012–13

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 2012–13

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 2012–13

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 2012–13

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

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boundary; temporarily closed and may 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.

APPENDIX C— Glossary for the Common Core of Data: School Year 2012–13

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.

APPENDIX C— Glossary for the Common Core of Data: School Year 2012–13

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.

APPENDIX C— Glossary for the Common Core of Data: School Year 2012–13

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).

**APPENDIX D—State Notes for the Common Core of Data: School Year
2012–13**

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APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

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 2012-13 (i.e., school, LEA and state.)

Alabama

It appears that the state submitted the same staff data in the current year that they submitted in the prior year. Data were imputed on the state file and suppressed on the LEA file. PK Teachers (+12%) and Elementary Teachers (+14%) increased in the current year. State did not report English Language Learner (ELL) data.

Alaska

State did not report Instructional Coordinators (they have not reported these data in the past). These data were set to Missing on the LEA file, and imputed on the State Non-Fiscal file.

Arizona

State was questioned on the following issues:

- Instructional Coordinators increased from 96 in the prior year to 592 in the current year
- Library/Media Support decreased from 1,276 in the prior year to 94 in the current year
- LEA Admin increased from 425 in the prior year to 1,230 in the current year
- LEA Admin Support increased from 881 in the prior year to 4,160 in the current year
- School Admin Support decreased from 4,563 in the prior year to 3,808 in the current year
- Student Support increased from 7,649 in the prior year to 11,526 in the current year

State responded - We revised our submissions in June 2013 for several previous years going back to 2008-2009.

Arkansas

The state reported noticeable changes from the prior year for the following staff categories: Instructional Coordinators (+20%), Elementary Guidance Counselors (-22%), Secondary Guidance Counselors (-13%), Library/Media Specialists (-12%), Library/Media Support (-20%), and School Administrators (-19%). State confirmed the data as accurate.

California

State 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.

Magnet schools increased from 282 in the prior year to 421 in the current year. State confirmed the data as accurate.

Ungraded Teachers (UGTCH) decreased 31% and Instructional Coordinators (CORSUP) increased 25%. State responded – ‘In 11-12, there were Ungraded Teachers that should have been counted in the CORSUP. In 12-13, corrections were made to properly identify the CORSUP, which effectively reduced the Ungraded teachers count and increased the CORSUP count.’

Colorado

None.

Connecticut

None.

Delaware

The state reported large increases compared to the prior year in the total number of LEA Administrators (+505%), LEA Administrative Support Staff (+467%), and Student Support Staff (+43%). The state responded the prior year data are incorrect, and that the current year data are accurate.

APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

District of Columbia

Elementary Teachers, Secondary Teachers, and Ungraded Teachers were reported correctly this year; Census imputed these data in 2011-12 on the State file and set the LEA data to Missing.

UG Students decreased 35%; LEA Admin Support increased 521%. State verified the data as accurate.

According to state, the 48.4% increase in ELL students is due to state giving LEAs more guidance and assistance with identifying ELL students.

According to state, the increase in magnet schools is due to receiving guidance from specifications and including both tier 1 and tier 2 schools, unlike prior year when only tier 1 schools included.

According to state, the 36.2% decrease in reduced price lunch students is due to changes in community eligibility rules.

Florida

None.

Georgia

None.

Hawaii

English Language Learners decreased 33%. State explained that prior year data were revised in Feb 2013; and that the current year data are correct.

Idaho

Instructional coordinators decreased 70%; LEA Admin Support decreased 79%; Student Support decreased 40%; and Other Support Staff decreased 38%. State said there is a problem with the data, and they are looking into it. Data were imputed at the state level, and suppressed at the LEA level.

The state-reported count of Prekindergarten Students increased 100%. The state did not respond to requests for clarification. PK Students to fluctuate in Idaho (2009-10 = 2,646, 2010-11 = 1,821, 2011-12 = 1,338, 2012-13 = 2,683); therefore Census left the data as reported.

English Language Learners increased 48%. State did not respond; therefore Census suppressed this count for individual districts that failed the multi-year edit report.

Illinois

The following counts for teachers and staff decreased in the current year in comparison to the prior year: PK Teachers (-76%), KG Teachers (-38%), Library/Media Specialists (-17%); the following teacher and staff data increased in the current year: Secondary Teachers (44%), Instructional Coordinators (506%), LEA Admin (148%), School Admin (27%), Student Support (342%) - state did not address these issues. Data were imputed at the state level and suppressed at the LEA level.

Free Lunch increased 105% and Reduced Lunch decreased 80%; however Total Free and Reduced Lunch only had a 1% increase. State went to the community eligibility option which explains the data.

Indiana

Compared to prior year data, Prekindergarten Teachers decreased 17%; Elementary Teachers decreased 30%; Secondary Teachers increased 45% - state addressed other issues but not these. Data were left as reported.

APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

Iowa

Noticeable increase for Instructional Coordinators (40%) – state confirmed data as accurate.

Prekindergarten Students at the school level is 45.6% lower than state and LEAs. This is similar to the concern addressed in the prior year and the state provided the explained in 2011-12 indicating, “Iowa has implemented a Statewide 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.” Census left the data as reported.

Kansas

State and LEA Prekindergarten Students exceed School by 14%; State and LEA Ungraded Students exceed School by 38%. State said - 'Our LEAs have the ability to enter some groups of students at the district level, without assigning them to a specific building in the district'.

Student Support staff counts decreased 41% from prior year. State said - 'Changes in reporting systems allowed districts to more accurately report staff assignments'.

Kentucky

Prekindergarten Teachers (25%), Kindergarten Teachers (56%), and Library/Media Support (20%) increased from prior year - state did not address these issues. Census left the data as reported.

Louisiana

The state reported Student Support staff counts that were 41% lower than prior year – state did not address this issue. Census left the data as reported.

Maine

Counts of Free lunch students increased 584% over the prior year. State said data are correct. State responded “the current year figures are correct. A new data collection method invoked in 11-12 caused unreliable data collection.”

Aides decreased 33%, Instructional Coordinators increased 53%, Guidance Counselors decreased 47%, Library/Media Specialists decreased 43%, Library/Media Support decreased 47%; LEA Admin increased 900%, School Admin decreased 44%, Student Support decreased 18%, All Other Support decreased 34% - state said the prior year values are wrong. Census analysts found that the CY values match closely to the 2010-2011 values; which supports the state’s claim that the prior year data are wrong and the current year data are correct.

Maryland

None.

Massachusetts

None.

Michigan

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

Kindergarten Teachers increased 15%; LEA Admin increased 30%; School Admin increased 41%; Instructional Coordinators decreased 62% - state confirmed the data as correct.

Ungraded Students decreased 55% - state did not address this issue. Data left as reported.

APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

Minnesota

None.

Mississippi

English Language Learners increased 37% - state confirmed the data as accurate.

Missouri

LEA Support staff had a 36% decrease - state did not respond. Data left as reported.

Montana

State does not historically report Prekindergarten Teachers, Kindergarten Teachers, Library/Media Support, LEA Admin Support, School Admin Support, or Other Support. Data were imputed on the state file and set to Missing on the LEA file.

Nebraska

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

Nevada

State did not report Instructional Aides, Instructional Coordinators, Library/Media Support, LEA Admin Support, or School Admin Support - the state has not submitted these data in the past. Data were imputed on the state file and set to Missing on the LEA file.

All Other Support Staff increased 29% - State confirmed the data as accurate. Data left as reported.

New Hampshire

The state 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 is larger than LEA by 750 students. State said - The reason why there is a large difference is because 750 PK 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

Aides increased 26%, School Support staff increased 27%, and Other Support Staff increased 35% - state said: 'State of NJ moved to Longitudinal Portal System, with better collection of data, and districts have reported better data.'

New Mexico

In many cases, the total number of students at the agency level is significantly larger than the number of students at the school level. The state responded to this issue last year:

"NMPED designates schools with a school type. When reporting State and District all school types (Central Office, Charter, Home School, Off-Site, Private, Public, State Supported) are reported. When reporting schools only types Charter, Public, State Supported are reported. All of these students represent special ED students who are receiving education in locations other than Public, Charter or State supported."

New York

Instructional Aides increased 20%, All Other Support staff decreased 38% - state did not respond to these issues. Data were left as reported. English Language Learners decreased 68% because many LEA's have null data - state did not respond. The null data were set to Missing.

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New York City Public Schools—The New York City Public Schools agency has been assigned a supervisory union number (300) and its component sub-districts are identified as components of the supervisory union. The supervisory union component number can be used in aggregating data to a single observation for the New York City Public Schools district.

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 2012–13

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," 2012–13, Version Provisional 1a.

North Carolina

State has Ungraded Students (UG) valid for the state, however they did not report UG students - state 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.'

APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

State and LEA Total Prekindergarten Students exceeds sum of School's Total Prekindergarten Students by about 12,000 students - state said: 'These data are correct; the discrepancy between the state total and the School total is due to the fact that PK students are reported in "000" (central office) schools, and data for those schools are not submitted to *EDFacts*.'

Kindergarten Teachers increased 21% - state did not respond to this issue. Data were left as reported.

North Dakota

None.

Ohio

None

Oklahoma

None.

Oregon

State and LEA PK student counts increased by 228%. The state responded "Between 2011-2012 and 2012-2013 I had all the PK offices review the federal specs and determine if we should be including their PK students in the counts. Previously we were not counting Migrant students from our OMSIS system and we determined that we should have been doing this. We also reviewed and verified the sources to use for Head Start and Early Childhood Special Education. The programs reviewed their data and approved it - so I believe this is the most accurate counts we have had to date."

The count of English Language Learners decreased 21%. State did not respond. Data were left as reported.

Pennsylvania

The count of Prekindergarten Students at the school level is 20% lower than State & LEA. This is a historical trend that occurs every year. The state was asked to confirm the verification provided in 2009-10, which stated, "Pennsylvania had a substantial difference between the state total and sum of schools for PK students. This is due to the fact that students educated at offsite locations are not included in the school details but are included in the state totals. " The state made the following remark for 2012-13 "Yes, it is the same this year. Most of these students are preschool early intervention students. School level data are collected and managed by a different agency; these programs are on funded by the PA Dept. of Education. Totals are included in Special Education data files at a state level only. "

The school-level count of Ungraded Students is 60% lower than State & LEA. This concern was not specifically addressed/re-confirmed for 2012-13 but it is a historical trend that occurs every year. The verification provided in 2009-10 that was confirmed in 2011-12 stated, "Pennsylvania had a substantial difference between the state total and sum of schools for Ungraded students. This is due to the fact that students educated at offsite locations are not included in the school details but are included in the state totals. "

Rhode Island

Secondary Teachers decreased 24%. State did not respond. Data were left as reported.

South Carolina

Library/Media Support increased 18%; LEA Admin Support increased 20%; School Admin Support increased 24%; Other Support increased 25%. State did not respond. Data were left as reported.

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South Dakota

LEA Ungraded Teachers were not reported; therefore LEA teacher counts are consistently lower than the aggregated school-level count of teachers. Census left the data as reported.

Tennessee

None.

Texas

The current year value for “Eligible for Free Lunch” is 2,709,695, a 23% increase over the previous year. The reason for this increase is that in 2011-12 and earlier, Texas provided data for this count using Economic indicator ‘01 – Eligible for Free Meals’. As the result of a telephone conversation on October 17, 2012 with PSC, Texas agreed to begin including the economic indicator ‘99 – Other Economic Disadvantage’ in the free lunch count, since most of the conditions match eligibility for free lunches. TEA (Texas Education Agency) agreed to recreate and resubmit the 2011-12 files in January 2013. The 2012-13 data reflect the additional counts coded under ‘99 – Other Economic Disadvantage’.

Utah

There was a 31% increase in free lunch data. State did not respond. Data were left as reported.

Vermont

None.

Virginia

State and LEA Teachers exceed School FTE by 10%. The state did not respond to this question. Data were left as reported.

Compared to published, prior year data, Prekindergarten Teachers decreased 16%, Elementary Teachers increased 20%; Instructional Coordinators decreased 87%; Guidance Counselors decreased 17%; School Administrators decreased 13%, Student Support decreased 33%, Other Support decreased 32% - Virginia submitted revised, prior year data to *EDFacts* which was not received in time for publication by NCES. Their current year data are close to their revised prior year data.

Year-to-year comparisons of Virginia’s staff data should be made with caution. For the SY 2011-12 collection, Virginia reported, “Virginia has modified the way it collects its teacher data for the SY 2011-12 to comply with the teacher-student linkage. Virginia’s LEAs are now required to submit teacher information linked to all students.”

Washington

None.

West Virginia

Noticeable decrease for Reduced-Price Lunch (-35%) “West Virginia is using a community option for school meals. This means that all students in a school eat free if a certain criteria is met. You will notice a significant increase in the number of students eligible for free lunch which offset the decrease in reduced-price lunch.” Upon further discussion, the state has indicated that “If a county elects to use the option (the Community Option for meals) and they have a large percentage of directly certified students all students in certain schools eat free. If they use this option they cannot request free and reduced meal applications from the families in that school.”

Wisconsin

Noticeable increase for Ungraded Teachers (114%). State said - “Wisconsin realized last year that we were excluding small amounts of FTE for 3 valid licensed teacher codes for ungraded teaching, mentoring, and academic support tasks. We were thus not fully reporting our teacher FTE in previous years. Most of this increase

APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

came in the ungraded category for licensed teaching staff that is noticeable here. This number is accurate.”

Wyoming

State did not report School-level teacher FTE. These data were set to Missing.

Prekindergarten Teachers decreased 48%; Kindergarten Teachers decreased 26%; LEA Admin decreased 20%; LEA Support Staff decreased 65% - state did not address these issues. Data were left as reported.

Bureau of Indian Education (BIE)

BIE did not submit student data. These data were set to Missing.

Department of Defense Education Activity (combined overseas and domestic)

DOD did not submit data in 2012-2013. Their 2011-2012 Directory data were pulled forward for 2012-2013, and their membership and teacher data were set to Missing.

American Samoa

American Samoa did not submit data in 2012-2013. Their 2011-2012 Directory data were pulled forward for 2012-2013, and their membership and teacher data were set to Missing.

Guam

Did not report School FTE, English Language Learners, Special Education Students, or Free Lunch data. These data were set to Missing.

Teacher and Staff data are the same as prior year. Respondent did not answer requests for clarification. Census suppressed these values on the LEA and school file but left the data as reported on the state file.

Most of the membership data (Grades 6-12) is the same as prior year. Census suppressed these values on the LEA and school file but left the data as reported on the state file.

Commonwealth of the Northern Mariana Islands

None.

Puerto Rico

Instructional Coordinators increased 21%, School Admin increased 26%, and School Admin Support increased 18% - respondent did not answer requests for clarification. Census left the data as reported.

U.S. Virgin Islands

ELL increased 41% - respondent did not answer requests for clarification. Census left the data as reported.

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