

Documentation to the NCES Common
Core of Data Public Elementary/
Secondary School Universe Survey
Preliminary Directory File: School Year
2011-12

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December 2012

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Contents

	Page
I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary Directory File: School Year 2011-12	1
II. User's Guide	3
A. Methodology	3
B. Limitations of the Public Elementary/Secondary School Universe Data Preliminary Directory File	15

List of Tables

Table 1 - File Extraction Dates for Directory File: School Year 2011-12.....	4
Table 2 - American National Standards Institute (ANSI) State Codes and Abbreviations Used in CCD Datasets.....	13
Table 3 - List of Schools with Mailing Address in Another State: School Year 2011-12	14

Appendixes

Appendix A—Record Layout for the Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary Directory: School Year 2011-12	A-1
Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary Directory: School Year 2011-12	B-1

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I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary Directory File: School Year 2011-12

The Common Core of Data (CCD) nonfiscal surveys consist of data submitted annually to the National Center for Education Statistics (NCES) by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four U.S. Island Areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Department of Defense Education Activity (DoDEA), and the Bureau of Indian Education (BIE). In order to provide comparable data across states to the maximum extent feasible, NCES and SEAs have worked since the 1950s to develop and accept common data items and definitions. SEAs report school-, agency-, and state-level education data through the U.S. Department of Education's *EDFacts* data collection system.

The purpose of the CCD nonfiscal surveys is to provide a listing of all schools and agencies providing free public elementary and secondary education, along with basic descriptive statistical information on each school and agency listed. The CCD includes all settings in which free public education is provided to children. However, some SEAs do not provide information on education outside of the traditional public school system – such as schools in correctional facilities or hospitals – while others do provide this information. As defined in the *EDFacts* file specifications, a school is an institution that provides educational services; instructs one or more grade groups (prekindergarten through 12) or is ungraded; contains one or more buildings; has an assigned administrator(s); receives public funds as its primary support; and is operated by an education agency.

To ensure accuracy of the CCD nonfiscal data, CCD survey staff¹ works with contractors to screen, examine, and edit the original data that are submitted by the states through the *EDFacts* data collection system. The quality control process involves extensive cross year, file, and source data checks and iterative data reviews. It often takes several months to release the official dataset after the raw data are submitted. In an attempt to balance between timeliness and data integrity, NCES now publishes preliminary directory files for the CCD nonfiscal agency and school surveys. At a later time, NCES will publish a full preliminary file for both school and agency that will include all of the available CCD nonfiscal variables.

The Public Elementary/Secondary School Universe Survey Preliminary Directory File includes data for the following variables: NCES school ID number, state school ID number, name of the school, name of the agency that operates the school, phone number, mailing address, physical location address, school type, operational status, charter status, urban-centric locale code, latitude, longitude, ANSI county number, county name, low grade offered, and high grade offered. The categorical variables have been edited to ensure they only contain valid values, but the accuracy of the variables has not been reviewed. For example, the charter school indicator variable only allows a valid code of '1', '2', 'M', or 'N'; therefore, a value of '3' in the file would be suppressed and shown as missing. However, whether a school's charter status was reported correctly has not been reviewed. The geographic variables are assigned based on the

¹ CCD survey staff collectively refers to staff employed by NCES as well as staff who are employed by other organizations who perform collection, editing, processing tasks on behalf of NCES. For SY 2011-12 these organizations included staff at the U.S. Census Bureau and the American Institutes for Research.

reported school location address. There are 323 schools where geographical variables are missing because SEAs submitted revisions after the initial set of geographical coding was applied to the file. The geographic data will be applied to these schools in future 2011-12 files.

In the 2011-12 CCD Public Elementary/Secondary School Universe Survey Preliminary Directory File, there are 103,264 records – one for each public elementary and secondary school in the 50 states, the District of Columbia, Puerto Rico, the Commonwealth of the Northern Mariana Islands, the U.S. Virgin Islands, and BIE. Of the 103,264 records, there are 100,077 schools coded as operating² and 3,187 schools coded as non-operating schools. Among the operating schools, 90,377 are regular elementary and secondary, 2,109 are special education, 1,438 are vocational/technical, 6,153 are alternative/other schools.

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

- **Appendix A – Record Layout** gives the variable names and labels of the data elements discussed throughout the documentation, as well as their location in the data file.
- **Appendix B – Value Distribution and Field Frequencies** indicates the frequency, percentage, cumulative frequency, and cumulative percent of all categorical variables.

² The 100,077 operating schools include those currently open, new, added, changed agency, and reopened. Those schools are coded as 1, 3, 4, 5, and 8 for school status, respectively. The 3,187 nonoperational schools are closed (2), temporarily inactive (6), and future (7).

II. User's Guide

A. Methodology

The *EDFacts* data collection system is the primary collection tool for the CCD nonfiscal data. NCES works collaboratively with the Department of Education's Performance Information Management Service to develop the CCD collection procedures and data definitions. Coordinators from SEAs submit the CCD data at different levels (school, agency, and state) to the *EDFacts* data collection system. Prior to submitting CCD files to *EDFacts*, SEAs must collect and compile information from their respective local education agencies (LEAs) via established administrative records systems within their state or jurisdiction. Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the CCD for quality assurance. CCD survey staff routinely verified data through SEA coordinators and did not contact LEAs or individual schools to verify data except in unusual circumstances. After performing edits and consistency checks, CCD survey staff referred discrepancies to SEA coordinators for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

In the context of the CCD, a school is an organization composed of students and staff.³ 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. There may be situations in which students are attending two schools at the same time (e.g., a regular school and a vocational school). In these situations, the student is counted where he/she receives education for the majority of the time.

States report data to the *EDFacts* data collection system through multiple file groups that are submitted on a reporting schedule at different dates throughout the year. The 2011-12 school year *EDFacts* collection of CCD submissions opened in January 2012. NCES extracted the preliminary data from *EDFacts* between January 2012 and September 2012. CCD survey staff processed these file groups on a flow basis, so the date of the extract for each file group and each state may vary depending on when SEAs completed their submission for each file group. Table 1 lists the data items included in each file and the exact dates when the data files were extracted from *EDFacts* (see footnote 1 for a list of variables included in the file group).

³ Schools in the CCD may have no reported enrollment but still serve students because students can only be reported among the membership of one school. For example, a vocational school may serve students who are dually enrolled in a regular school and the regular school reports their membership. This vocational school serves students, but would have no reported enrollment in the CCD because the students are included in the membership of the regular school.

Table 1. File Extraction Dates for Directory¹ Files: School Year 2011-12

State name	Date	State name	Date
Alabama	9/20/12	New Jersey	9/20/12
Alaska	9/20/12	New Mexico	9/20/12
Arizona	9/20/12	New York	9/21/12
Arkansas	9/20/12	North Carolina	9/20/12
California	9/20/12	North Dakota	9/21/12
Colorado	9/20/12	Ohio	9/20/12
Connecticut	9/20/12	Oklahoma	9/20/12
Delaware	9/20/12	Oregon	9/20/12
District of Columbia	9/20/12	Pennsylvania	9/20/12
Florida	9/24/12	Rhode Island	9/20/12
Georgia	9/20/12	South Carolina	9/20/12
Hawaii	9/20/12	South Dakota	9/20/12
Idaho	9/20/12	Tennessee	9/21/12
Illinois	9/20/12	Texas	9/21/12
Indiana	9/20/12	Utah	9/20/12
Iowa	9/20/12	Vermont	9/20/12
Kansas	9/20/12	Virginia	9/21/12
Kentucky	9/20/12	Washington	9/21/12
Louisiana	9/20/12	West Virginia	9/21/12
Maine	9/21/12	Wisconsin	9/21/12
Maryland	9/20/12	Wyoming	9/21/12
Massachusetts	9/20/12	Bureau of Indian	
Michigan	9/20/12	Education	9/20/12
Minnesota	9/20/12	Guam	3/26/12
Mississippi	9/20/12	Northern	
Missouri	9/20/12	Marianas	3/29/12
Montana	9/21/12	Puerto Rico	9/20/12
Nebraska	9/20/12	Virgin Island	9/20/12
Nevada	9/21/12		
New Hampshire	9/20/12		

¹ Directory file group contains the following variables: NCESSCH, LEAID, STID, SCHNO, SEASCH, LEANM, SCHNAM, PHONE, MSTREE, MCITY, MSTATE, MZIP, MZIP4, LSTREE, LCITY, LSTATE, LZIP, LZIP4, TYPE, STATUS, CHARTR, and FIPST.

Comments about the Public Elementary/Secondary School Universe Survey Data Preliminary Directory File

Users of the data file need to be aware of certain characteristics of the file.

Coverage. The coverage of the Public Elementary/Secondary School Universe Survey includes all public schools providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. There are 57 responding units: the 50 states, the District of Columbia, Puerto Rico, the Bureau of Indian Education, and the four U.S. Island Areas. The DoDEA schools, and American Samoa are not included in the preliminary school file.

Response. Item response is described in Appendix B— Value Distribution and Field Frequencies. This appendix lists 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.

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 or 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. For example, some states issue several kinds of high school credentials, while other states issue a regular diploma to every student who meets requirements (which may also vary). 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. NCES attempts to minimize nonsampling error through the use of annual training of SEA coordinators, extensive quality reviews, and survey editing procedures.

Coverage error. Coverage error is another 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 Staff conducts 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 that each school is accounted for with the appropriate operational status. Additionally, in the summer of 2012, additional effort was made to improve the coverage of charter schools in the school universe through comparison of the school universe to additional administrative data sources.

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. Confusion is likely when local education agencies merge. Coverage issues (deletions of schools/agencies, merging of schools/agencies) can affect the ability to track a given school/agency over time.

Although CCD coverage of traditional public schools and school districts is virtually 100 percent, the same cannot be said for publicly funded education outside of traditional settings and

organizations. The CCD asks states to report all free elementary/secondary public education in their state regardless of who administers the schools or districts. However, some states that do not report schools that are administered by state organizations other than SEAs (such as a health and human services or a corrections department). These schools include schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA.

Missing data. Not all states had reported all items by the time the preliminary directory file was constructed. It is anticipated these data items will be reported and included in the final file. These items are distinguished from cases in which states reported that data are missing.

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

- 0 – There are no occurrences of this data element. A value was expected and measured, but there were no cases in the category.
- M (or -1 for numeric values) – A value was expected and the state reported the value was not measured. (For example, a regular school that should report at least one student but cannot count the number of students would report -1.)
- N (or -2 for numeric values) – Data are not applicable. A value was neither expected nor measured. (For example, a shared time school may report -2 for total student count.)

Suppressing data. Invalid values were suppressed as missing for the variables that have not been fully edited to avoid misuse or misinterpretation of the data. For example, an invalid code of “7” for school type would be changed to “M” because there is no such school type code.

Comments about the Variables

Data users should also take note of certain conditions regarding each variable in the file. The code in parentheses before the variable description indicates the variable name, which is also referenced in Appendix A. Counts exclude closed, inactive or future schools (STATUS = 2, 6, or 7), and do not match counts in Appendix B, which includes all schools.

(FIPST) ANSI⁴ State Code. Each record contains an American National Standards Institute (ANSI) state code. A list of ANSI codes for each state and jurisdiction is presented in table 2.

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

⁴ American National Standards Institute (ANSI) codes replace the Federal Information Processing Standards (FIPS) codes previously issued by the National Institute of Standards and Technology (NIST) for the 50 states, the District of Columbia, and the U.S. Island Areas. ANSI state code values map directly to the retired FIPS code values.

(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).

(PHONE) Area code + Telephone Number. If a valid phone number was not provided for a school for the 2011–12 school year, NCES researched prior year data files back to the 2004–05 school year to determine if a valid phone number was reported for the school in a prior year. If a valid number was found in a prior year, this phone number was carried forward to the 2011–12 data file. After completing this editing process, phone numbers are missing (“M”) for 10 records.

(MSTREE) Mailing Street. This field may contain a street address or a P.O. Box number. Also, 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 (PO 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 the 12 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.

(LSTREE) Location Street. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields were 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. NCES sponsored research to determine the physical location (and latitude and longitude coordinates) for these types of location street reports. Missing or nonlocation addresses (e.g., Post Office box numbers) were

resolved through several means, including telephone calls to individual schools. In addition to this research, if a valid location street was not provided for a school for the 2011–12 school year, NCES researched prior year data files back to the 2004–05 school year to determine if a valid location street was reported for the school in a prior year. If a valid location street was found for a prior year, this value was carried forward to the 2011–12 data file. After completing this editing process, 26 schools have missing, (“M”) location street values.

(LCITY) Location City. Each record displays a location city in this field.

(LSTATE) Location State (PO Abbreviation). Each record displays 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 2007–08 school year, the CCD edits the reported school type if it does 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 school. (The number of students with IEPs was reported to *EDFacts* collection system at the school and LEA level, but the CCD only contained IEP data at the LEA level.) 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) or by calling the school to determine if the school should be reclassified as a vocational or alternative school. NCES asked CCD Coordinators to review these reclassifications, and if they provided evidence that a school met the CCD criteria for the originally reported type, the school type was not changed.

(STATUS) Operational Status Code. Each record contains a status code to reflect the school’s operational status for the 2011–12 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 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 3 years.
- 7 = School is scheduled to be operational within 2 years.
- 8 = School was closed on a 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 2002–03 file. Code "8" response option for the STATUS field was added to the CCD starting with the 2005–06 file.

(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 school buildings 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. The Census Bureau first develops address geocodes (i.e., latitude/longitude coordinates representing address location) from school addresses reported in the CCD, and then uses a geographic information system (GIS) to evaluate the spatial relationship between the location of a school and the geographic criteria for each locale (derived from standard Census geographic concepts). Locale types (City, Suburb, Town, and Rural) and subtypes (Large, Midsize, and Small for City and Suburb locales, and Fringe, Distant, and Remote for Town and Rural locales) were assigned to all schools in the 50 states, District of Columbia, Puerto Rico, Virgin Islands, Guam, and the Commonwealth of the Northern Mariana Islands. Distance criteria for Town and Rural locales are assessed based on straight-line or Euclidean distance. Definitions of locale codes are contained in the "Comments About the Data Fields" section appearing earlier in this document.

ULOCAL is missing (M) for 122 schools in the jurisdictions of Arizona (8 schools), Connecticut (3 schools), Florida (4 schools), Georgia (2 schools), Idaho (3 schools), Illinois (1 school), Kansas (1 school), Maine (1 school), Michigan (5 schools), Minnesota (1 school), Nevada (1 school), New Jersey (12 schools), New York (29 schools), North Carolina (3 schools), Oklahoma (1 school), South Carolina (10 schools), Texas (3 schools), Utah (3 schools), Virginia (1 school), Washington (20 schools), and Wyoming (10 schools).

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 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.

(LATCOD) 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 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. There were schools added to the file after the geographical data was applied. These records have a value of 0.000000.

(LONCOD) 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 building's longitude is 90 degrees, 15 minutes west, then it is shown as -90.250000. There were schools added to the file after the geographical data was applied. These records have 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 determined by the Census Bureau based on the reported location address. A small number of supervisory unions in New England states have an ANSI county code that differs from the county in which the school is physically located. CONUM is missing (M) for 122 schools in the jurisdictions of Arizona (8 schools), Connecticut (3 schools), Florida (4 schools), Georgia (2 schools), Idaho (3 schools), Illinois (1 school), Kansas (1 school), Maine (1 school), Michigan (5 schools), Minnesota (1 school), Nevada (1 school), New Jersey (12 schools), New York (29 schools), North Carolina (3 schools), Oklahoma (1 school), South Carolina (10 schools), Texas (3 schools), Utah (3 schools), Virginia (1 school), Washington (20 schools), and Wyoming (10 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing.

(CONAME) County Name. This field was added to the school file starting in 2002-03. The values for this field are determined by the Census Bureau based on the reported location address. CONAME is shown as missing (M) for 122 schools in the jurisdictions of Arizona (8 schools), Connecticut (3 schools), Florida (4 schools), Georgia (2 schools), Idaho (3 schools), Illinois (1 school), Kansas (1 school), Maine (1 school), Michigan (5 schools), Minnesota (1 school), Nevada (1 school), New Jersey (12 schools), New York (29 schools), North Carolina (3 schools), Oklahoma (1 school), South Carolina (10 schools), Texas (3 schools), Utah (3 schools), Virginia (1 school), Washington (20 schools), and Wyoming (10 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing.

(CDCODE) Congressional District Code. The Congressional District Code denotes legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. Starting in 2006-07, the Congressional Districts of the United States Code was added to the school 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. CDCODE is shown as missing (M) for 122 schools in the jurisdictions of Arizona (8 schools), Connecticut (3 schools), Florida (4 schools), Georgia (2 schools), Idaho (3 schools), Illinois (1 school), Indiana (1 school), Kansas (1 school), Maine (1 school), Michigan (5 schools), Minnesota (1 school), Nevada (1 school), New Jersey (12

schools), New York (29 schools), North Carolina (3 schools), Oklahoma (1 school), South Carolina (10 schools), Texas (3 schools), Utah (3 schools), Virginia (1 school), Washington (20 schools), and Wyoming (10 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing.

(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. The values for this variable have not been edited and are missing for schools in which enrollment is not finalized.

(CHARTR) Charter School. This variable indicates whether a school is a charter school. The values for this variable have not been fully edited and are given in the preliminary directory file as reported from the states.

1 = Yes

2 = No

M = Missing

N = Not applicable

Locale Code Methodology

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 school buildings 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. The Census Bureau first develops address geocodes (i.e., latitude/longitude coordinates representing address location) from school addresses reported in the CCD, and then uses a geographic information system (GIS) to evaluate the spatial relationship between the location of a school and the geographic criteria for each locale (derived from standard Census geographic concepts). Locale types (City, Suburb, Town, and Rural) and subtypes (Large, Midsize, and Small for City and Suburb locales, and Fringe, Distant, and Remote for Town and Rural locales) were assigned to all schools in the 50 states, District of Columbia, Puerto Rico, U.S. Virgin Islands, Guam, and the Commonwealth of the Northern Mariana Islands. Distance criteria for Town and Rural locales are assessed based on straight-line or Euclidean distance. Definitions of locale codes are contained in the “Comments About the Data Fields” section appearing earlier in this document.

Table 2. American National Standards Institute (ANSI) State Codes and Abbreviations Used in CCD Datasets

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

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

² U.S. Postal Service state abbreviation codes.

³ Not official U.S. ANSI state 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 schools and Bureau of Indian Education schools, state abbreviations correspond to the state in which the school is located.

SOURCE: U.S. 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 38:2009).” Washington, DC: U.S. Census Bureau.

Table 3. List of Schools with Mailing Address in Another State: School Year 2011-12

Administration State	NCES ID	School Name	City	State
Arizona	040081102855	OMBUDSMAN - CHARTER EAST II	LIBERTYVILLE	IL
District of Columbia	110007800213	NEW BEGINNINGS (FORMERLY OAK HILL)	LAUREL	MD
	110008700213	NEW BEGINNINGS	LAUREL	MD
Idaho	160261000459	PLEASANT VALLEY ELEM-JR HIGH	JORDAN VALLEY	OR
Indiana	181161001870	COLLEGE CORNER UNION ELEM SCH	COLLEGE CORNER	OH
New Jersey	340073903053	EXCELLENCE CS	PHILADELPHIA	PA
North Dakota	380567000826	SQUAW GAP SCHOOL	SIDNEY	MT
	382034000714	EAST FAIRVIEW ELEMENTARY SCHOOL	FAIRVIEW	MT
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 Preliminary Directory File: School Year 2011-12".

B. Limitations of the Public Elementary/Secondary School Universe Data Preliminary Directory File

As mentioned in the Introduction Section, this preliminary directory file is created to provide users with data for purposes that may have a greater need for timeliness than for verified accuracy. Although most of the variables in the file have been examined and edited, some variables are still being screened and checked. Two caveats should be noted. First, due to the incomplete data editing process, the file may contain errors that have not yet been resolved and thus may not be representative of the characteristics for a particular school. Second, because states may revise their reported data after the preliminary directory file is published, the preliminary directory file may not reflect the final data states submit.

**Appendix A – Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey Preliminary Directory File:
School Year 2011-12**

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**Appendix A – Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey Preliminary Directory File: School Year 2011-12**

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

The file contains data for the school year 2011-12 sorted by the NCES assigned school identification code (NCESSCH).

Note that all numeric fields contain a -1 to indicate a value was expected and the state reported that the value was not measured, and a -2 to indicate not applicable. Character fields “M” for a value was expected and the state reported the value was not measured, and “N” for not applicable. “AN” and “N” are alphanumeric and numeric data, respectively.

Variable Name	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. NOTE: The state to which the LEA belongs is identified by the first two digits (FIPS code) of the LEAID.
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 FIPS state codes and abbreviations used in CCD dataset).
MZIP	14	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.

Variable Name	Order	Data Type	Description
MZIP4	15	AN	Four-digit (ZIP+4) code for the mailing address. If the mailing address has been assigned the additional four-digit +4 ZIP, this field contains that number; otherwise, this field is blank.
LSTREE	16	AN	School location street address.
LCITY	17	AN	School location city.
LSTATE	18	AN	Two-letter U.S. Postal Service abbreviation of the state where the school address is located (see FIPS state codes and abbreviations used in CCD dataset).
LZIP	19	AN	Five-digit U.S. Postal Service ZIP code for the location address.
LZIP4	20	AN	Four-digit (ZIP+4) code for the location address. If the mailing address has been assigned the additional four-digit +4 ZIP, this field contains that number; otherwise, this field is blank.
TYPE	21	AN	NCES code for type of school: 1 = Regular school 2 = Special education school 3 = Vocational school 4 = Alternative / Other school 5 = Reportable program
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 3 years. 7 = School is scheduled to be operational within 2 years. 8 = School was closed on a previous year's file but has reopened.

Variable Name	Order	Data Type	Description
ULOCAL	23	AN	<p>NCES urban-centric locale code.</p> <p>NOTE: Starting in 2006–07, CCD data files contain a new locale code system based on the urbanicity of the school location. Prior to 2006-07, the locale was assigned based on an school's metro status.</p> <p>11 = City, Large Territory inside an urbanized area and inside a principal city with population of 250,000 or more.</p> <p>12 = City, Mid-size Territory inside an urbanized area and inside a principal city with a population less than 250,000 and greater than or equal to 100,000.</p> <p>13 = City, Small Territory inside an urbanized area and inside a principal city with a population less than 100,000.</p> <p>21 = Suburb, Large Territory outside a principal city and inside an urbanized area with population of 250,000 or more.</p> <p>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.</p> <p>23 = Suburb, Small Territory outside a principal city and inside an urbanized area with a population less than 100,000.</p> <p>31 =Town, Fringe Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.</p> <p>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.</p> <p>33 = Town, Remote Territory inside an urban cluster that is more than 35 miles from an urbanized area.</p> <p>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.</p> <p>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.</p> <p>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.</p>
LATCOD	24	N	<p>Latitude: Based on the location of the school, the value of LATCOD ranges from 13 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.</p>
LONCOD	25	N	<p>Longitude: Based on the location of the school, 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.</p>

Variable Name	Order	Data Type	Description
CONUM	26	AN	ANSI county number (two digit ANSI state numeric code + three digits ANSI county code) based on the location of the school.
CONAME	27	AN	County name based on the location of the school.
CDCODE	28	AN	Congressional district code based on the location of the school. ANSI numeric code for the congressional districts that are legislatively defined subdivisions 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.
GSLO	29	AN	School low grade offered. The following codes are used: UG = Ungraded PK = Prekindergarten KG = Kindergarten 01–12 = 1st through 12th 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	30	AN	School high grade offered. The following codes are used: UG = Ungraded PK = Prekindergarten KG = Kindergarten 01–12 = 1st through 12th 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.
CHARTR	31	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

**Appendix B – Value Distribution and Field Frequencies for the Common Core of Data
Public Elementary/Secondary School Universe Survey Preliminary Directory File:
School Year 2011-12**

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Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary Directory File: School Year 2011-12

Variable	Label	M¹	N¹	Other
NCESSCH	Unique School ID	0	0	103,264
LEAID	Unique Agency ID (NCES Assigned)	0	0	103,264
FIPST	ANSI State Number	0	0	103,264
STID	State Local Education Number	0	0	103,264
SEASCH	State School Identifier	5	0	103,259
LEANM	LEA Name	0	0	103,264
SCHNAM	School Name	0	0	103,264
PHONE	School Phone Number	10	9	103,245
MSTREE	School Mailing Address	0	0	103,264
MCITY	School Mailing City	0	0	103,264
MSTATE	School Mailing USPS State Abbreviation	0	0	103,264
MZIP	School Mailing Zip	0	0	103,264
MZIP4	School Mailing Zip Plus 4	24,835	0	78,429
LSTREE	School Location Address	27	0	103,237
LCITY	School Location City	0	0	103,264
LSTATE	School Location USPS State Abbreviation	0	0	103,264
LZIP	School Location Zip	0	0	103,264
LZIP4	School Location Zip Plus 4	25,173	0	78,091
LATCOD	Latitude	323 ²	0	102,941
LONCOD	Longitude	323 ²	0	102,941
CONUM	ANSI County Code	323	0	102,941
CONAME	County Name	323	0	102,941
CDCODE	Congressional District Code	323	0	102,941

¹ M indicates the data are missing; a value was expected, but no value was measured. N indicates the data are not applicable; a value was neither expected nor measured.

² The Longitude and Latitude missing cells are displayed as 0.000000. The data are missing because the schools were added after the geographical data were applied to the file. These schools will be coded on the final file.

School Type

TYPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Regular school	92,349	89.43	92,349	89.43
2 Special education school	2,204	2.13	94,553	91.56
3 Vocational education school	1,461	1.41	96,014	92.98
4 Alternative/other school	6,913	6.69	102,927	99.67
5 Reportable program	337	0.33	103,264	100.00

NOTE: The frequencies are based on all schools on the file, regardless operational status, and do not match the frequencies listed in the second paragraph on page 2, which are based on operating schools only.

School Operational Status

STATUS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 School was operational at the time of the last report and is currently operational.	98,308	95.20	98,308	95.20
2 School has closed since the time of the last report.	2,193	2.12	100,501	97.32
3 School has been opened since the time of the last report.	1,520	1.47	102,021	98.80
4 School was in existence, but not reported in a previous year's CCD school universe survey, and is now being added.	26	0.03	102,047	98.82
5 School was listed in previous year's CCD school universe as being affiliated with a different education agency.	162	0.16	102,209	98.98
6 School is temporarily closed and expected to reopen within 3 years.	533	0.52	102,742	99.49
7 School has never been operational but is scheduled to be operational within 2 years.	461	0.45	103,203	99.94
8 School was closed on a previous year's file but has reopened.	61	0.06	103,264	100.00

Urban-Centric Local Code

ULocal	Frequency	Percent	Cumulative Frequency	Cumulative Percent
11–City, large	13,912	13.47	13,912	13.47
12–City, midsize	5,966	5.78	19,878	19.25
13–City, small	7,215	6.99	27,093	26.24
21–Suburb, large	23,438	22.70	50,531	48.93
22–Suburb, midsize	2,978	2.88	53,509	51.82
23–Suburb, small	1,964	1.90	55,473	53.72
31–Town, fringe	1,948	1.89	57,421	55.61
32–Town, distant	6,977	6.76	64,398	62.36
33–Town, remote	5,052	4.89	69,450	67.25
41–Rural, fringe	14,451	13.99	83,901	81.25
42–Rural, distant	11,794	11.42	95,695	92.67
43–Rural, remote	7,246	7.02	102,941	99.69
M–Missing	323	0.31	103,264	100.00
N–Not applicable	0	0.00	103,264	100.00

School Low Grade Offered

GSLO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01 – 1 st grade students	1,012	0.98	1,012	0.98
02 – 2 nd grade students	520	0.50	1,532	1.48
03 – 3 rd grade students	1,360	1.32	2,892	2.80
04 – 4 th grade students	1,155	1.12	4,047	3.92
05 – 5 th grade students	2,353	2.28	6,400	6.20
06 – 6 th grade students	10,483	10.15	16,883	16.35
07 – 7 th grade students	5,488	5.31	22,371	21.66
08 – 8 th grade students	912	0.88	23,283	22.55
09 – 9 th grade students	13,209	12.79	36,492	35.34
10 – 10 th grade students	809	0.78	37,301	36.12
11 – 11 th grade students	206	0.20	37,507	36.32
12 – 12 th grade students	116	0.11	37,623	36.43
KG – Kindergarten students	21,100	20.43	58,723	56.87
N – Not applicable	904	0.88	59,627	57.74
PK – Prekindergarten students	28,853	27.94	88,480	85.68
UG – Students in ungraded classes	180	0.17	88,660	85.86
M – Missing	14,604	14.14	103,264	100.00

School High Grade Offered

GSHI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01 – 1 st grade students	464	0.45	464	0.45
02 – 2 nd grade students	1,404	1.36	1,868	1.81
03 – 3 rd grade students	1,444	1.40	3,312	3.21
04 – 4 th grade students	3,601	3.49	6,913	6.69
05 – 5 th grade students	22,897	22.17	29,810	28.87
06 – 6 th grade students	10,511	10.18	40,321	39.05
07 – 7 th grade students	489	0.47	40,810	39.52
08 – 8 th grade students	17,388	16.84	58,198	56.36
09 – 9 th grade students	1,556	1.51	59,754	57.87
10 – 10 th grade students	293	0.28	60,047	58.15
11 – 11 th grade students	324	0.31	60,371	58.46
12 – 12 th grade students	25,508	24.70	85,879	83.16
KG – Kindergarten students	489	0.47	86,368	83.64
N – Not applicable	904	0.88	87,272	84.51
PK – Prekindergarten students	1,208	1.17	88,480	85.68
UG – Students in ungraded classes	180	0.17	88,660	85.86
M – Missing	14,604	14.14	103,264	100.00

Charter School Indicator

CHARTR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Yes	6,212	6.02	6,212	6.02
2 No	84,792	82.11	91,004	88.13
M	40	0.04	91,044	88.17
N	12,220	11.83	103,264	100.00

M = The data were expected and the state reported the data were not measured.

N = The data are not applicable.