



Documentation to the NCES Common Core of Data Public Elementary/ Secondary School Universe Survey Preliminary File: School Year 2009–10

Documentation to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary File: School Year 2009–10

August 2010

Chen-Su Chen
National Center for
Education Statistics

U.S. Department of Education

Arne Duncan
Secretary

Institute of Education Sciences

John Q. Easton
Director

National Center for Education Statistics

Stuart Kerachsky
Acting Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

August 2010

The NCES World Wide Web Home Page address is <http://nces.ed.gov>.

The NCES World Wide Web Publications and Products address is <http://nces.ed.gov/pubsearch>.

This publication is only available online. To download, view, and print the report as a PDF file, go to the NCES World Wide Web Publications and Products address shown above.

Suggested Citation

Chen, C. (2010). *Documentation to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary File: School Year 2009–10* (NCES 2010-371). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <http://nces.ed.gov/pubsearch>.

Content Contact

Chen-Su Chen
(202) 502-7393
chen-su.chen@ed.gov

Contents

	Page
List of Tables.....	iii
I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary File: School Year 2009–10.....	1
II. User’s Guide	4
A. Methodology.....	4
B. Limitations of the Public Elementary/Secondary School Universe Data Preliminary File	12

Appendixes

Appendix A—Record Layout for the Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary: School Year 2009–10.....	A-1
Appendix B—Value Distribution and Field Frequencies for the Common core of Data Public Elementary/Secondary School Universe Survey Preliminary: School Year 2009–10.....	B-1

List of Tables

1. File extraction dates for Directory, Other Directory, and Membership Files.....	3
2. State and other jurisdiction FIPS codes and abbreviations used in CCD datasets.....	9
3. List of schools with mailing address in another state: School year 2009–10	10

I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary File: School Year 2009-10

The Common Core of Data (CCD) nonfiscal surveys consist of data submitted annually to NCES by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four outlying areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Department of Defense (DoD) dependents schools (overseas and domestic), and the Bureau of Indian Education (BIE). In order to provide data comparable across states to the maximum extent feasible, NCES and representatives of the SEAs have worked since the 1950s to develop and accept common data items and definitions. The 50 states, the District of Columbia, Puerto Rico, Virgin Islands, and BIE report their school, agency, and state education data through the U.S. Department of Education's Education Data Exchange Network (EDEN), while DoD, American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands submit their data directly to the CCD. The purpose of the CCD nonfiscal surveys is to provide a listing of all open schools and agencies providing free public elementary and secondary education, along with basic descriptive statistical information on each school and agency listed, and the state as a whole. 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.

To ensure accuracy of the CCD nonfiscal data, NCES works with contractors to screen, examine, and edit the original data that are submitted by the states through EDEN. 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, though, to balance between timeliness and data integrity, NCES now publishes preliminary files for the CCD nonfiscal agency and school surveys. For school year 2009-10, the main differences between the preliminary files and final released files are: 1) the preliminary files do not contain data from American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, DoD (overseas and domestic), and BIE either because the data were not submitted through EDEN or because the data were not sufficiently complete; 2) the preliminary files contain a subset of variables that are in the final released files; and 3) the variables in the preliminary files have not been completely edited while all the variables in the final released files will be fully edited. Additionally, the preliminary files include instances of missing data that were not reported by states by the time the files were created. It is anticipated that these data will be completed in the final file.

The Public Elementary/Secondary School Universe Survey Preliminary 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, mailing address, physical location address, phone number, school type, operational status, full-time-equivalent (FTE) classroom teacher count, student total, and pupil/teacher ratio. The file also contains indicators of whether a school is Title I eligible, school-wide Title I eligible, a magnet school, a charter school, and/or a shared time school. The numerical variables have not been reviewed and are given in the preliminary file as reported from the states. The categorical variables have been edited to the extent which they only contain valid values, but the accuracy of the variables has not been reviewed. For example, the Title I eligible 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 Title I eligibility was reported correctly has not been reviewed.

States report data to EDEN through different file groups that fall into multiple reporting schedules throughout the year. The data in the preliminary files were extracted from EDEN before July 20, 2010. Table 1 lists the data items included in each file and the exact dates when the data files were extracted from EDEN.

In the 2009-10 CCD Public Elementary/Secondary School Universe Survey Preliminary File, there are 103,416 records – one for each public elementary and secondary school in the 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Of the 103,416 records, 100,214 schools are coded as operating¹ and 3,202 schools are coded as non-operating schools. Among the operating schools, 90,538 are regular elementary and secondary, 2,077 are special education, 1,416 are vocational/technical, 6,183 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 minimum, maximum, and mean values for each continuous variable as well as the frequency, percentage, cumulative frequency, and cumulative percent of all categorical variables.

¹ The 100,214 operating schools include those that are currently open, new, added, changed agency, and reopened. Those schools are coded as 1, 3, 4, 5, and 8 for school status, respectively. The 3,202 nonoperational schools are closed (2), temporarily inactive (6), and future (7).

Table 1. File extraction dates for Directory, Other Directory, and Membership Files: School year 2009-10

State name	DIR ¹	OTHRDIR ²	MEMBER ³	State name	DIR ¹	OTHRDIR ²	MEMBER ³
Alabama	05/10	07/20	07/20	Nebraska	05/26	05/26	05/26
Alaska	05/05	07/20	07/20	Nevada	06/30	06/30	06/30
Arizona	06/24	06/24	06/24	New Hampshire	04/29	07/20	07/20
Arkansas	05/05	07/20	07/20	New Jersey	07/21	07/20	07/20
California	06/10	06/04	06/04	New Mexico	05/04	07/20	07/20
Colorado	05/03	07/20	07/20	New York	06/30	06/30	06/30
Connecticut	06/24	06/24	06/24	North Carolina	04/29	07/20	07/20
Delaware	07/20	07/20	07/20	North Dakota	05/04	07/20	07/20
District of Columbia	06/28	07/20	07/20	Ohio	05/05	07/20	07/20
Florida	07/14	07/20	07/20	Oklahoma	04/29	07/20	07/20
Georgia	06/29	07/20	07/20	Oregon	05/04	07/20	07/20
Hawaii	05/03	07/20	07/20	Pennsylvania	06/10	07/20	07/20
Idaho	05/05	07/20	07/20	Rhode Island	06/10	07/20	07/20
Illinois	07/21	07/21	07/21	South Carolina	06/30	06/30	06/30
Indiana	06/30	07/20	07/20	South Dakota	05/04	07/20	07/20
Iowa	05/05	07/20	07/20	Tennessee	05/20	07/20	07/20
Kansas	06/17	06/17	06/17	Texas	06/30	06/30	06/30
Kentucky	07/20	07/20	07/20	Utah	07/20	07/20	07/20
Louisiana	06/09	07/20	07/20	Vermont	06/30	07/21	07/21
Maine	05/19	07/20	07/20	Virginia	06/30	06/30	06/30
Maryland	05/05	07/20	07/20	Washington	07/21	07/21	07/21
Massachusetts	05/05	07/20	07/20	West Virginia	06/30	06/30	06/30
Michigan	06/17	07/20	07/20	Wisconsin	06/10	07/21	07/21
Minnesota	05/26	07/20	07/20	Wyoming	06/21	07/20	07/20
Mississippi	06/30	06/30	06/30	Puerto Rico	04/29	07/20	07/20
Missouri	06/29	07/20	07/20	Virgin Island	07/12	07/12	07/12
Montana	06/30	06/30	06/30				

¹ Directory file 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.

² Other Directory file contains the following variables: TITLE1, STITL1, MAGNET, SHARED, and FTE.

³ Membership file contains the MEMBER variable.

II. User's Guide

A. Methodology

Data collected at different levels of aggregation (school, agency, and state) are provided by officials in each SEA. Since it is understood that local education staff have already provided information to SEA officials in conjunction with established administrative records systems, U.S. Department of Education staff do not contact local agency personnel to verify data except in unusual circumstances. Edits are performed by survey staff and referred to the SEA respondent 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 that provides education, has an administrator, and is composed of students and staff.² 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, a judgment must be made as to where the student should be counted. It is left to the SEA official to choose the school to which the students are reported as being members.

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

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

Undercoverage. 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 public education in their state regardless of who administers the schools or districts. However, there are 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).

Missing data. Not all states had reported all items by the time that the preliminary file was constructed. It is anticipated that 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," "-9," "M," "N," or "B."

- 0 – There are no occurrences of this data element. A value was expected and measured, but there were no cases in the category.

² 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.

- B (or -9 for numeric values) – A value was not reported but is expected to be available for the final file. A value was expected and the cell was blank when the data were extracted from EDEN.
- M (or -1 for numeric values) – A value was expected and the state reported that 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.

(FIPST) FIPS State Code. A list of the Federal Information Processing Standards (FIPS) codes for each state and other jurisdiction. NCES assigned dummy codes for DoD (overseas and domestic) and BIE. See Table 2.

(LEAID) NCES Local Education Agency ID. Unique NCES local education agency ID number assigned to each record. The first two characters of this number are the FIPST code. An agency’s LEAID does not change over time.

(SCHNO) NCES School ID. SCHNO is a unique number within an LEA. Combining the NCES Local Education Agency ID with the NCES School ID allows the user to uniquely identify each school on the file. A school’s SCHNO does not change over time.

(STID09) 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. An agency’s STID may change over time as new STIDs are assigned by a state.

(SEASCH09) 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. A school’s SEASCH may change over time.

(LEANM09) 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 adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(SCHNAM09) Name of School. Each record has a school name. NCES reviewed any record filling the 50 characters assigned, and may have adjusted the school name to improve readability (i.e., applied standard abbreviations).

(MSTREE09) Mailing Street. This field may contain a street address or a P.O. Box number. Some mailing addresses consist solely of a city and state, indicated by an “N” in the street address field. NCES did not correct missing or bogus (e.g., “No Local Address”) addresses in the preliminary file.

(MCITY09) Mailing City. There can be valid cases in which a school is located in one city and has a mailing address in another city.

(MSTATE09) 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 13 schools that have a mailing state code different from their FIPS state code is included in Table 3.

(MZIP09, MZIP409) Mailing ZIP Code +4. Each record displays a mailing ZIP Code in this field. The +4 may be left blank if it is unknown.

(PHONE09) Area code + Telephone Number. Missing or bogus (e.g., “555-555-5555”) phone numbers were researched and replaced with valid phone numbers from school or district websites. If valid phone numbers cannot be found from public website, NCES filled in prior year phone numbers or set the values to Missing.

(LSTREE09) 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. Missing or non-location addresses (e.g., Post Office box numbers) were resolved through several means, including telephone calls to individual schools or associated districts. In addition to this research, if a valid location street was not provided for a school for the 2009–10 school year, NCES researched the school or associated district website for a valid location address. If valid location streets cannot be found from public website, NCES filled in prior year location address or set the values to Missing.

(LCITY09) Location City. Each record displays a location city in this field.

(LSTATE09) Location State (PO Abbreviation). Each record displays a location state in this field.

(LZIP09, LZIP409) Location Zip Code +4. Each record displays a location Zip Code in this field. The +4 may be left blank if it is unknown.

(TYPE09) School Type Code. Each record contains a school type code.

- 1 = Regular school – provides instruction and services that do not focus primarily on vocational, special education, or alternative education although these programs may be included in addition to the regular academic curriculum.
- 2 = Special education school – focuses primarily on instruction for students with disabilities, and adapts curriculum, materials, or instruction to meet the needs of these students.
- 3 = Vocational education school – focuses primarily on vocational and technical education.
- 4 = Alternative/other school – addresses student needs that typically cannot be met in a regular school, provides nontraditional education.
- 5 = Reportable program – does not meet the CCD definition of a public school; typically, these are programs within a school or other institution that do not have a principal but report to some other administrator.

(STATUS09) Operational Status Code. Each record contains a status code to reflect the school's operational status for the 2009-10 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 expected to reopen within 3 years.
- 7 = School has never been operational but is scheduled to be operational within 2 years.
- 8 = School was closed on previous year's file but has reopened.

(TITLEI09) Title I Eligible School. This flag denotes a school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. The values for this variable have not been fully edited and are given in the preliminary file as reported from the states.

- 1 = Yes
- 2 = No

(STITLE09) School-wide Title I. This flag denotes 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. The values for this variable have not been fully edited and are given in the preliminary file as reported from the states.

1 = Yes

2 = No

(MAGNET09) Magnet School. This variable indicates whether a school is a magnet school. The values for this variable have not been fully edited and are given in the preliminary file as reported from the states.

1 = Yes

2 = No

(CHARTR09) 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 file as reported from the states.

1 = Yes

2 = No

(SHARED09) Shared Time School. A shared time school is a school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate ‘home’ school, or school of record, and attend the shared-time school on a part-day basis. The values for this variable have not been fully edited and are given in the preliminary file as reported from the states.

1 = Yes

2 = No

(FTE09) FTE Teachers. Counts of full-time-equivalent teachers are collected to the nearest hundredth. An FTE is the amount of time required to perform an assignment stated as a proportion of a full-time position. For example, a teacher working 4 hours a day when the full working day is 8 hours would be counted as 0.5 FTE. Some schools may report teachers, but not pupils, while other schools may report pupils in membership, but no teacher FTE. These can be 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, but not in a school (e.g., a teacher works directly from the LEA central office to serve hospital-homebound students). 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. The values for this variable have not been edited and are given in the preliminary file as reported from the states.

(MEMBER09) Total Membership. This is the reported total membership of the school. Membership is the total student enrollment on October 1, or the school day closest to October 1,

for a school year. The values for this variable have not been edited and are given in the preliminary file as reported from the states.

(PUPTCH09) Pupil/Teacher Ratio. This is a calculated pupil/teacher ratio: total reported membership (MEMBER09) divided by FTE classroom teachers (FTE09). The values are calculated to the nearest hundredth. The value of “-2” is assigned to the cases that contain the values of “-1”, “-2”, “-9” for FTE09 or MEMBER09 and the cases that contain the value of 0 for FTE09.

Table 2. State and other jurisdiction FIPS codes and abbreviations used in CCD datasets

State name/jurisdiction	FIPS	Abbreviation	State name/jurisdiction	FIPS ¹	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	10	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 dependents schools (overseas)	58 ³	DO
Kentucky	21	KY			
Louisiana	22	LA			
Maine	23	ME			
Maryland	24	MD	Department of Defense dependents schools (domestic)	61 ³	DD
Massachusetts	25	MA			
Michigan	26	MI			
Minnesota	27	MN			
Mississippi	28	MS	Bureau of 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			
			Commonwealth of the Northern Mariana Islands	69	MP
New Jersey	34	NJ			
New Mexico	35	NM			
New York	36	NY	Puerto Rico	72	PR
North Carolina	37	NC			
North Dakota	38	ND	U.S. Virgin Islands	78	VI

¹ Federal Information Processing Standards codes (01–78).

² U.S. Postal Service state abbreviation codes.

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

SOURCE: U.S. Department of Commerce, National Institute of Standards and Technology, Federal Information Processing Standards, (1987). "Codes for the Identification of the States, the District of Columbia and the Outlying Areas of the United States, and the Associated Areas" (FIPS pub 5-2).

Table 3. List of schools with mailing address in another state: School year 2009-10

Administration State	NCES ID	School Name	City	State
Arizona	040081102855	OMBUDSMAN - CHARTER EAST II	LIBERTYVILLE	IL
District of Columbia	110007800213	NEW BEGINNINGS	LAUREL	MD
Idaho	160261000459	PLEASANT VALLEY ELEM-JR HIGH	JORDAN VALLEY	OR
New Jersey	340073903053	EXCELLENCE CS	PHILADELPHIA	PA
New York	361110000884	FISHERS ISLAND SCHOOL	NEW LONDON	CT
North Dakota	380567000826	SQUAW GAP SCHOOL	SIDNEY	MT
	382034000714	EAST FAIRVIEW ELEMENTARY SCHOOL	FAIRVIEW	MT
Ohio	390501203842	BROOKFIELD ELEMENTARY SCHOOL	SHARON	PA
South Dakota	467209000503	KLEIN ELEMENTARY - 08	VALENTINE	NE
	467209000504	LAKEVIEW ELEMENTARY - 09	CROOKSTON	NE
	467209000506	LITTLEBURG ELEMENTARY - 12	VALENTINE	NE
Utah	490090000491	NAVAJO MOUNTAIN HIGH	NAVAJO MT	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 File: School Year 2009-10".

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

As mentioned in the introduction section, this preliminary 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 been detected and thus may not be representative of the characteristics for a particular school. Secondly, because states may revise their reported data after the preliminary file is published, the preliminary file may not reflect the final data that states submit.

**Appendix A – Record Layout for the Common Core of Data
Public Elementary /Secondary School Universe Survey Preliminary File:
School Year 2009-10**

Page intentionally left blank.

**Appendix A – Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey Preliminary File: School Year 2009-10**

(*) Fields have two explicit decimal places

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

The file contains data for the school year 2009-10 sorted by the NCES assigned school identification code (NCESSCH).

Note that all numeric fields contain a -9 to indicate a value was not reported but is expected to be available for the final file, 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 use “B” for a value was not reported but is expected to be available for the final file, “M” for a value was expected and the state reported that 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
NCESSCH	1	AN	Unique NCES public school ID (7-digit NCES agency ID (LEAID) + 5-digit NCES school ID (SCHNO)).
+FIPST	2	AN	Federal Information Processing Standards (FIPS) state numeric code.
+LEAID	3	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	4	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).
STID09	5	AN	State's own ID for the education agency.
SEASCH09	6	AN	State's own ID for the school.
LEANM09	7	AN	Name of the education agency that operates this school.
SCHNAM09	8	AN	Name of the school. NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation. M: when alphanumeric data are missing; that is, a value is expected but none was measured. -1: when numeric data are missing; that is, a value is expected but none was measured. N: when alphanumeric data are not applicable; that is, a value is neither expected nor measured. -2: when numeric data are not applicable; that is, a value is neither expected nor measured.
PHONE09	9	AN	Telephone number of school.

Variable Name	Order	Data Type	Description
MSTREE09	10	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.”
MCITY09	11	AN	School mailing address city.
MSTATE09	12	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).
MZIP09	13	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP409	14	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.
LSTREE09	15	AN	School location street address.
LCITY09	16	AN	School location city.
LSTATE09	17	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).
LZIP09	18	AN	Five-digit U.S. Postal Service ZIP code for the location address.
LZIP409	19	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.
TYPE09	20	AN	NCES code for type of school: 1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school 5 = Reportable program
STATUS09	21	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 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.

Variable Name	Order	Data Type	Description
TITLEI09	22	AN	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. 1 = Yes 2 = No
STITLI09	23	AN	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. 1 = Yes 2 = No
MAGNET09	24	AN	Magnet school. Regardless of the source of funding, a magnet school or program is a special school or program designed to attract students of different racial/ethnic backgrounds 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
CHARTR09	25	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
SHARED09	26	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
MEMBER09	27	N	Total students, all grades: the reported total membership of the school.
*FTE09	28	N	Total full-time-equivalent classroom teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
*PUPTCH09	29	N	Calculate pupil/teacher ratio: Total reported students (MEMBER09) divided by FTE classroom teachers (FTE09). Reported to the nearest hundredth; field includes two explicit decimals.

**Appendix B – Value Distribution and Field Frequencies for the Common Core of Data
Public Elementary /Secondary School Universe Survey Preliminary File:
School Year 2009-10**

Page intentionally left blank.

Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary /Secondary School Universe Survey Preliminary File: School Year 2009-10

Variable	Label	M ¹	N ¹	Other
NCESSCH	Unique School ID	0	0	103,416
LEAID	Unique Agency ID (NCES Assigned)	0	0	103,416
FIPST	FIPS State Number	0	0	103,416
STID09	State Local Education Number	0	0	103,416
SEASCH09	State School Identifier	0	0	103,416
LEANM09	LEA Name	0	0	103,416
SCHNAM09	School Name	0	0	103,416
PHONE09	School Phone Number	58	20	103,338
MSTREE09	School Mailing Address	0	0	103,416
MCITY09	School Mailing City	0	0	103,416
MSTATE09	School Mailing USPS State Abbreviation	0	0	103,416
MZIP09	School Mailing Zip	0	0	103,416
MZIP409	School Mailing Zip Plus 4	0	0	79,237 ²
LSTREE09	School Location Address	64	0	103,352
LCITY09	School Location City	0	0	103,416
LSTATE09	School Location USPS State Abbreviation	0	0	103,416
LZIP09	School Location Zip	0	0	103,416
LZIP409	School Location Zip Plus 4	0	0	78,124 ²

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

² There are 24,179 and 25,292 schools with blank cell for the MZIP408 and LZIP408 variables, respectively.

Variable	Label	Minimum	Maximum	Mean	-1 ¹	-2 ¹	-9 ¹
MEMBER09	All Students – Total	0	8,539.00	467.52	4	233	10,255
FTE09	Classroom Teachers	0	924.50	31.28	4,785	2,574	10,255
PUPTCH09	Pupil teacher Ratio	0	4,420.00 ²	15.72	0	21,847	0

¹ -1 = the data were expected and the state reported that the data was not measured;

-2 = the data are not applicable;

-9 = the data were not reported but are expected to be filled in the final file.

² While this value may not seem plausible, NCES does not suppress values on the preliminary files. These values will be reviewed and may be edited on the final file.

School Type

TYPE09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Regular school	92,387	89.34	92387	89.34
2 Special education school	2,323	2.25	94710	91.58
3 Vocational education school	1,436	1.39	96146	92.97
4 Alternative/other school	6,856	6.63	103002	99.6
5 Reportable program	414	0.4	103416	100.00

School Operational Status

STATUS09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 School was operational at the time of the last report and is currently operational	97,780	94.55	97780	94.55
2 School has closed since the time of the last report	2,214	2.14	99994	96.69
3 School has been opened since the time of the last report	1,780	1.72	101774	98.41
4 School was operational at the time of the last report but was not on the CCD list at that time	42	0.04	101816	98.45
5 School was listed in previous year's CCD school universe as being affiliated with a different education agency	275	0.27	102091	98.72
6 School is temporarily closed and expected to reopen within 3 years	591	0.57	102682	99.29
7 School has never been operational but is scheduled to be operational within 2 years	397	0.38	103079	99.67
8 School was closed on previous year's file but has reopened	337	0.33	103416	100.00

Note: The following codes apply to all the tables below –

B = the data were not reported but are expected to be filled in the final file

M = the data were expected and the state reported that the data was not measured

N = the data are not applicable

Title I Eligible School

TITLEI09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Yes	58,400	56.47	58400	56.47
2 No	27,364	26.46	85764	82.93
B	10,255	9.92	96019	92.85
M	1,047	1.01	97066	93.86
N	6,350	6.14	103416	100.00

School-wide Title I

STITLI09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Yes	40,739	39.39	40739	39.39
2 No	17,661	17.08	58400	56.47
B	10,255	9.92	68655	66.39
M	1,047	1.01	69702	67.4
N	33,714	32.6	103416	100.00

Magnet School Indicator

MAGNET09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Yes	2,453	2.37	2453	2.37
2 No	62,346	60.29	64799	62.66
B	11,584	11.2	76383	73.86
M	6,956	6.73	83339	80.59
N	20,077	19.41	103416	100.00

Charter School Indicator

CHARTR09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Yes	4,478	4.33	4478	4.33
2 No	76,551	74.02	81029	78.35
B	10,255	9.92	91284	88.27
M	1	0	91285	88.27
N	12,131	11.73	103416	100.00

Shared Time Indicator

SHARED09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Yes	2,292	2.22	2292	2.22
2 No	71,101	68.75	73393	70.97
B	11,584	11.2	84977	82.17
M	18,439	17.83	103416	100.00