

Documentation to the NCES Common
Core of Data Public Elementary/
Secondary School Universe Survey
Preliminary Directory File: School Year
2013-14

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February 2015

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**National Center for
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I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary Directory File: School Year 2013-14

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

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

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

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

The preliminary school universe directory file includes basic identifying information for each public school including the NCES school ID numbers, location and mailing address information, preliminary geographic codes and some limited attributes about the school, such as school type, operational status, charter status, the lowest grade offered, and the highest grade offered. The preliminary school universe directory does not include aggregated demographic information such as student enrollment or teacher and staff counts. For the preliminary directory, NCES has only conducted a limited review of the file. It is meant to provide data users with a more timely

release of basic information with the understanding that the file may be incomplete or contain some inaccuracies or inconsistencies. Once NCES completes a thorough review of the school universe data, NCES will publish a complete, higher quality provisional universe file along with a First Look report.

The remainder of this document contains a methodology and technical notes section and two appendixes.

- **Appendix A—Record Layout** lists each variable on the data file, the position of the variable on the data file, a description of each variable and the permitted values for that variable, where applicable.
- **Appendix B—Value Distribution and Field Frequencies** indicates the number of missing, not applicable, and reported values for each variable, as well as the frequency, percentage, cumulative frequency, and cumulative percent of all categorical variables.

II. Methodology and Technical Notes

A. Data Collection and Editing Procedures

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

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

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

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

- schools that serve students on a part time basis, such as a vocational or technical school;
- schools that serve students remotely--that is, the school providing instruction is located in a different location than where the student is located, such as distance learning, cyber learning, or virtual learning;
- charter schools, including those that may be authorized by an entity other than an LEA; and
- schools run by SEAs or another state agency, such as a juvenile justice facility or school designed to meet a specialized need.

States report data to *EDFacts* on a reporting schedule throughout the year by submitting a series of data groups (or data files) through the ESS. The school year (SY) 2013-14 *EDFacts* collection opened in January 2014, with the Directory file having a due date of January 31, 2014. NCES extracted the directory data from *EDFacts* between January 2014 and April 2014. CCD survey staff processed each state's submission on a flow basis, so the date of the extract for each state's file may vary depending on when SEAs completed their submission. Once a file was edited and verified for a particular state, CCD survey staff did not continue to incorporate late submissions or updates unless these late submissions or updates resulted in a major change of the reported data. Late submissions or updates from SEAs may be included in subsequent file releases. Table 1 lists the exact dates when the files were last extracted from *EDFacts* (see footnote 1 for a list of variables included in the file).

Table 1. File Extraction Dates for Directory¹ Files: School Year 2013-14

State name	Date	State name	Date
Alabama	2/21/2014	New Jersey	4/8/2014
Alaska	2/4/2014	New Mexico	3/1/2014
Arizona	2/27/2014	New York	3/31/2014
Arkansas	2/6/2014	North Carolina	3/10/2014
California	4/17/2014	North Dakota	2/26/2014
Colorado	2/18/2014	Ohio	2/26/2014
Connecticut	2/5/2014	Oklahoma	2/11/2014
Delaware	2/4/2014	Oregon	2/6/2014
District of Columbia	3/24/2014	Pennsylvania	3/4/2014
Florida	2/6/2014	Rhode Island	3/21/2014
Georgia	4/4/2014	South Carolina	2/6/2014
Hawaii	4/30/2014	South Dakota	2/26/2014
Idaho	4/1/2014	Tennessee	2/3/2014
Illinois	3/10/2014	Texas	4/14/2014
Indiana	4/1/2014	Utah	2/5/2014
Iowa	2/3/2014	Vermont	2/14/2014
Kansas	2/3/2014	Virginia	2/26/2014
Kentucky	3/25/2014	Washington	3/27/2014
Louisiana	4/30/2014	West Virginia	3/4/2014
Maine	2/11/2014	Wisconsin	2/22/2014
Maryland	2/4/2014	Wyoming	2/5/2014
Massachusetts	2/28/2014	American Samoa	4/14/2014
Michigan	2/4/2014	Bureau of Indian	
Minnesota	3/19/2014	Education	2/4/2014
Mississippi	4/8/2014	DODEA	4/8/2014
Missouri	4/10/2014	Guam	2/27/2014
Montana	2/4/2014	Northern	
Nebraska	2/4/2014	Marianas	2/7/2014
Nevada	2/5/2014	Puerto Rico	3/12/2014
New Hampshire	2/4/2014	Virgin Islands	2/4/2014

¹ See Appendix A for a complete list of variables in the directory file.

B. Sources of Error and Technical Details about the SY 2013-14 File

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

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

At multiple points throughout the collection, CCD survey staff contact SEA coordinators and provide targeted feedback about their data submissions. NCES asks state coordinators to address any data that appear to be in error or are anomalies in the data. Most often SEAs will submit corrected data or explain why the data are accurate. If an SEA provides no correction or adequate explanations for data anomalies, NCES may provide a logical correction to a data value or suppress the data.

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

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

The CCD asks states to report all entities providing free, elementary/secondary public education in their state regardless of who administers the schools or districts. CCD coverage of traditional

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

Response. The DoDEA, BIE, and American Samoa did not report data for school year 2013-14; however, NCES used historical CCD information and more current information from public websites for these education agencies to minimally include the schools from these entities in the school universe directory. Item response is described in appendix B: Value Distribution and Field Frequencies.

Handling of missing data. The file should contain no blank variables. All data elements are either completed by the state or have been edited to an “M” or “N.” The exception to this rule is the ZIP+4 code; this is left blank where not reported.

- M - Data are missing. A value was expected and none was reported
- N - Data are not applicable. A value was neither expected nor reported.
- Schools not processed for geographic location were assigned zeroes for longitude and latitude.

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) ANSI¹ State Code. Each record contains an American National Standards Institute (ANSI) state code. This was formally known as the Federal Information Processing Standards (FIPS) state code and has retained the variable name of “FIPST” for longitudinal consistency with prior year files. A list of ANSI codes for each state and jurisdiction is presented in Table 2.

(LEAID) NCES Local Education Agency ID. Each record contains the NCES ID of the Local Education Agency that administers the school. The first two characters of this number are the ANSI state code.

¹ American National Standards Institute (ANSI) codes replace the Federal Information Processing Standards (FIPS) codes previously issued by the National Institute of Standards and Technology (NIST) for the 50 states, the District of Columbia, and the U.S. Island Areas. ANSI 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 the current school year, NCES researched prior year data files to determine if a valid phone number was reported for the school in a prior year. If a valid number was found in a prior year, this phone number was carried forward to the current data file.

(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 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 may have been inserted. In some instances, SEAs did not report physical locations for the location street field, but rather reported Post Office boxes and other addresses that did not represent the location of a school. In order to determine the physical location (and latitude and longitude coordinates) of these schools, NCES researched prior year’s data files to determine if a valid location street address had ever been reported. If a valid location was found in a prior year, this value was carried forward to the current year’s file.

If no valid location was found in prior years, the SEA, LEA, or school websites were researched to find the physical location. If this search results in no identifiable address, LSTREE is set to 'M'.

(LCITY) Location City. 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 SY 2007–08, NCES began editing the reported school type if it did not agree with the CCD definition. For example, if a school name indicated that it focused primarily on the needs of students with disabilities or if the state reported that at least 80 percent of the students enrolled in the school had special education individual education programs (IEPs), NCES reclassified the school as a special education school². Similarly, if a school name suggested that it was a vocational or alternative school, NCES researched the school through different resources (e.g., school website or education association) to determine if the school should be reclassified as a vocational or alternative school. NCES asks SEA Coordinators to review these reclassifications, and if the SEA provides evidence that a school met the CCD criteria for the originally reported type, NCES publishes the value reported by the SEA. Schools that were operational in the prior year, but turned into reportable programs for the current year were reported to *EDFacts* as Type 5-Reportable Program with an operational status of Closed. Closed entities remain on the CCD file for one year. In all other cases, NCES omits reportable programs from the school universe file.

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

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

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

- 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 SY 2002–03 file. Code "8" response option for the STATUS field was added to the CCD starting with the SY 2005–06 file.

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

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

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

- Urbanized Areas (UAs) of 50,000 or more people;
- Urban Clusters (UCs) of at least 2,500 and less than 50,000 people.
- Rural areas encompass all population, housing, and territory not included within an urban area.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(LATCOD) Latitude. This is determined based on the physical address reported in the directory file. Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a building's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000. There were no addresses that could not be found at the Census block level. If SEAs reported an additional school or updated a school address after the preliminary geographic coding process was completed the latitude for that school was set to a value of 0.000000.

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

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

(CONAME) County Name. This field was added to the school file starting in 2002-03. This field includes the name of the county that corresponds to the assigned county code.

(CDCODE) 113th Congressional District Code. The Congressional District Code denotes legislatively defined subdivisions of a state for the purpose of electing representatives or

delegates to the 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. When the Census Bureau updates Congressional District boundaries, CCD also updates the congressional codes to the most current version on the next published universe file. The SY 2013-14 file includes the congressional codes for the 113th Congress.

(GSLO, GSHI) Low/High Grade Span Offered. The lowest and highest grades offered in each school were 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 Status. 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 by the state.

1 = Yes

2 = No

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

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 2013-14

Administration	NCES ID	School Name	City	State
Arizona	040081102855	OMBUDSMAN - CHARTER EAST II	LIBERTYVILLE	IL
	040088003398	SOUTHWEST LEADERSHIP ACADEMY	MINDEN	NV
District of Columbia	110008700213	MAYA ANGELOU ACADEMY AT NEW BEGINNINGS FORMERLY OA	LAUREL	MD
Idaho	160261000459	PLEASANT VALLEY ELEM-JR HIGH	JORDAN VALLEY	OR
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

NOTE: This list includes only operational schools (status not = 2, 6, or 7).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," SY 2013-14, Preliminary Directory.

C. 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 a universe of schools 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 2013-14**

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**Appendix A—Record Layout for the Common Core of Data
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(+) Fields represent subfields of the fields immediately preceding them.

The file contains data for the SY 2013-14 sorted by the NCES assigned school identification code (NCESSCH).

Character fields “M” for a value was expected but not reported, 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.
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.

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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	<p>NCES code for type of school:</p> <p>1 = Regular school</p> <p>2 = Special education school</p> <p>3 = Vocational school</p> <p>4 = Alternative / Other school</p> <p>5 = Reportable program</p>
STATUS	22	AN	<p>NCES code for the school status:</p> <p>1 = School was operational at the time of the last report and is currently operational.</p> <p>2 = School has closed since the time of the last report.</p> <p>3 = School has been opened since the time of the last report.</p> <p>4 = School was in existence, but not reported in a previous year's CCD school universe survey, and is now being added.</p> <p>5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency.</p> <p>6 = School is temporarily closed and may reopen within 3 years.</p> <p>7 = School is scheduled to be operational within 2 years.</p> <p>8 = School was closed on a previous year's file but has reopened.</p>
UNION	23	AN	<p>Supervisory Union Identification Number for the school's agency:</p> <p>For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the ANSI county number. If no number was reported, the field will contain "000".</p>

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ULOCAL	24	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 a 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	25	N	<p>Latitude: Based on the location of the school. 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. A zero indicates that no value was derived for this school.</p>
LONCOD	26	N	<p>Longitude: Based on the location of the school. 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. A zero indicates that no value was derived for this school.</p>

**Appendix A—Record Layout for the Common Core of Data
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CONUM	27	AN	ANSI county number (two digit ANSI state numeric code + three digits ANSI county code) based on the location of the school.
CONAME	28	AN	County name based on the location of the school.
CDCODE	29	AN	113 th 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	30	AN	<p>School low grade offered. The following codes are used:</p> <p>UG = Ungraded</p> <p>PK = Prekindergarten</p> <p>KG = Kindergarten</p> <p>01–12 = 1st through 12th grade</p> <p>N = School had no students reported</p> <p>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.</p>
GSHI	31	AN	<p>School high grade offered. The following codes are used:</p> <p>UG = Ungraded</p> <p>PK = Prekindergarten</p> <p>KG = Kindergarten</p> <p>01–12 = 1st through 12th grade</p> <p>N = School had no students reported</p> <p>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.</p>
CHARTR	32	AN	<p>Charter status. A school that provides free elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority.</p> <p>1 = Yes</p> <p>2 = No</p>

**Appendix B—Value Distribution and Field Frequencies for the Common Core of Data
Public Elementary/Secondary School Universe Survey Preliminary Directory File:
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**Appendix B—Value Distribution and Field Frequencies for the Common Core of Data
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School Year 2013-14**

Table B-1. Number of records with missing, not applicable, and reported values for variables: School Year 2013-14

Variable	Label	M ¹	N ¹	Values Reported
NCESSCH	Unique School ID	0	0	102,840
LEAID	Unique Agency ID (NCES Assigned)	0	0	102,840
FIPST	ANSI State Number	0	0	102,840
SCHNO	NCES School Identifier	0	0	102,840
STID	State Local Education Number	0	0	102,840
SEASCH	State School Identifier	6	0	102,834
LEANM	LEA Name	0	0	102,840
SCHNAM	School Name	0	0	102,840
PHONE	School Phone Number	136	3	102,701
MSTREE	School Mailing Address	5	0	102,835
MCITY	School Mailing City	0	0	102,840
MSTATE	School Mailing USPS State Abbreviation	0	0	102,840
MZIP	School Mailing Zip	0	0	102,840
MZIP4	School Mailing Zip Plus 4	23,965	0	78,875
LSTREE	School Location Address	144	0	102,696
LCITY	School Location City	0	0	102,840
LSTATE	School Location USPS State Abbreviation	0	0	102,840
LZIP	School Location Zip	0	0	102,840
LZIP4	School Location Zip Plus 4	24,368	0	74,472
LATCOD	Latitude	126	0	102,714
LONCOD	Longitude	126	0	102,714
CONUM	ANSI County Code	1	125	102,714
CONAME	County Name	1	125	102,714
CDCODE	Congressional District Code	1	125	102,714

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

² The Longitude and Latitude missing cells are displayed as 0.000000. The data are missing because the schools were added or the addresses corrected after the preliminary geocoding process was completed. The provisional data file will contain more complete geographic data for schools and addresses that were added later in the collection process.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," SY 2013-14, Preliminary Directory.

**Appendix B—Value Distribution and Field Frequencies for the Common Core of Data
Public Elementary/Secondary School Universe Survey Preliminary Directory File:
School Year 2013-14**

Table B-2. Frequencies of categorical variables: School Year 2013-14

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
School type (TYPE)				
1—Regular	92,667	90.1	92,667	90.1
2—Special education	2,132	2.1	94,799	92.2
3—Vocational	1,460	1.4	96,259	93.6
4—Other/Alternative School	6,544	6.4	102,803	100.0
5—Reportable program	37	#	102,840	100.0
School operational status (STATUS)				
1—Continuing	98,238	95.5	98,238	95.5
2—Closed	1,792	1.7	100,030	97.3
3—New	1,495	1.5	101,525	98.7
4—Added	27	#	101,552	98.7
5—Changed agency	444	0.4	101,996	99.2
6—Inactive	551	0.5	102,547	99.7
7—Future	258	0.3	102,805	100.0
8—Reopened	35	#	102,840	100.0
NCES urban-centric locale code (ULOCAL)				
11—City, large	14,640	14.2	14,640	14.2
12—City, midsize	6,213	6.0	20,853	20.3
13—City, small	7,173	7.0	28,026	27.3
21—Suburb, large	26,945	26.2	54,971	53.5
22—Suburb, midsize	3,413	3.3	58,384	56.8
23—Suburb, small	2,130	2.1	60,514	58.8
31—Town, fringe	3,148	3.1	63,662	61.9
32—Town, distant	6,140	6.0	69,802	67.9
33—Town, remote	4,955	4.8	74,757	72.7
41—Rural, fringe	10,541	10.2	85,298	82.9
42—Rural, distant	10,747	10.5	96,045	93.4
43—Rural, remote	6,669	6.5	102,714	99.9
M—Missing	1	#	102,715	99.9
N—Not applicable	125	0.1	102,840	100.0

See notes at end of table.

**Appendix B—Value Distribution and Field Frequencies for the Common Core of Data
Public Elementary/Secondary School Universe Survey Preliminary Directory File:
School Year 2013-14**

Table B-2. Frequencies of categorical variables: School Year 2013-14—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
School low grade offered (GSLO)				
01—1st grade students	1,049	1.0	1,049	1.0
02—2nd grade students	591	0.6	1,640	1.6
03—3rd grade students	1,466	1.4	3,106	3.0
04—4th grade students	1,245	1.2	4,351	4.2
05—5th grade students	2,694	2.6	7,045	6.9
06—6th grade students	12,059	11.7	19,104	18.6
07—7th grade students	6,143	6.0	25,247	24.5
08—8th grade students	648	0.6	25,895	25.2
09—9th grade students	16,450	16.0	42,345	41.2
10—10th grade students	804	0.8	43,149	42.0
11—11th grade students	223	0.2	43,372	42.2
12—12th grade students	135	0.1	43,507	42.3
KG—Kindergarten students	25,410	24.7	68,917	67.0
N—Not applicable	5,843	5.7	74,760	72.7
PK—Prekindergarten students	27,963	27.2	102,723	99.9
UG—Students in ungraded classes	117	0.1	102,840	100.0
School high grade offered (GSHI)				
01—1st grade students	534	0.5	534	0.5
02—2nd grade students	1,517	1.5	2,051	2.0
03—3rd grade students	1,559	1.5	3,610	3.5
04—4th grade students	3,963	3.9	7,573	7.4
05—5th grade students	25,464	24.8	33,037	32.1
06—6th grade students	12,401	12.1	45,438	44.2
07—7th grade students	540	0.5	45,978	44.7
08—8th grade students	20,690	20.1	66,668	64.8
09—9th grade students	1,301	1.3	67,969	66.1
10—10th grade students	339	0.3	68,308	66.4
11—11th grade students	328	0.3	68,636	66.7
12—12th grade students	26,338	25.6	94,974	92.4
KG—Kindergarten students	525	0.5	95,499	92.9
N—Not applicable	5,843	5.7	101,342	98.5
PK—Prekindergarten students	1,381	1.3	102,723	99.9
UG—Students in ungraded classes	117	0.1	102,840	100.0

See notes at end of table.

**Appendix B—Value Distribution and Field Frequencies for the Common Core of Data
Public Elementary/Secondary School Universe Survey Preliminary Directory File:
School Year 2013-14**

Table B-2. Frequencies of categorical variables: School Year 2013-14—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Charter school indicator (CHARTR)				
1—Yes	6,935	6.7	6,935	6.7
2—No	84,008	81.7	90,943	88.4
M—Missing	260	0.3	91,203	88.7
N—Not applicable	11,637	11.3	102,840	100.0

Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, “Public Elementary/Secondary School Universe Survey,” SY 2013-14, Preliminary Directory.