



Documentation to the NCES Common Core of Data Local Education Agency Universe Survey Preliminary Directory File: School Year 2014-15

Documentation to the NCES Common Core of Data Public Elementary/Secondary Local Education Agency Universe Survey Preliminary Directory File: School Year 2014-15

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National Center for
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I. Introduction to the NCES Common Core of Data Public Elementary/Secondary Local Education Agency Universe Survey Preliminary Directory File: School Year 2014-15

This documentation is for the preliminary directory file of the National Center for Education Statistics' (NCES) Common Core of Data (CCD) Public Elementary/Secondary Local Education Agency (LEA) 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 districts¹ 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 LEA 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). Public education agencies and schools within 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 LEA universe serves as a basis for all administrative data collections within *EDFacts* that collect data at the agency 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 LEA directory data are frequently used for developing sampling frames for surveys such as NCES' National Assessment of Education Progress or the Schools and Staffing Survey. The LEA 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 agencies.

The preliminary LEA universe directory file includes basic identifying information for each public LEA including the NCES LEA identification numbers, location and mailing address and some limited attributes about the agency, such as type, operational status ("boundary change indicator"), the lowest grade offered, and the highest grade offered. The preliminary LEA universe directory does not include aggregated demographic information such as student

¹ The term school district may be used interchangeably with the term local education agency, abbreviated as LEA.

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 agency universe data, NCES will publish a complete, higher quality provisional universe file along with a First Look report containing descriptive statistics and pertinent selected findings.

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 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 or LEA public websites (if necessary), and then refer discrepancies to SEA coordinators for resolution. NCES does not contact LEAs to verify data, except in unusual circumstances. Editing procedures are described in more detail later in this section.

For the purposes of data submissions to *EDFacts*/CCD, an LEA is a governmental administrative unit at the local level which exists primarily to operate schools or to contract for educational services. LEAs may or may not be coterminous with county, city, or town boundaries. Not all LEAs operate schools; some provide support to other agencies and do not necessarily have teachers or students permanently assigned to them.

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 2014-15 (SY 2014-15) *EDFacts* collection opened in December 2014, with the Directory file having a due date of January 31, 2015. NCES extracted the directory data from *EDFacts* between December 2014 and May 2015. Table 1 lists the exact dates when the files were last extracted from *EDFacts*. CCD survey staff processed each state's submission on a flow basis, so the date of the extract for each state's file depended on when the SEA 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. File Extraction Dates for Directory Files: School Year 2014-15

| State name | Date | State name | Date |
|----------------------|------------|-------------------------------|-----------|
| Alabama | 4/3/2015 | New Jersey | 3/4/2015 |
| Alaska | 12/23/2014 | New Mexico | 2/11/2015 |
| Arizona | 4/30/2015 | New York | 2/25/2015 |
| Arkansas | 4/20/2015 | North Carolina | 1/12/2015 |
| California | 1/20/2015 | North Dakota | 4/10/2015 |
| Colorado | 1/28/2015 | Ohio | 1/21/2015 |
| Connecticut | 1/16/2015 | Oklahoma | 1/13/2015 |
| Delaware | 5/8/2015 | Oregon | 1/27/2015 |
| District of Columbia | 1/14/2015 | Pennsylvania | 1/26/2015 |
| Florida | 2/17/2015 | Rhode Island | 4/17/2015 |
| Georgia | 5/7/2015 | South Carolina | 1/28/2015 |
| Hawaii | 1/20/2015 | South Dakota | 3/11/2015 |
| Idaho | 5/11/2015 | Tennessee | 3/3/2015 |
| Illinois | 1/8/2015 | Texas | 3/16/2015 |
| Indiana | 1/23/2015 | Utah | 1/28/2015 |
| Iowa | 1/23/2015 | Vermont | 2/6/2015 |
| Kansas | 1/23/2015 | Virginia | 4/22/2015 |
| Kentucky | 1/15/2015 | Washington | 5/11/2015 |
| Louisiana | 1/13/2015 | West Virginia | 1/21/2015 |
| Maine | 3/13/2015 | Wisconsin | 2/27/2015 |
| Maryland | 3/27/2015 | Wyoming | 4/14/2015 |
| Massachusetts | 1/8/2015 | American Samoa | -- |
| Michigan | 1/26/2015 | Bureau of Indian Education | 3/23/2015 |
| Minnesota | 3/26/2015 | DoDEA | -- |
| Mississippi | 5/6/2015 | Guam | -- |
| Missouri | 5/14/2015 | Northern Marianas | -- |
| Montana | 1/21/2015 | Puerto Rico | 1/28/2015 |
| Nebraska | 1/28/2015 | Virgin Islands | 1/21/2015 |
| Nevada | 3/25/2015 | | |
| New Hampshire | 4/21/2015 | | |

B. Sources of Error and Technical Details about the SY 2014-15 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 LEAs to the directory from the prior year to ensure that the coverage of LEAs included in the directory is complete and accurate. NCES reviews the categorical variables for LEAs and changes in operating statuses to ensure that these meet with the business rules and data definitions established for reporting LEA 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.

Coverage error. Coverage error is a source of nonsampling error that occurs when the measured universe of agencies varies from the actual target universe; for example, the same agency could be reported twice (i.e. overcoverage) or an agency could be omitted (i.e. undercoverage). To minimize coverage error CCD survey analysts conduct an extensive review of the LEAs submitted by SEAs by matching to the universe reported in the prior year and ensuring that, each LEA is only counted once and each LEA 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 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 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 districts. CCD coverage of traditional public LEAs 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 LEAs that are administered by state organizations other

than SEAs. In recent years ED*FACTS* and CCD have increased efforts to work with other Department of Education offices and other federal agencies to use additional administrative data sources to identify schools and LEAs that may be underreported by SEAs.

Response. The DoDEA, American Samoa, Guam and the Northern Marianas did not report data for SY 2014-15; however, NCES used historical CCD information and more current information from public websites for these education agencies to minimally include the LEAs from these entities in the LEA 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.

New York City. New York City is shown in NCES reports as a single school district. Similarly, finance data reported for New York City in the School District Finance Survey are reported as a single district. However, the single “New York City Public Schools” (LEAID=“3620580”) is reported in the school and agency directories as a supervisory union comprising multiple “geographic districts” and an additional “special schools” district. To aggregate NYC LEA data to the supervisory union, researchers must select schools with a state ANSI code equal to 36 and a supervisory union ID (UNION) equal to 300.

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.

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

(FIPST) ANSI² 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.

² 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.

(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.

(NAME) Name of Education Agency. Each record contains the name of the local education agency. CCD survey staff reviewed any record filling the 60 characters assigned and may have adjusted the agency 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 LEA 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 LEA 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 LEA 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 23 LEAs that have a mailing state code different from their ANSI state code is included in 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. The location address describes the physical location (e.g. where an overnight delivery can be made) of the education entity. 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 an LEA. In order to determine the physical location (and latitude and longitude coordinates) of these LEAs, 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) Education Agency Type Code. NCES code for type of agency. Each record contains an education agency type code. Agencies classified as supervisory union administrative centers (TYPE=3) generally do not report student membership, although Vermont and Virginia are exceptions and report students in membership for such agencies. The agency type codes are as follows:

- 1 = Local school district that is not a component of a supervisory union.
- 2 = Local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.
- 3 = Supervisory union administrative center, or a county superintendent serving the same purpose.
- 4 = Regional education services agency, or a county superintendent serving the same purpose.
- 5 = State-operated agency charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.
- 6 = Federally operated agency charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.
- 7 = All schools associated with the agency are charter schools. This is often referred to as an “independent charter district.”
- 8 = Other education agencies that do not fit into the first seven categories.

The code “7” response option for the TYPE field was changed for the agency file starting in 2007–08, and the code “8” response option was added to the file. In prior years, “7” represented other education agencies, including charter school agencies; in 2007–08, this code was changed to represent charter school agencies only, which did not have their own response option in prior years. Code “8” now represents other education agencies, excluding charter school agencies.

(UNION) Supervisory Union Number. This field contains the ID number assigned by the state to the supervisory unit and component agencies.

(BOUND) Operational Status Code. This field contains a classification of changes in an education agency’s boundaries since the last report to NCES. All agencies are coded to reflect their status as reported for the reference school year. The valid responses include the following:

- 1 = No significant boundary change for this agency since the last report. Currently in operation.
- 2 = Education agency has closed with no effect on another agency’s boundaries.
- 3 = New agency formed with no effect on another agency’s boundaries.
- 4 = Agency was in existence, but not reported in a previous year’s CCD agency universe survey, and is now being added.

- 5 = Agency has undergone a significant change in geographic boundaries or instructional responsibility.
- 6 = Agency is temporarily closed and may reopen within 3 years.
- 7 = Agency is scheduled to be operational within 2 years.
- 8 = Agency was closed on a previous year's file but has reopened.

Agencies with an operational status code of "2" remain in the file for one year for historical purposes. Code "6" and "7" response options for the BOUND field were added to the agency file starting in 2002–03. Code "8" response option for the BOUND field was added to the agency file starting in 2005–06.

(GSLO, GSHI) Low/High Grade Span Offered. The lowest and highest grades offered in each agency 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 agency; 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.

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 Northern Mariana | | |
| Nebraska | 31 | NE | Islands | 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. In the CCD files, the state abbreviations shown for DoDEA and BIE schools correspond to the mailing addresses and location addresses of the schools.

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 Agencies with Mailing Address in Another State: School Year 2014-15

| Administration | | | | |
|----------------|---------|--|--------------------|-------|
| State | LEAID | Agency Name | City | State |
| Arizona | 0400020 | FLAGSTAFF MONTESSORI L.L.C. | Fremont | CA |
| | 0400103 | OMBUDSMAN EDUCATIONAL SERVICES LTD. A SUBSIDIARY OF EDUCATI | LIBERTYVILLE | IL |
| | 0400427 | ARIZONA CONNECTIONS ACADEMY CHARTER SCHOOL INC. | BALTIMORE | MD |
| | 0400854 | GRAYSMARK SCHOOLS CORPORATION | DULUTH | MN |
| | 0400876 | GEORGE GERVIN YOUTH CENTER INC. | SAN ANTONIO | TX |
| | 0400880 | SOUTHWEST LEADERSHIP ACADEMY | MINDEN | NV |
| District of | 1100051 | HOPE COMMUNITY PCS | LAUREL | MD |
| Columbia | 1100087 | DYRS | LAUREL | MD |
| Idaho | 1602610 | PLEASANT VALLEY ELEM DIST | JORDAN VALLEY | OR |
| Indiana | 1800112 | CSUSA MANUAL | FORT LAUDERDALE | FL |
| | 1800126 | CSUSA HOWE | FORT LAUDERDALE | FL |
| | 1800127 | CSUSA DONNAN | FORT LAUDERDALE | FL |
| North Dakota | 3805670 | EARL 18 | SIDNEY | MT |
| | 3820340 | YELLOWSTONE 14 | FAIRVIEW | MT |
| Ohio | 3901561 | CINCINNATI GENERATION ACADEMY | DENVER | CO |
| Texas | 4800077 | BEXAR COUNTY ACADEMY | OAK PARK | MI |
| | 4800090 | ACADEMY OF DALLAS | OAK PARK | MI |
| Vermont | 5000024 | RIVENDELL INTERSTATE SCHOOL DISTRICT | ORFORD | NH |
| | 5000384 | RIVENDELL INTERSTATE SUPERVISORY DISTRICT | ORFORD | NH |
| | 5099955 | SCHOOL ADMINISTRATIVE UNIT #70 | HANOVER | NH |

NOTE: This list includes operational agencies only (boundary change not = 2, 6, or 7).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Local Education Agency Universe Survey," SY 2014-15, Preliminary Directory.

C. Limitations of the Public Elementary/Secondary Local Education Agency Universe Data Preliminary Directory File

As mentioned in the Introduction Section, this preliminary directory file is created to provide users with a universe of LEAs 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 LEA. 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 Local Education Agency Universe Survey Preliminary Directory File:
School Year 2014-15**

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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 2014-15 sorted by the NCES assigned local education identification code (LEAID).

Character fields “M” for a value was expected but was 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. |
| LEAID | 2 | AN | NCES Local Education Agency ID. The first two positions of this field are also the American National Standards Institute (ANSI) state code. |
| FIPST | 3 | AN + | American National Standards Institute (ANSI) state code. |
| STID | 4 | AN | State’s own ID for the education agency. |
| NAME | 5 | AN | Name of the education agency. |
| PHONE | 6 | AN | Telephone number of education agency. |
| MSTREE | 7 | AN | Mailing address of the agency—may be a street address, a P.O. Box number, or, if there is no address beyond CITY, STATE, and ZIP, the character “N.” |
| MCITY | 8 | AN | Name of the agency mailing address city. |
| MSTATE | 9 | AN | Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located. |
| MZIP | 10 | AN | Five-digit U.S. Postal Service ZIP code for the mailing address. |
| MZIP4 | 11 | AN | Four-digit ZIP+4, if assigned; if none, field is blank. |
| LSTREE | 12 | AN | Location address of agency. |
| LCITY | 13 | AN | Location city of agency. |
| LSTATE | 14 | AN | Location state (two-letter postal abbreviation) |
| LZIP | 15 | AN | Location 5-digit ZIP Code. |
| LZIP4 | 16 | AN | Location +4 ZIP Code. |

**Appendix A—Record Layout for the Common Core of Data
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| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|--|
| TYPE | 17 | AN | <p>Agency type code:</p> <p>1 = Regular local school district. Locally governed agency responsible for providing free public elementary or secondary education; includes independent school districts and those that are a dependent segment of a local government such as a city or county.</p> <p>2 = Local school district that is a component of a supervisory union. Regular local school district that shares its superintendent and administrative services with other school districts participating in the supervisory union.</p> <p>3 = Supervisory Union. An education agency that performs administrative services for more than one school district, providing a common superintendent for participating districts.</p> <p>4 = Regional Education Service Agency. Agency providing specialized education services to a variety of local education agencies, or a county superintendent serving the same purposes.</p> <p>5 = State-Operated Agency. Agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services. Includes the State Education Agency if this agency operates schools. Examples include elementary/secondary schools operated by the state for the deaf or blind; and programs operated by state correctional facilities.</p> <p>6 = Federally-Operated Agency. A federal agency that is charged, at least in part, with providing elementary or secondary instruction or support services.</p> <p>7 = Independent Charter Agency. All schools associated with the agency are charter schools.</p> <p>8 = Other Education Agency. Agency providing elementary or secondary instruction or support services that does not fall within the definitions of agency types 1–7.</p> |
| UNION | 18 | AN | <p>Supervisory union number. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the ANSI county number. If no number was reported, the field will contain “000.”</p> |
| BOUND | 19 | AN | <p>The boundary change indicator is a classification of changes in an education agency’s boundaries since the last report to NCES. The options are as follows:</p> <p>1 = No significant boundary change for this agency since the last report. Currently in operation.</p> <p>2 = Education agency has closed with no effect on another agency’s boundaries.</p> <p>3 = This is a new education agency formed with no effect on another agency’s boundaries.</p> <p>4 = Agency was in existence, but not reported in a previous year’s CCD agency universe survey, and is now being added.</p> <p>5 = Agency has undergone a significant change in geographic boundaries or instructional responsibility.</p> <p>6 = Agency is temporarily closed and may reopen within 3 years.</p> |

**Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary Local Education Agency Universe Survey Preliminary Directory File:
School Year 2014-15**

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|--|
| | | | 7 = Agency is scheduled to be operational within 2 years. |
| | | | 8 = Agency was closed on a previous year's file but has reopened. |
| GSLO | 20 | AN | Agency low grade offered. If grade span data were not reported, this field was calculated from the low grade spans of the associated schools in the CCD school universe file. |
| GSHI | 21 | AN | Agency high grade offered. If grade span data were not reported, this field was calculated from the high grade spans of the associated schools in the CCD school universe file. When combined, GSLO and GSHI are the grade span of the school. |

**Appendix B—Value Distribution and Field Frequencies for the Common Core of Data
Public Elementary/Secondary Local Education Agency Universe Survey Preliminary Directory File:
School Year 2014-15**

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**Appendix B—Value Distribution and Field Frequencies for the Common Core of Data
Public Elementary/Secondary Local Education Agency Universe Survey Preliminary Directory File:
School Year 2014-15**

Table B-1. Number of records with missing, not applicable, and other values for variables: School Year 2014-15

| Variable | Label | M ¹ | N ¹ | Other |
|----------|---|----------------|----------------|--------|
| FIPST | ANSI State Number | 0 | 0 | 18,789 |
| LEAID | NCES Agency Identification Number | 0 | 0 | 18,789 |
| STID | State Local Education Number | 0 | 0 | 18,789 |
| NAME | Education Agency Name | 0 | 0 | 18,789 |
| PHONE | Phone Number | 2 | 1 | 18,786 |
| MSTREE | Mailing Address | 0 | 0 | 18,789 |
| MCITY | Mailing City | 0 | 0 | 18,789 |
| MSTATE | Mailing USPS State Abbreviation | 0 | 0 | 18,789 |
| MZIP | Mailing Zip | 0 | 0 | 18,789 |
| MZIP4 | Mailing Zip Plus 4 | 3,570 | 0 | 15,219 |
| LSTREE | Location Address | 11 | 0 | 18,778 |
| LCITY | Location City | 0 | 0 | 18,789 |
| LSTATE | Location USPS State Abbreviation | 0 | 0 | 18,789 |
| LZIP | Location Zip | 0 | 0 | 18,789 |
| LZIP4 | Location Zip Plus 4 | 3,690 | 0 | 15,099 |
| UNION | Supervisory Union Identification Number | 2 | 285 | 18,502 |

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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, “Local Education Agency Universe Survey,” SY 2014-15, Preliminary Directory.

**Appendix B—Value Distribution and Field Frequencies for the Common Core of Data
Public Elementary/Secondary Local Education Agency Universe Survey Preliminary Directory File:
School Year 2014-15**

Table B-2. Frequencies of categorical variables: School Year 2014-15

| Categorical variable and label | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|--|-----------|---------|----------------------|--------------------|
| Agency type (TYPE) | | | | |
| 1—Regular local school district | 13,053 | 69.5 | 13,053 | 69.5 |
| 2—Local school district that is a component of a | 695 | 3.7 | 13,748 | 73.2 |
| 3—Supervisory union | 219 | 1.2 | 13,967 | 74.3 |
| 4—Regional education service agency | 1,336 | 7.1 | 15,303 | 81.5 |
| 5—State-operated agency | 266 | 1.4 | 15,569 | 82.9 |
| 6—Federally-operated agency | 20 | 0.1 | 15,589 | 83.0 |
| 7—Charter agency | 3,056 | 16.3 | 18,645 | 99.2 |
| 8—Other education agency | 144 | 0.8 | 18,789 | 100.0 |
| Operational status code (BOUND) | | | | |
| 1—Continuing | 18,245 | 97.1 | 18,245 | 97.1 |
| 2—Closed | 207 | 1.1 | 18,452 | 98.2 |
| 3—New | 221 | 1.2 | 18,673 | 99.4 |
| 4—Added | 1 | # | 18,674 | 99.4 |
| 5—Changed boundary | 24 | 0.1 | 18,698 | 99.5 |
| 6—Inactive | 14 | 0.1 | 18,712 | 99.6 |
| 7—Future | 64 | 0.3 | 18,776 | 99.9 |
| 8—Reopened | 13 | 0.1 | 18,789 | 100.0 |

See notes at end of table.

**Appendix B—Value Distribution and Field Frequencies for the Common Core of Data
Public Elementary/Secondary Local Education Agency Universe Survey Preliminary Directory File:
School Year 2014-15**

Table B-2. Frequencies of categorical variables: School Year 2014-15—Continued

| Categorical variable and label | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------------------------------|-----------|---------|-------------------------|-----------------------|
| Agency low grade offered (GSLO) | | | | |
| 01—1st grade students | 52 | 0.3 | 52 | 0.3 |
| 02—2nd grade students | 12 | 0.1 | 64 | 0.3 |
| 03—3rd grade students | 35 | 0.2 | 99 | 0.5 |
| 04—4th grade students | 31 | 0.2 | 130 | 0.7 |
| 05—5th grade students | 127 | 0.7 | 257 | 1.4 |
| 06—6th grade students | 299 | 1.6 | 556 | 3.0 |
| 07—7th grade students | 202 | 1.1 | 758 | 4.0 |
| 08—8th grade students | 25 | 0.1 | 783 | 4.2 |
| 09—9th grade students | 1,040 | 5.5 | 1,823 | 9.7 |
| 10—10th grade students | 51 | 0.3 | 1,874 | 10.0 |
| 11—11th grade students | 56 | 0.3 | 1,930 | 10.3 |
| 12—12th grade students | 6 | # | 1,936 | 10.3 |
| KG—Kindergarten students | 4,825 | 25.7 | 6,761 | 36.0 |
| M—Missing | 1,002 | 5.3 | 7,763 | 41.3 |
| N—Not applicable | 754 | 4.0 | 8,517 | 45.3 |
| PK—Prekindergarten students | 10,226 | 54.4 | 18,743 | 99.8 |
| UG—Ungraded students | 46 | 0.2 | 18,789 | 100.0 |

See notes at end of table.

**Appendix B—Value Distribution and Field Frequencies for the Common Core of Data
Public Elementary/Secondary Local Education Agency Universe Survey Preliminary Directory File:
School Year 2014-15**

Table B-2. Frequencies of categorical variables: School Year 2014-15—Continued

| Categorical variable and label | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|----------------------------------|-----------|---------|-------------------------|-----------------------|
| Agency high grade offered (GSHI) | | | | |
| 01—1st grade students | 23 | 0.1 | 23 | 0.1 |
| 02—2nd grade students | 35 | 0.2 | 58 | 0.3 |
| 03—3rd grade students | 52 | 0.3 | 110 | 0.6 |
| 04—4th grade students | 63 | 0.3 | 173 | 0.9 |
| 05—5th grade students | 214 | 1.1 | 387 | 2.1 |
| 06—6th grade students | 495 | 2.6 | 882 | 4.7 |
| 07—7th grade students | 84 | 0.5 | 966 | 5.1 |
| 08—8th grade students | 2,584 | 13.8 | 3,550 | 18.9 |
| 09—9th grade students | 96 | 0.5 | 3,646 | 19.4 |
| 10—10th grade students | 54 | 0.3 | 3,700 | 19.7 |
| 11—11th grade students | 75 | 0.4 | 3,775 | 20.1 |
| 12—12th grade students | 13,143 | 70.0 | 16,918 | 90.0 |
| KG—Kindergarten students | 13 | 0.1 | 16,931 | 90.1 |
| M—Missing | 1,002 | 5.3 | 17,933 | 95.4 |
| N—Not applicable | 754 | 4.0 | 18,687 | 99.5 |
| PK—Prekindergarten students | 56 | 0.3 | 18,743 | 99.8 |
| UG—Ungraded students | 46 | 0.2 | 18,789 | 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, “Local Education Agency Universe Survey,” SY 2014-15, Preliminary Directory.

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