

Documentation to the 2014–15 Common Core of Data (CCD) Universe Files

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I. Purpose

This document describes the universe, methods, and editing procedures used in the nonfiscal, universe portion of the school year (SY) 2014–15 Common Core of Data (CCD) collection. The National Center for Education Statistics (NCES) will publish updated versions of this document with each school year collection.

The CCD universe collection is a comprehensive listing of the public elementary and secondary schools and the local education agencies (LEAs) that administer and support them. The CCD includes directory, enrollment, and staffing data at state, LEA, and school levels. State education agencies (SEAs) report these data in a series of file submissions throughout the school year. Specific information about the actual data is provided in the First Look publications and companion files that accompany the release of the component files.

The CCD also includes fiscal data and data on high school dropouts and completers. Those collections are described in separate documentation.

The CCD universe collection is a subset of the data submitted by SEAs to the Department of Education through *EDFacts*, the department's centralized data collection agency. SEAs submit data through the *EDFacts* Submission System (ESS). The Partner Support Center (PSC) assists data providers in resolving any file submission problems. Files with CCD data are replicated to the Data Management System (DMS) which is used by PSC analysts to review the data and communicate with SEAs about any data issues.

Other documentation that may be useful to researchers includes the following:

- *EDFacts* workbook, a reference guide to using the ESS; particularly useful to new users; contains multiple appendices, including one that explains how to use the file specifications (posted at <http://www2.ed.gov/about/inits/ed/edfacts/index.html>).
- *EDFacts* file specifications, posted at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>. These specifications include the detailed definitions and guidance given to SEAs for reporting CCD data.
- The *EDFacts* business rules guide describes each business rule; it includes the error number, type, message, definition, edit logic, and the file specifications against which the business rules are applied (posted at <http://www2.ed.gov/about/inits/ed/edfacts/index.html>).
- CCD data files and documentation, posted at <http://nces.ed.gov/ccd/ccddata.asp>. The additional documentation posted on this page complements this file documentation, providing specific information on the individual data files such as file layouts, frequency counts, value ranges, and data notes.

II. Introduction

The CCD is a national statistical program that collects and compiles administrative data from SEAs covering the universe of all public elementary and secondary schools and school districts in the United States. The first CCD collection was for SY 1986–87. The predecessor to CCD was the Elementary and Secondary General Information System.

The CCD includes five basic collections and several supplemental ones. The basic collections are divided into two main data content areas: nonfiscal (or universe) data and fiscal data. They are further divided into hierarchical levels (school, LEA,¹ and state). These five basic collections are listed in the exhibit below. This documentation addresses the three nonfiscal, universe data files.

Exhibit 1. Basic collections of the Common Core of Data

Survey name	Content area	Level
Public Elementary/Secondary School Universe Survey	Nonfiscal	School
Local Education Agency Universe Survey	Nonfiscal	LEA
State Nonfiscal Survey of Public Elementary/Secondary Education	Nonfiscal	SEA
School District Finance Survey (F-33)	Fiscal	LEA
National Public Education Finance Survey	Fiscal	SEA

The supplemental collections are listed in exhibit 2 below.

¹ LEAs are often referred to as “school districts.” While these terms are often used interchangeably, school districts are more precisely thought of as the subset of LEAs that directly administer schools, distinct from other agencies that provide support but no instruction.

Exhibit 2. Supplemental collections of the Common Core of Data statistical program

Survey/File name	Content area	Level
Pilot Teacher Compensation Survey (historical; no longer conducted)	Fiscal; teacher characteristics; teacher benefits and compensation	Teacher and LEA
Pilot School-Level Finance Survey	Fiscal	School
High school dropouts and completers (data files)	Nonfiscal	LEA and SEA
Geo-coded location data	Nonfiscal	LEA and SEA

A. Changes in the 2014-15 Data Files

- CCD files are published in separate modules aligned with the *EDFacts* files from which they are derived (see section V, “Data Content” below). This has been done to more closely align published CCD data with the source data, reduce the amount of processing required, and facilitate early file releases and more regular re-releases of updated data. All files include the unique identifiers needed to merge them. There is a 1:1 relationship of records between files. All entities have a directory file record. Where a record is missing for an entity on another component file, it is because those data are not applicable for that entity; a future school, for example, would not have any enrollment data.
- Some variable names have been changed to provide better clarity and consistency with the *EDFacts* source files. See the individual companion files for specific variables.
- New variables have been added. These include short text versions of coded variables (like TYPE), and additional contact information (additional address lines). Other additions are described below.
- The geo-coded location data for the LEA and school files are produced and published as separate data products.
- A directory file of reportable programs is now also published with the CCD universe files. A “reportable program” is “program within an education agency that may be self-contained and is supported or partially supported through federal funding to provide educational services. These programs do not have their own administrator(s) and do not meet the definition of a public school.” (from the 029 Directory file specifications). These are identified as a SCH_TYPE=5 on the CCD school directory. No enrollment or staff data are reported for these programs. These programs are not included in any NCES reporting. However, information about reportable programs can provide researchers with a fuller picture of public elementary/secondary education activities.
- Data for grade 13 are now included in the CCD. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an

extended high school environment, or CTE students in a high school program that continues beyond grade 12. (See section 2.5 of the 052-Membership file specifications for a more detailed description.) There is a grade-offered flag for grade 13 on the directory files; it is a possible low and high grade (GSLO and GSHI); and it is considered in the derivation of the school LEVEL variable. Enrollment counts for grade 13 students are included in the membership file and they are included in the MEMBER count of students. In SY 2014-15, 109 schools in 5 states reported offering a grade 13.

- Data for adult education (AE) are now included in the CCD. AE is not part of elementary/secondary education, however public LEAs and schools provide this level of education, and omitting the data meant distorting the work of these entities. AE is treated as another grade level. There is a grade-offered flag on the directory files, and AE enrollment is also reported. AE is not included in the variable MEMBER (the total of ungraded and PK-13 enrollment). It is included in the variable TOTAL (the total enrollment of the school, LEA, or state). AE is not considered when deriving the school LEVEL variable. Adult education was offered by fewer than 500 LEAs and 600 schools in 10 states.

III. The CCD Public Elementary/Secondary Education Universe

The CCD is a census or “universe” data collection, unlike a sample data collection that includes only a subset of the target population. The goal of the CCD surveys is to provide a complete and comprehensive listing of all schools, LEAs, and SEAs providing free public elementary and secondary education within the United States.

The primary use of the CCD is to provide national estimates of key education statistics, such as the total number of students enrolled in public elementary/secondary schools in the United States and the total number of full-time-equivalent (FTE) teachers working in these schools. The NCES annual *Digest of Education Statistics* publishes tabulations of CCD data.

The CCD is also used as a sampling frame for studies of public elementary/secondary education. NCES studies that use the CCD this way include the National Assessment of Educational Progress (NAEP) and the National Teacher and Principal Survey (NTPS).²

The geographic scope of the CCD includes:

- the 50 states and the District of Columbia;
- Puerto Rico;
- the U.S. Virgin Islands;
- American Samoa;
- Guam;
- the Commonwealth of the Northern Mariana Islands;
- Bureau of Indian Education (BIE); and
- Department of Defense Education Activity (DoDEA).

References in CCD documentation to *state education agencies* include the reporting agencies for the island territories, BIE, and DoDEA. Tabulations of CCD data generally include only the 50 states and the District of Columbia in U.S. totals; the island territories, BIE, and DoDEA are listed separately in tabulations.

A. Elementary/Secondary Education Entities in CCD

The CCD imposes a three-level hierarchy on public elementary/secondary education entities: state, LEA, and school. All schools in the school universe are associated with an LEA and an SEA. Every LEA is associated with an SEA. This hierarchical relationship between schools, LEAs, and SEAs is reflected in the identification numbers assigned to schools, LEAs, and SEAs by NCES. (See the section, “Unit Identifiers” below).

² For more information about NAEP, please visit <http://nces.ed.gov/nationsreportcard/>. For more information about NTPS, please visit <http://nces.ed.gov/surveys/ntps/>.

This section describes how these entities are characterized in CCD. For the complete definitions and the guidance provided to SEAs for reporting these data, see the *EDFacts* file specifications available here: <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>.

1. State Education Agency (SEA)

CCD recognizes only one SEA in each state. This standard derives from the Elementary and Secondary Education Act (ESEA), which defines the SEA as the agency of the state charged with primary responsibility for coordinating and supervising public elementary and secondary instruction (education), including the setting of standards for instructional programs, and it is the state agency that administers federal grant programs under the ESEA. This SEA is the entity responsible for reporting CCD data.

Other state agencies, such as justice departments or health departments, may operate schools or provide elementary/secondary education services. Some states also operate schools for the blind or the deaf. Within the CCD typology, these would all be designated as LEAs of type 5 (“state-operated”—see the next section).

2. Local Education Agencies (LEAs)

In the CCD typology, LEAs include all governmental agencies within a state that support public elementary/secondary education other than the SEA and schools. These include local school districts that operate schools, as well as regional agencies that provide services to school districts, other education agencies, or schools. LEAs may or may not be coterminous with county, city, or town boundaries.

The CCD LEA typology is based on the governance of the agency. The LEA type (**LEA_TYPE**) takes one of the following values:

- 1 = regular local school district that is not a component of a supervisory union;
- 2 = regular 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 institution charged, at least in part, with providing elementary and secondary instruction or services to a special-needs population;
- 6 = federally operated institution charged, at least in part, with providing elementary and secondary instruction or services. With few exceptions, these are LEAs operating under the DoDEA;

7 = agencies for which all associated schools are charter schools. In the CCD model, every school is associated with an LEA. Charter schools authorized by entities other than a LEA often serve as their own LEA for CCD reporting purposes; and

8 = other education agencies that do not fit into the first seven categories.

Prior to the SY 2007–08 collection, TYPE 7 represented “other education agencies,” which included charter school agencies. Starting in SY 2007–08, TYPE 7 was changed to represent charter school agencies only, and TYPE 8 was added to indicate “other education agencies” (excluding charter school agencies).

3. Schools

For CCD, a school is defined (from the *EDFacts* Workbook section 1.3) as a site that provides elementary and secondary educational services and

- has one or more grade groups (prekindergarten through 12) or is ungraded;
- has one or more teachers;
- is located in one or more buildings (does not exclude virtual schools; see below);
- has an assigned administrator(s);
- receives public funds as its primary support; and
- is operated by an education agency.

This definition of schools includes:

- schools that serve students on a part-time basis, such as a career and 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.

CCD school typology (the variable *SCH_TYPE* on the file) is based on the school’s curriculum or population served. Additional yes/no flags are used to indicate other characteristics of the school (e.g., *MAGNET*, *CHARTR*, *VIRTUALSTAT*, *SHARED*).

a) *School type (SCH_TYPE)*

School type takes one of the following values:

1 = Regular school: A public elementary/secondary school providing instruction and education services that does not focus primarily on special education, career/technical

education, or alternative education, or on any of the particular themes associated with magnet/special program-emphasis schools.

2 = Special education school: A public elementary/secondary school that focuses primarily on special education—including instruction for any of the following students with: autism, deaf-blindness, developmental delay, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments—and that adapts curricula, materials, or instruction for students served.

3 = Career/Technical education school: A public elementary/secondary school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

4 = Alternative/other school: A public elementary/secondary school that (1) addresses needs of students that typically cannot be met in a regular school; (2) provides nontraditional education; (3) serves as an adjunct to a regular school; or (4) falls outside the categories of regular, special education, or career/technical education.

5 = Reportable program: A program within a school that may be self-contained, but does not have its own principal. Reportable programs are not schools as defined by CCD. *EDFacts* collects data for other U.S. Department of Education programs in addition to CCD. These programs are assigned an NCES school ID so that they can report their particular data separately from any school with which they are affiliated. This category also includes some educational entities for which other *EDFacts* data are unavailable. Reportable programs are not included in CCD reporting or tabulations. An entity that was an operational school in the prior year but turned into reportable programs in the current year is shown in the current year file with a **TYPE** code of 5 and an operational status of “closed” so that there is a record of its closure as a school.

b) Magnet school status (MAGNET)

All schools in the CCD have a flag (MAGNET) to indicate whether the school is a magnet school. A magnet school is a special school designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation (50 percent or more minority enrollment); and to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). Whether a school is a magnet school is independent of the school type (SCH_TYPE).

c) Charter school status (CHARTR)

All schools in the CCD have a flag (CHARTR) to indicate whether the school is a charter school or not. A charter school is a school providing free public elementary or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and it is designated by such authority to be a charter school.

d) Virtual school status (VIRTUALSTAT)

Starting in SY 2013–14, schools in the CCD have a flag (VIRTUALSTAT) to indicate whether the school is a virtual school. A virtual school is a public school that only offers instruction in which students and teachers are separated by time or location, and interaction occurs via computers or telecommunications technologies. A virtual school generally does not have a physical facility that allows students to attend classes on site.

e) Shared-time school status (SHARED)

All schools in the CCD have a flag (SHARED) to indicate whether the school is a shared-time school. A shared-time school is typically a school that offers career/technical education or other education services (school **SCH_TYPE** = 3 or 4), in which some or all students are enrolled in a separate “homeschool” (or “school of record”) and attend the shared-time school on a part-day basis. In CCD, students are only counted once—in their homeschool. This is usually the school where they spend most of their day. Because of this, the membership count for a shared-time school understates the number of students served by the school, and may even be zero.

IV. Process

CCD data are processed in four major stages: SEA submissions, universe reconciliation, NCES data processing, and publication.

A. SEA Submissions

CCD data are a subset of the data collected by the department's *EDFacts* team. SEAs submit approximately 75 different files throughout the school year, each file with potentially three levels of data (state, LEA, and school). The exhibit below lists the *EDFacts* files that provide CCD data.

Exhibit 3. *EDFacts* reporting schedule for CCD data with SY 2014–15 due dates

File specification ID number	File name	<i>EDFacts</i> due date	CCD reporting levels
029	Directory	1/31/2015	SEA, LEA, school
039	Grades offered	1/31/2015	LEA, school
129	School	3/31/2015	School
052	Membership	3/30/2015	SEA, LEA, school
033	Free & reduced-price lunch	3/31/2015	School
002	Children with disabilities— school age	4/2/2015	LEA
089	Children with disabilities— early childhood	4/2/2015	LEA
046	LEP students in LEP programs	4/30/2015	LEA
059	Staff	5/30/2015	SEA, LEA, school

While first submissions of data are due on the dates shown in the table above, SEAs can submit revised data files to *EDFacts* for up to 3 years. CCD releases have data as of a particular date and may not include the most current resubmissions.

SEA submissions are processed through the ESS. The ESS performs a number of format and validation edits on files. The results of these edits are available to SEAs through the Education Data Exchange Network. The *EDFacts* Partner Support Center (PSC) works with SEAs to resolve any issues related to these submissions.

B. Universe Reconciliation and Match Edits

One of the most important tasks in ensuring the quality of the CCD surveys is to ensure that the reported universe of schools and LEAs is complete and accurate each year. To ensure the uniqueness of each reported entity and continuity with prior year reporting, the ESS runs a series of checks using the states' own ID numbers for LEAs and schools, NCES ID numbers, and the

reported status of the entities. These are referred to as “Match” edits because they rely primarily on matching entities reported in the current year collection with those reported in the prior year. A directory file that fails match edits is rejected by ESS, and the SEA must make the appropriate corrections and resubmit the file before the data is processed further.

As a quality assurance measure, NCES also runs a similar series of error checks against the LEA and school files extracted from ESS.

The directory file specifications (029 - <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>) provide the directions given to SEAs on reporting schools, LEAs, their IDs and their statuses. The particular error tests are included in the business rules guide (<http://www2.ed.gov/about/inits/ed/edfacts/business-rules-guide.html>). These rules can be filtered (error type = Match) to find the error checks for this process.

C. NCES Data Processing

During the course of the SY 2014–15 collection, NCES moved the post-ESS data processing from the U.S. Census Bureau processing system to the PSC and the new Data Management System (DMS). Census processed the initial submissions and produced the issues reports provided to SEAs. In November 2015, the responsibility for follow-up and issue resolutions was transferred to PSC. Data issue identification and resolution relied primarily on the Census-generated issues report. However, some late submissions and resubmissions were processed through the DMS to identify and resolve remaining issues. Starting with the SY 2015–16 collection, all processing will be through PSC and the DMS.

The DMS is an online system that facilitates exchanges between the U.S. Department of Education and reporting SEAs. It runs more detailed edits against the data and generates an issues report. SEAs are notified when the issues reports are available for viewing in the DMS. PSC analysts dedicated to CCD processing work with SEAs to resolve data issues. SEAs and PSC analysts can discuss these issues using a dialog functionality within DMS. When data problems are identified, SEAs are encouraged to resubmit data files through ESS. While PSC analysts can correct data in DMS, resubmissions through ESS are preferred so that the two databases are consistent.

Once the data collection is completed, PSC analysts compile recommendations for any adjustments needed to resolve any remaining data issues. (See Data Adjustments below.)

D. Publication

CCD data are released through the following products:

- File Documentation (this document);
- First Look Report—a short report providing summary tabulations of the data being released and a list of selected findings;
- Data files—CCD data files are made available on the CCD website: <http://nces.ed.gov/ccd/ccddata.asp>;

- Companion files—these MS Excel workbooks provide detailed documentation of the data files. They are available with the data files at <http://nces.ed.gov/ccd/ccddata.asp>. The workbooks include a
 - variables list;
 - variable descriptions and category values;
 - data value statistics (minimums, maximums, means, counts of missing or not applicable);
 - frequency tables for categorical variables; and
 - state notes that address known anomalies in individual states’ data or provide other state-specific information of relevance to data users.

- Online search and query tools listed at <http://nces.ed.gov/ccd/index.asp>.

V. Data Content

The CCD is published in data files that parallel the *EDFacts* files shown above in table 3, with two exceptions: the directory (029) and grades-offered (039) files are published as a single file, and the counts of children with disabilities (002 and 089) are combined into one file with a single count. Each file includes the unique record IDs needed to merge with other files. Below is a general description of these files' content. The three-digit numbers used below identify the individual files submitted by SEAs to *EDFacts*. Detailed definitions and reporting guidance are provided in the *EDFacts* file specifications available at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>. Detailed descriptions of the CCD published data are provided in the companion files available at <http://nces.ed.gov/ccd/ccddata.asp>.

- 029—Directory (all levels)
and 039—Grades offered (LEA and school – included in directory files)
 - Unique identifiers
 - Contact information
 - Operational status
 - Typology and characteristics
 - Yes/no flag for each possible grade, indicating whether the LEA or school offers that grade
- 129—School (school)
 - Shared-time status
 - Title I school status
 - Magnet status
 - National School Lunch Program (NSLP) status
- 052—Membership (all levels)
 - Membership disaggregated by grade, sex, and race/ethnicity
- 033—Free and reduced-price lunch (schools)
 - Count of students eligible for free lunches under NSLP
 - Count of students eligible for reduced-price lunches under NSLP
- 002—Children with disabilities—school age (LEA)
and 089—Children with disabilities—early childhood (LEA)
 - These two counts are reported as a single total on the CCD LEA file.
- 046—Limited-English-proficient (LEP) students in LEP programs (LEA)
 - The unduplicated number of LEP students enrolled in English language instruction educational programs designed for LEP students.

- 059—Staff (all levels)
 - FTE counts of staff by professional category. School-level data includes only the FTE total for all teachers. SEA- and LEA-level include all education profession categories.
- Geo-coded location data (LEA and school— published separately; not an *EDFacts* collection)
 - LEA file
 - Latitude and longitude
 - Combined statistical area (CSA) ID code
 - Core-based statistical area (CBSA) ID code
 - Metropolitan/micropolitan area indicator
 - Urban-centric locale code
 - County names and county numbers
 - Congressional district ID
 - School file
 - Latitude and longitude
 - Urban-centric locale code
 - County names and county numbers
 - Congressional district ID

The CCD does NOT include

- data at the classroom, teacher, or student levels;
- test scores or achievement data; or
- data for private schools.

A. Unit identifiers

1. Identifiers Assigned by the U.S. Department of Education

Data records in CCD have unique unit identifiers assigned by the U.S. Department of Education that identify individual schools, LEAs, and SEAs and link data from one level to another level within the hierarchical CCD structure. Every school can be linked to an LEA and SEA, and every LEA can be linked to an SEA. Once a unit identifier is assigned to an entity, that entity retains its unit identifier from year to year. If an educational entity closes, that unit identifier is “retired” and not used again.

The CCD unit identifiers are the same in both the fiscal and nonfiscal collections of the CCD and can be used to link nonfiscal to fiscal data. The unit identifiers assigned by the U.S. Department of Education for the Common Core of Data Survey system are FIPST, LEAID, SCHNO, and NCESSCH.

A description of the unit identifiers assigned by the Department of Education follows:

a) American National Standard State Code (FIPST)

Every SEA, LEA, and school in the CCD has a 2-digit American National Standards Institute (ANSI) state code called FIPST. FIPST is the only unit identifier on the SEA level. FIPST is used in conjunction with other information to create unique LEA and school identifiers. See appendix A for a list of ANSI codes.

b) Local Education Agency Identification Code (LEAID)

Every LEA and school in the CCD has a 7-digit LEA identification code called LEAID. The first two digits of the LEAID is the FIPST, which allows every LEA and school to be linked to an SEA.

c) NCES School Identification Code (SCHID) and Unique School Identifiers (NCESSCH)

Every school in the CCD has a 5-digit school identification number called SCHID. The 12-digit combination of LEAID and SCHID creates a unique school identifier called NCESSCH. Due to a system error, there are approximately 100 cases of duplicate SCHID values within a state. Otherwise, SCHNO is unique within an SEA. The unique values of SCHID make it possible to track a school longitudinally, even though it may change the LEA with which it is affiliated.

2. Identifiers Assigned by the U.S. State Education Agencies (SEAs)

SEAs assign unit identifiers to their schools and LEAs for their own data tracking and management systems that are different than the unit identifiers assigned to their schools and LEAs by the U.S. Department of Education. The CCD data file publishes these state-assigned unit identifiers on the School Universe and LEA Universe files. Data users should note that these unit identifiers may not be unique across SEAs and that the rules that govern the assignment, usage, and formatting of these identifiers may vary from SEA to SEA and even from LEA to LEA within an SEA.

B. Membership

Membership is the count of students enrolled on October 1 of a school year. The CCD collects membership counts at the school, LEA, and SEA levels. CCD has reported membership disaggregated by grade, race-ethnicity, and sex at the school level since SY 1998–99. This level of disaggregation is available at the LEA level starting with SY 2010–11 and at the SEA level starting with SY 2009–10. Information about the level of detail of membership data for a given school year can be found in the corresponding data file documentation or companion file.

All membership counts in CCD are head counts, not FTEs. A student may attend more than one school, but each student is counted only once, in the school where he/she spends most of the school day, the “homeschool” or “school of record.” A student is counted in the membership of the SEA and the LEA responsible for the student, and in the school that he/she actually attends.

“Ungraded” is included as a grade-level designation in CCD; however, not all states use this designation. For these states, counts of ungraded students and ungraded teachers are reported as “not applicable.”

Some public elementary/secondary schools also provide adult education, which may engage the elementary/secondary teachers in those schools. Generally, adult education (AE) is outside the scope of the CCD. In order to provide data users with all the data relevant to public schools' functions, information about AE is included in the CCD. This information includes a grades-offered flag for AE and counts of AE enrollment. AE is not considered in assigning high and low grade values or a school's LEVEL value. AE enrollment is not included in the membership totals by race/ethnicity or in the MEMBER variable, which is the total enrollment for elementary/secondary grades only. A separate total enrollment variable includes AE membership.

C. Staff

The CCD collects FTE staff counts of teachers and other staff. School-level data only include an FTE for teachers. The LEA- and SEA-level data include FTE counts of teachers by level and other staff categories (instructional aides, instructional coordinators and supervisors, elementary guidance counselors, secondary guidance counselors, other guidance counselors, total guidance counselors, librarians and media specialists, library and media support staff, LEA administrators, LEA administrative support staff, school administrators, school administrative support staff, student support services staff, and all other support staff).

FTE is the amount of time required to perform an assignment stated as a proportion of a full-time position and is computed by dividing the amount of time employed by the amount of time normally required for a full-time position.

Not all states are able to report all of the staff categories collected by the CCD. Staff categories that are not reported on the SEA level are imputed for the State Nonfiscal Survey of Public Elementary/Secondary Education file. Unreported staff categories are not imputed on the school or LEA levels.

Aggregations of lower level staff data may not equal the FTE reported at a higher level. Typically, there are staff members working at higher levels that are not counted at the LEA or school level.

VI. Data Adjustments

NCES preference is to publish the data as reported by the SEAs. However, NCES makes some adjustments to the reported data for the following reasons:

- to set appropriate default values;
- to add additional, derived variables;
- to bring SEA definitions into conformity with NCES definitions (e.g., school typologies);
- to carry over corrections researched and resolved in prior years;
- to impute for missing values in state-level data;
- to suppress enrollment or staff counts that are greatly inconsistent with prior year reports; this is done only if the SEA did not provide an explanation for the anomaly; and
- to suppress high or low counts that might compromise confidential data.

Each data field has a corresponding flag indicating which, if any, adjustment has been made to the reported value. Summary descriptions of adjustments made to the data are included in the companion files.

A. Derived Variables

Derived variables are a convenience to researchers and provide a consistent interpretation of the source data elements. The CCD includes the following derived variables.

- Totals (all levels): CCD files includes both totals reported by the SEAs and additional derived totals. Derived totals for teachers (TOTTCH) and guidance counselors (TOTGUI) are included on both the state and LEA-level staff data files.

SEAs report a total enrollment (TOTAL) that includes Adult Education. Adult Education is generally not considered part of elementary/secondary education, so NCES has included other enrollment totals that exclude Adult Education. These totals include:

- MEMBER: the same value as reported in prior years of CCD, it is the sum of students in grades prekindergarten through grade 13 plus ungraded students.
- Subtotals by race/ethnicity and sex.
- Subtotals by race/ethnicity.
- Grade range variables (LEA and school: GSLO, GSHI, LEVEL): These variable are derived from the grades-offered flags reported by SEAs on the *EDFacts* Grades Offered file (file specification 039). GSLO excludes prekindergarten and kindergarten unless one of those is also the highest grade offered, or where a first grade is also offered by the school. The point is to avoid mischaracterizing a school's grade range in those cases

where, except for prekindergarten and kindergarten, a school's grades are all in the middle or high school ranges.

Adult Education is not considered in deriving these values.

A school is only given the level "high school" if it has a "completion grade" of 12 or 13.

- Title I flags (School: TITLEI STITLI): A school's Title I participation status is reported in the variable, TITLEISTAT, on the *EDFacts* "School" file (file specification 129). This variable has six possible values. From TITLEISTAT, NCES derives the yes / no flags TITLEI (to indicate a Title I eligible school), and STITLI (to indicate a school eligible for school-wide Title I programs. See the companion file for the CCD School file for details.
- Agency Charter flag (LEA: AGCHRT): This is derived from the counts of charter and traditional schools on the school file. The flag indicates whether all constituent schools are charter schools (AGCHRT=1); some are charter schools (AGCHRT=2) or none are charter schools (AGCHRT=3).
- LEA School Count (SCH): This is the count of operational schools in the LEA. Closed, inactive and future schools are not included in this count.

B. Imputations

In order to produce and publish state and nationally representative estimates for key data elements, NCES performs data imputations on the State Nonfiscal Survey of Public Elementary/Secondary Education. Data imputation is a process that estimates a value for a data element when that data element was either not reported by the SEA or the value reported by the SEA did not meet NCES data quality standards. Data imputations are not routinely performed for school- or LEA-level data. However, in cases of a systemic problem affecting a state's data, NCES may, in consultation with the reporting SEA, apply adjustments to LEA- or school-level data.

The state-level data files include an imputation flag that indicates whether the data value is as reported by the SEA or was imputed, and if imputed, the method NCES used to impute the value. The naming convention for these flags is the letter 'I' followed by the name of the associated variable.

1. Disaggregations

SEAs cannot always report staff counts in all the categories requested by NCES. In these cases, NCES will disaggregate a reported count into the detailed counts.

a) *Disaggregations based on national ratios*

For example, the count of student support staff (STUSUP) may be included in the count of LEA administrators (LEAADM). The separate counts are computed by: (1) for each state reporting the unreported count(s) (e.g., STUSUP), calculate the ratios of the unreported item(s) and the item containing the unreported value(s) to membership; (2) calculate the average of these ratios; (3) calculate the ratio of each average ratio to the sum of the average ratios for the unreported items as well as for the item that will be distributed; and (4) multiply the reported item by the ratio calculated in step 3 to determine the value for each unreported item. The accompanying imputation flag is set to ‘C’ for the item(s) not originally reported. The variable from which the disaggregation was made is flagged ‘A’.

b) *Disaggregations of guidance counselor FTE values*

Many SEAs do not distinguish between elementary and secondary guidance counselors and report only a total (GUI). NCES disaggregates this total by: (1) calculate the sum of elementary students (defined as grades prekindergarten through grade 6) and secondary students (defined as grades 7–12) and proportionally allocate ungraded students to the elementary and secondary student counts for the current year; (2) using prior year data, calculate the sum of elementary and secondary students (as defined in step 1) and calculate the ratios of elementary counselors (ELMGUI) to the number of elementary students and secondary counselors (SECGUI) to the number of secondary students; (3) multiply the prior year ratios calculated in step 2 by the number of elementary students and secondary students in the current year, respectively, to determine the share of elementary and secondary guidance counselors in the current year; and (4) multiply the total number of guidance counselors in the current year by the share factor calculated in step 3 to determine the values of ELMGUI and SECGUI for the current year.

Imputation flags for the fields receiving counts from the disaggregation (IELMGUI and ISECGUI) are set to ‘D’. For many states, the variable GUI is used to report a total of ELMGUI and SECGUI. For these states, GUI is set to zero and the imputation flag (IGUI) is set to ‘A’ to indicate an adjustment by the analyst. For other states GUI is a valid category for guidance counselors not classified as either elementary or secondary level counselors. For these states, GUI is not completely disaggregated into ELMGUI and SECGUI, but retains a non-zero value, and its imputation flag (IOTH) is set to ‘D’.

c) *“First Year” disaggregations*

This methodology is used in cases where a state reported two or more items separately in the prior year, but in the current year reported these variables combined into a single count and reported one of the items as missing. For example, in the prior year, the state reported LEA support staff (LEASUP) and other support staff (OTHSUP) individually, but in the current year, the state reported LEASUP and OTHSUP data combined in the LEASUP count. The methodology for this edit is as follows: (1) using prior year data for the affected state, calculate

the ratios of each item to the total indicated; and (2) multiply the total for the current year by the prior year's ratio for each component to disaggregate the current year count. The accompanying imputation flag is set to 'D'.

2. Growth Rate Imputation

Growth rate imputation may be applied if a missing item was reported by the state in the previous year or was previously imputed using the growth rate method in the prior year. Growth rate imputation applies a rate of change to an item from the previous to the current year. The method for growth rate imputation is as follows: (1) calculate the ratio of the current year value for the item to the previous year's value among states reporting the item strictly by the definition (states reporting these items "strictly by the definition" are those states that (a) report values greater than 0 for each of the items involved in the imputation; and (b) have no values affected by another imputation or edit); (2) calculate the average of these ratios; and (3) multiply the value reported in the previous year (but missing this year) by this average ratio. The accompanying imputation flag is set to 'P'.

3. Raking

Raking is a specific form of data edits that NCES uses to address data issues. Raking can be done within a level, or across levels. Within a level, for example, the total staff count might be considered more reliable than the detail counts. In that case, the detail counts would be proportionally adjusted so that they summed to the total (i.e., the total would be "raked" across the details).

Across levels, the aggregation of a value from a state's LEAs may be used to fill in the missing value at the state level (the value is "raked up" from LEAs to state). NCES has used "downward" rakes (from the state to LEAs or LEAs to schools) in the past to correct systemic errors at the lower level. For example, in one year, all the LEAs within a particular state reported headcounts for staff instead of full-time equivalents (FTEs). To correct the resulting inconsistency, NCES raked the state-level staff FTEs across the LEAs, maintaining the same proportions as in the originally reported data. However, downward rakes are generally not used because of the likelihood of overwriting valid reported values at the lower level.

4. Data Suppressions

NCES does not generally impute or adjust data at the LEA and school level. However, to avoid publishing clearly erroneous data, NCES tests for unlikely values and suppresses those that cannot be explained or resolved. Beginning with SY 2009–10, NCES implemented an editing methodology that more accurately identifies data that are likely to be erroneous. This methodology was initially applied to key data items, such as school- and LEA-level enrollment, grade 12 enrollment, and free and reduced-price lunch (FRPL) variables.

Prior to SY 2009–10, data elements were compared only to the reported data from the prior year for each school or LEA. The revised methodology uses available data from multiple prior years

and is applied to both the reported data items and related ratios. Specifically, an average variation over the prior 4 years is computed based on the differences between each year and the other 3 years. Then, the average variation between the current year and the 4 preceding years was computed based on the differences between target year and each of the 4 prior years. Data elements with large differences are then flagged as potential errors. Additionally, a related ratio is calculated and tested. Examples of these computed ratios include pupil/teacher ratio, percent of enrollment from grade 12, and percent of students eligible for FRPLs. For example, in testing total student membership, the pupil/teacher ratio is also tested. A consistent value for the ratio indicates that the changed value is consistent with other changes in the data.

If both the absolute value and the ratio value are at wide variance compared with prior years, the value is flagged for possible suppression and included in the DMS error reports. CCD analysts and SEAs then have the opportunity to review the suspect values and make a determination of their validity. A processing flag, not included on the final file, is used to track the status of these values during the review process. Its values are:

PS = passed edits;

FA = ED Analyst accepted anomalous data as correct; data not suppressed;

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

FB = state did not give satisfactory response as to why anomalous data are correct; data suppressed; and

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

For the 2014-15 Provisional 1a file, these multi-year edits were made and potentially erroneous values were flagged, but no values were actually suppressed.

C. Data Value Exceptions

NCES uses exception values to indicate missing, not-applicable, or suppressed items.

1. Zero Counts

Zero counts are valid data values; they do not indicate missing, not-applicable, or suppressed values. A zero count shows that a data element was expected and reported, and there were no instances of this data element. For example, a school that currently offers education services to students in grade 12 but currently does not enroll any grade 12 students would report a grade 12 enrollment/membership count equal to zero (0).

2. Missing Data

Missing data occur when a value for a data element was expected but not reported. For example, a school that enrolls students in grade 12 but cannot or did not report the number of 12th-graders in the school has missing data for grade 12 enrollment/membership. In CCD data files, missing numeric data are coded as “-1” and missing character or categorical data are coded as “M.”

3. Not Applicable Data

A data element is “not applicable” when a value for a data element was not expected, and the state did not report a value for that element. For example, an elementary school with a high grade of 5 would not have applicable grade 12 enrollment/membership. In CCD data files, not-applicable numeric data are coded as “-2” and not applicable character or categorical data are coded as “N.”

4. Suppressed Data

LEA- and school-level data values that have been suppressed (see discussion above) are replaced with a -9.

5. Recoding for Exception Values

Since negative numeric values represent missing, nonapplicable, or suppressed data—and not actual data values—data file users may want to recode these before performing data analyses. The following SAS code can be used to convert negative values to “missing” in the SAS data file.

```
data new;
  set old;
  array remove (*) _numeric_;
  do i = 1 to dim(remove);
    if remove(i) < 0 then remove(i) = .;
  end;
  drop i;
run;
```

D. Guidelines for Aggregating CCD Data

For many analyses, it is useful to aggregate data from lower levels to higher levels. NCES strongly encourages researchers to consider the possible effect of missing or suppressed data on their analyses. Higher level aggregations can be misleading when data at lower levels are missing. Most published CCD tabulations are state-level estimates with national totals. CCD analysts use the percentage of schools reporting data in an aggregation to determine the aggregation’s validity. The denominator in this percentage is the count of schools in the aggregation (e.g., the number of schools within a state); the numerator is the number of those

schools providing valid data for the variable being aggregated. What is actually published depends on the rate.

- If the percentage is greater than 95 percent, the estimate is published.
- If the percentage is less than 95 percent, but more than 85 percent, the estimate is published with a flag indicating that it should be interpreted with caution.
- If the percentage is less than 85 percent, then no estimate is published; the cell will be filled with an em dash to indicate missing data.

E. Summary of Data Adjustments for the SY 2014-15 Provisional 1a file

Imputation flags have been added to the state-level data files to indicate the individual adjustments made to data values. The text below summarizes these adjustments.

- American Samoa, the Bureau of Indian Education, the Department of Defense Education Activity (DoDEA), and the Northern Marianas did not report any membership or staff data for SY 2014-15. All membership and staff values for these entities have been set to '-1' (missing) and the corresponding imputation flags set to 'A'.
- Three states, Ohio, Utah, and Wisconsin, were unable to report staff data for SY 2014-15. Staff counts designated as 'not applicable' for these states in SY 2013-14 were set to '-2' (not applicable) for SY 2014-15. Other staff values were imputed using the growth rate imputation described above.
- Ungraded enrollment (UG) and ungraded teacher FTE (UGTCH) were set to '-2' (not applicable) for those states that indicated that they did not use the designation 'ungraded'. The imputation flags for these values in these cases were set to 'A'.
- New York reported zero Hawaiian Native / Pacific Islander students. NCES believes it is more likely that these students were counted in other categories of race/ethnicity. NCES set all counts of Hawaiian Native / Pacific Islander students in NY to '-1' (missing).

VII. Data Notes

This section describes some issues that data file users should consider prior to conducting any analysis with the files. Issues particular to individual states and school year collections are addressed in the companion files.

A. Location vs. Jurisdiction

In the CCD, schools and LEAs are included under the jurisdiction responsible for their administration, which is not necessarily the state where the LEA or school is located. Some examples of this situation include

- SEAs that operate schools in a neighboring state;
- charter school operators/administrators based in one state that operate schools in one or more states other than the state in which they are based. These entities are often used as the LEA for the charter school they operate or administer; and
- schools administered by the BIE and the DoDEA that are located in various states across the country.

In these cases, the state abbreviations used in the physical location or the mailing address will not necessarily reflect the SEA responsible for administering the school or LEA. The first two digits of the LEA and school ID numbers are the state code (FIPST) for the responsible state-level jurisdiction. FIPST should be used to group schools and LEAs by their administrative state. BIE and DoDEA have been assigned their own codes in CCD for this purpose. (See appendix A).

B. Membership

1. Shared-Time Reporting

A student may attend more than one school, but each student is counted only once, in the school where he/she spends most of the school day—the “homeschool” or “school of record.” For example, a student may attend a regular high school for most of the day and a career/technical (CTE) high school part time. That student is typically counted in the membership of the regular high school, not the CTE high school. The shared-time flag (SHARED) on the CCD school file identifies schools with part-time students. Because these part-time students are not counted in the membership of the shared-time school, that school’s membership count understates the number of students the school actually serves.

2. Differences in Cross-Level Totals

A student is counted in the membership of the SEA and the LEA responsible for the student, and in the school that he/she actually attends. An LEA or a state may “tuition-out” a student to another LEA, state, or even a private school. For this reason, the school membership aggregated to the LEA level may not equal LEA membership, and school membership and LEA membership aggregated to the state level may not equal state-reported membership.

C. Bureau of Indian Education Schools

The BIE supports elementary and secondary schools and dormitories located on 63 reservations in 23 states, including off-reservation boarding schools and schools directly controlled by tribes and tribal school boards under contracts or grants with the BIE. The bureau also funds residential programs for students at boarding schools and at dormitories housing those attending nearby tribal or public schools.

The BIE is constrained by legislation in the number of schools it can operate and in the grade ranges of those schools. Where the need exceeds these limitations, the state may support an additional “school” or “grades” in what would otherwise be a BIE school. Because these schools and their LEAs are supported by both the BIE and the state, they are reported by both the BIE and the state in CCD. There are 10 such schools and six such LEAs in three different states.

A flag is used in CCD to identify these schools and LEAs (BIES in the school file; BIEA in the LEA file). A value of 1 in these fields indicates a school or LEA reported by both BIE and a state. (The default value for these fields is 2.)

In all NCES publications based on CCD data, these schools and LEAs are attributed to the BIE only. For example, in aggregates of school-based membership/enrollment data to the state level, membership/enrollment data for schools with BIES = 1 will not be included in the aggregate of the non-BIE SEA that also reported that school.

D. New York City Public School District

Prior to SY 2005–06, New York City (NYC) schools were reported as part of a single, regular LEA. In SY 2005–06, New York began reporting NYC schools as part of a supervisory union with 33 member LEAs. NCES continues to report NYC schools as a single LEA. However, on the CCD data files, they appear in the supervisory union configuration. NCES aggregates data from the 33 component LEAs with the single supervisory union to provide estimates for the NYC Public Schools. This aggregation is done by selecting schools or LEAs with a FIPST code = 36 (for the state of New York) and a supervisory union identification number (UNION) = 300.

E. Counts of Children with Disabilities

Individualized Education Programs (IEPs) are written instructional plans for students with disabilities designated as special education students under the Individuals with Disabilities Education Act, Part B. Counts of students with IEPs are collected and published at the LEA level.

IEP counts are reported primarily to account for federal funds received by states for special education. The reporting may reflect the particular way a state administers these funds. For example, Colorado reports IEP counts in special administrative LEAs. While these special administrative LEAs report IEP counts, they do not report any other enrollment. Instead, these students are counted in the enrollment of the regular LEAs.

F. Counts of Students Eligible for Free and Reduced-Price Lunch

The National School Lunch Program (NSLP) is administered by the U.S. Department of Agriculture and provides low-cost or free lunches to children each school day. *EDFacts* file specification 033 (Free/Reduced-Price Lunch) directs states to report the number of students in each school that are eligible to receive a free lunch and the number eligible to receive a reduced-price lunch. These counts are also often used by researchers as a proxy measure of the socioeconomic status (SES) of a school's student population; however, there are limitations to the usefulness of these data.

Researchers should consider the following when using these data:

- These counts are used primarily to support the administration of the NSLP and were not designed as part of a statistical data collection.
- FRPL eligibility status is largely a measure of economic status and does not incorporate other components relevant to the measurement of SES, such as parent/guardian occupation and education.
- To avoid identifying individual students as eligible for FRPL, the reported number of students eligible for FRPL may be edited by NCES.
- The counts are of eligible students, which may not be the same as the number of students actually participating in the program.
- Reporting for NSLP has its own schedule. Counts of students eligible for FRPL may be taken by a school at a different time than the membership count, which is taken on or the closest school day to October 1 of a school year. Therefore, the FRPL and membership counts may not align.
- A single school may provide meal services for a cluster of schools. These schools sometimes report FRPL counts for all the schools they support, over-representing their own FRPL membership and leaving other schools with missing or zero counts.
- The Healthy, Hunger-Free Kids Act of 2010 (PL 111-296) includes provisions for determining FRPL eligibility that may affect the reliability and availability of the FRPL counts reported to *EDFacts*. For example, under provisions 2 and 3 of the law, annual certification of individual students is not required. A new variable, NSLPSTATUS, was added to the CCD starting with the SY2013-14 collection. It indicates the provision under which a school is participating in the NSLP.
- The Department of Agriculture has been encouraging school systems to certify for NSLP by using a count of "directly certified" students in place of the individual household applications used in past years. Students are directly certified when the appropriate agency certifies the participation of the student, or the student's family, in various public assistance programs. The number of students directly certified is a subset of the total number of students eligible for NSLP. It is multiplied by 1.6 to provide an estimate of the percentage of NSLP-eligible students. Some schools, especially those participating under the CEP (see next paragraph) only have directly-certified counts to report.

- In 2010, the Healthy, Hunger-Free Kids Act was amended to provide an alternative to household applications for free and reduced-price meals in high-poverty LEAs and schools. This alternative is called the Community Eligibility Provision (CEP). CEP was implemented to increase student participation in meal programs by expanding access to free meals to all students and decrease household and administrative burden by not requiring regular applications to establish eligibility for free lunch. However, while CEP improves the efficiency of the NSLP, it also results in the loss of individual student-level FRPL eligibility data in participating education agencies, given that CEP schools are prohibited from collecting NSLP household applications. Schools qualifying under CEP no longer count students qualifying for reduced-price lunches since all students are provided a free lunch. CEP schools may report all students as eligible for free lunches, regardless of individual student's economic status, since all students are provided a free lunch.

For more information on changes to the NSLP and their effects on FRPL counts, please refer to: *Free and Reduced-Price Lunch Eligibility Data in ED Facts: A White Paper on Current Status and Potential Changes*, available at <http://www2.ed.gov/about/inits/ed/edfacts/index.html>.

APPENDIX A: CCD State Codes and Abbreviations

State and other jurisdiction American National Standards Institute (ANSI) codes and abbreviations used in CCD datasets

State name/jurisdiction	ANSI¹	Abbreviation²	State name/jurisdiction	ANSI¹	Abbreviation²
Alabama	01	AL	New Hampshire	33	NH
Alaska	02	AK	New Jersey	34	NJ
Arizona	04	AZ	New Mexico	35	NM
Arkansas	05	AR	New York	36	NY
California	06	CA	North Carolina	37	NC
Colorado	08	CO	North Dakota	38	ND
Connecticut	09	CT	Ohio	39	OH
Delaware	10	DE	Oklahoma	40	OK
District of Columbia	11	DC	Oregon	41	OR
Florida	12	FL	Pennsylvania	42	PA
Georgia	13	GA	Rhode Island	44	RI
Hawaii	15	HI	South Carolina	45	SC
Idaho	16	ID	South Dakota	46	SD
Illinois	17	IL	Tennessee	47	TN
Indiana	18	IN	Texas	48	TX
Iowa	19	IA	Utah	49	UT
Kansas	20	KS	Vermont	50	VT
Kentucky	21	KY	Virginia	51	VA
Louisiana	22	LA	Washington	53	WA
Maine	23	ME	West Virginia	54	WV
Maryland	24	MD	Wisconsin	55	WI
Massachusetts	25	MA	Wyoming	56	WY
Michigan	26	MI	Department of Defense Education Activity	63 ³	DD
Minnesota	27	MN	Bureau of Indian Education	59 ³	BI
Mississippi	28	MS	American Samoa	60	AS
Missouri	29	MO	Guam	66	GU
Montana	30	MT	Commonwealth of the Northern Mariana Islands	69	MP
Nebraska	31	NE	Puerto Rico	72	PR
Nevada	32	NV	U.S. Virgin Islands	78	VI

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

²U.S. Postal Service state abbreviation codes.

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

SOURCE: Geography Division, Geographic Standards and Criteria Branch. (2010). "Codes for the Identification of the States, the District of Columbia, Puerto Rico, and the Insular Areas of the United States (INCITS 38:20)."

Washington, DC: U.S. Census Bureau.

APPENDIX B: Glossary

agency charter status

Indication of the relationship between the agency and associated charter schools. Categories are: all associated schools are charters; some associated schools are charter; no associated schools are charter.

alternative education school

A public elementary/secondary school that (1) addresses needs of students that typically cannot be met in a regular school; (2) provides nontraditional education; (3) serves as an adjunct to a regular school; or (4) falls outside the categories of regular, special education, or career/technical education.

American Indian/Alaska Native

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment (OMB directive, 1977, 1997).

American National Standards Institute (ANSI) code

Two-digit code assigned by the Federal Information Processing Standards that uniquely identifies a state or other jurisdiction.

Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Island, Thailand, and Vietnam (OMB directive, 1997).

Asian/Pacific Islander

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, Vietnam, Guam, the Philippine Islands, Samoa, and other Pacific Islands (OMB directive, 1977).

Black or African American

A person having origins in any of the black racial groups of Africa (OMB directive, 1977, 1997).

boundary change

See “Operational Status, Agency” for definition. Name of term was changed to “Operational Status, Agency” after SY 1997–98.

Career and Technical Education (CTE) school

CTE schools form one of the 4 types of schools identified by the CCD variable TYPE. A school of this type focuses primarily on providing career and technical education (formerly called “vocational education”).

The *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* Sec. 3(5), defines “career and technical education” as “organized educational activities that—(A) offer a sequence of courses that—(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

charter school

A school providing free public elementary or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school.

city locale

See “Locale, Urban-Centric.”

classroom teacher

See “Teacher.”

combined statistical area (CSA)

If an area that qualifies as a metropolitan area (MA) has greater than one million people, two or more core-based statistical areas (CBSAs) may be defined within it. Each CBSA consists of a large urbanized county or cluster of counties (cities and towns in New England) that demonstrate very strong internal economic and social links, in addition to close ties to other portions of the larger area. When CBSAs are established, the larger MA of which they are component parts is designated a combined statistical area (CSA). CSAs and CBSAs are established only where local governments favor such designations for a large MA.

congressional district code

Congressional districts are legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. A

state or equivalent entity may consist of a single congressional district or similar representational area. The American National Standards Institute (ANSI) provides the structure of numeric codes for representing congressional districts and similar areas defined for the various congresses of the United States.

The congressional district codes are two-digit numeric codes used to represent the congressional districts of each multidistrict state of the United States. For example, the First Congressional District is identified as “01,” the Second Congressional District as “02,” etc. The Congressional District in a state with only a single representative elected at large is designated as “00.” In the 110th Congress, this applies to Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, and Wyoming. For an entity with a nonvoting delegate—the District of Columbia, American Samoa, Guam, Puerto Rico (whose delegate is referred to as a “resident commissioner”), and the U.S. Virgin Islands—the representational area is designated as “98.” Those entities with no representation in the Congress—the Northern Mariana Islands, Palau, and the several U.S. minor outlying islands are designated as “99.”

Although congressional district codes are unique within each state and equivalent entity, and for each Congress, the congressional districts in different states may have the same code. For example, the First Congressional District of Alabama and of Arizona are both coded “01.” Since the CCD requires the identification of congressional districts in more than one state, the congressional district code is preceded by the ANSI state numeric code. For example, the First Congressional District of Arizona is coded “0401,” with the first two digits (04) representing the ANSI state numeric code.

core-based statistical area (CBSA)

If an area that qualifies as an MA has greater than one million people, two or more CBSAs may be defined within it. Each CBSA consists of a large urbanized county or cluster of counties (cities and towns in New England) that demonstrate very strong internal economic and social links, in addition to close ties to other portions of the larger area.

county name, local education agency (LEA) file

The name of the county in which a LEA is located. Prior to SY 2006–07, the county assignment was based on the counties of the schools associated with the LEA, weighted by student enrollment.

county name, school file

The name of the county in which a school is located.

county number

Five-digit code assigned by ANSI that uniquely identifies every county in the United States. Digits 1 and 2 are the state ANSI code and digits 3–5 identify a county within that state.

diploma recipient

A student who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance.) (See also “Graduate, High School.”)

diploma, high school

A formal document certifying the successful completion of a secondary school program prescribed by the SEA or other appropriate body.

district locale code, metro-centric

See “District Locale, Metro-Centric.”

district locale code, urban-centric

See “District Locale, Urban-Centric.”

district locale, metro-centric

A code derived from the locale codes of schools within the district, weighted by the number of students in each locale type. The metro-centric locale assignment system was used until SY 2006–07. (See also “Locale, Metro-Centric.”)

district locale, urban-centric

A code derived from the locale codes of schools within the district, weighted by the number of students in each locale type. The urban-centric locale assignment system has been used since SY 2006–07. (See also “Locale, Urban-Centric.”)

dropout

A student who was enrolled in school at some time during the previous school year; was not enrolled at the beginning of the current school year; has not graduated from high school or completed a state- or district-approved educational program; and does not meet any of the following exclusionary conditions: has transferred to another public school district, private school, or state- or district-approved educational program; is temporarily absent due to suspension or school-approved illness; or has died. Item was first collected in SY 1992–93.

education agency

A government agency administratively responsible for providing public elementary or secondary instruction or educational support services.

elementary

A general level of instruction classified by state and local practice as “elementary,” composed of any span of grades not above grade 8; preschool or kindergarten included only if it is an integral part of an elementary school or a regularly established school system.

elementary teacher

Teacher of a group or class that is within a general level of instruction classified by state and local practice as elementary. Preschool or kindergarten are included only if an integral part of an elementary school or a regularly established school system.

English language learner (ELL)

“English language learner (ELL)” was formerly referred to as LEP. Refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also, ELL students are individuals who were not born in the United States or whose native languages are languages other than English; individuals who are migratory, whose native language are languages other than English, and who come from environments where a language other than English is dominant; American Indians or Alaska Natives, or native residents of the outlying areas and who come from environments where languages other than English have a significant impact on their level of English-language proficiency; and individuals who have sufficient difficulties in speaking, reading, writing, or understanding the English language which deny such individuals the ability to meet the state’s proficient level or achievement on state assessments, or the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. Item was first collected in SY 1998–99.

federally operated education agency

A federally operated agency that is charged, at least in part, with providing elementary or secondary instruction or support services.

free-lunch eligible student

A student who is eligible to participate in the Free Lunch Program under the National School Lunch Act.

full-time equivalent (FTE)

The amount of time required to perform an assignment stated as a proportion of a full-time position and computed by dividing the amount of time employed by the time normally required for a full-time position.

general educational development (GED) test

A comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate through achievement of satisfactory scores.

Grade 13

Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12. (See section 2.5 of the 052-Membership file specifications for a more detailed description.) There is a grade-offered flag for grade 13 on the directory files; it is a possible low and high grade (GSLO and GSHI); and it is considered in the derivation of the school LEVEL variable. Enrollment counts for grade 13 students are included in the membership file and they are included in the MEMBER count of students.

grade span offered

The span of grades intended to be served by a school or agency, whether or not there are students currently enrolled in all grades. If a high school also has a prekindergarten program, the grade span of the high school is reported as a high school, not as a PK–12 school. In addition, the ungraded designation (UG) cannot be used in a grade span unless the whole school consists of ungraded students, and in this case, the grade span is reported as UGUG. “Grade span” was calculated from school membership through SY 1997–98 and first collected as a separate item in SY 1998–99.

graduate, high school

A student who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance). (See also, “Diploma Recipient.”)

guidance counselor/director

Professional staff assigned specific duties and school time for counseling students and parents, addressing learning problems, evaluating student abilities, and assisting students in career and personal development. The state applies its own standards in apportioning the aggregate of guidance counselors/directors into the elementary- and secondary-level components.

Head Start Program

A federally funded program that provides comprehensive educational, social, health, and nutritional services to low-income preschool children and their families, and children from ages 3 to school-entry age (i.e., the age of compulsory school attendance). Head Start students and teachers are reported on the CCD only when the program is administered by an LEA.

high school completion count

A count of diploma recipients and other high school completers. Does not include high school equivalency recipients.

high school equivalency certificate

A formal document certifying that an individual met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination, and meeting other performance requirements (if any) set by a SEA or other appropriate body.

high school equivalency recipient

Individual who received a high school equivalency certificate during the previous school year or subsequent summer. The CCD reports only equivalency recipients who are 19 years of age or younger. Item was last reported on the Local Education Agency Survey in SY 1990–91 but was collected by the State Nonfiscal Survey through SY 2002–03. Beginning with the SY 2003–04 collection, the item was replaced by the number of individuals age 19 or younger who passed the GED examination, as reported by the GED Testing Service.

high school graduate, other programs

A student who received a high school diploma, equivalency diploma, or other completion credential during the previous school year or subsequent summer school. The credential is based upon completion of other-than-the-standard high school requirements or is achieved through nontraditional means. Term was last used in SY 1986–87. See “Other Diploma Recipient,” “High School Equivalency Recipient,” and “Other High School Completer.”

high school graduate, regular day school

A student who received a high school diploma during the previous school year or subsequent summer school; the diploma is based upon completion of high school requirements through traditional means. Term was last used in SY 1986–87. See “Regular Diploma Recipient.”

Hispanic

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race (OMB directive, 1977, 1997).

Individualized Education Program (IEP)

A written instructional plan for students with disabilities designated as “special education students” under the Individuals with Disabilities Education Act, Part B. Each plan includes (1) a statement of the child’s present levels of educational performance; (2) a statement of measurable annual goals, including academic and functional goals; (3) for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short term objectives; (4) a statement of the special education and related services and supplementary aids and services; and (5) a statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessment; and if the IEP Team determines that the child must take an alternate assessment instead of a particular regular state or districtwide assessment of student achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

instructional aide

Staff assigned to assist a teacher with routine activities associated with teaching (i.e., activities requiring minor decisions regarding students), such as monitoring, conducting rote exercises, operating equipment, and clerking. Includes only paid staff and excludes volunteer aides.

instructional coordinator and supervisor

Staff supervising instructional programs at the school district or subdistrict level, including supervisors of educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and supervisory staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

kindergarten

A group or class that is part of a public school program and is taught during the year preceding first grade.

kindergarten teacher

Teacher of a group or class that is part of a public school program and is taught during the year preceding first grade.

large city locale

See “Locale, Metro-Centric.”

large town locale

See “Locale, Metro-Centric.”

latitude

Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a school's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000.

librarian or media specialist

A professional staff member or supervisor assigned specific duties and school time for professional library services activities. These include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers, and instructional staff; and guiding individuals in the use of library books and material maintained separately or as a part of an instructional materials center.

library and media support staff

Staff member who renders other professional library and media services; also includes library aides and those involved in library/media support. Duties include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials maintained separately or as part of an instructional materials center. Also, include activities in the audiovisual center, TV studio, related work-study areas, and services provided by audiovisual personnel.

limited-English-proficient (LEP)

See "English Language Learner (ELL)."

local education agency (LEA)

The government agency at the local level, whose primary responsibility is to operate public schools or to contract for public school services. Also referred to as a school district.

local education agency administrative support staff

Staff members providing direct support to LEA administrators, business office support, data processing, secretarial, and other clerical staff.

local education agency administrator

Chief executive officers of education agencies, including superintendents, deputies, assistant superintendents, and other persons with districtwide responsibilities (e.g., business managers and

professional instructional support staff). Excludes supervisors of instructional or student support staff.

local education agency ID

Seven-digit code assigned by NCES that uniquely identifies each LEA. Digits 1 and 2 are the ANSI state code; digits 3–7 are assigned by NCES and are unique within a state.

local education agency type

A classification of educational agencies according to the level of administrative and operational control. The types are (1) local school district that is not a component of a supervisory union; (2) local school district that is a component of a supervisory union; (3) supervisory union administrative center; (4) regional education services agency; (5) state-operated agency; (6) federally operated agency; (7) charter agency; and (8) other education agencies.

locale code, metro-centric

See “Locale, Metro-Centric.”

locale code, urban-centric

See “Locale, Urban-Centric.”

locale, metro-centric

An indication of a school’s location, relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools’ membership. The metro-centric locale assignment system was used from SY 1998–99 through SY 2005–06. The locale code categories are defined below.

Large city: A principal city of a metropolitan CBSA, with the city having a population greater than or equal to 250,000.

Midsized city: A principal city of a metropolitan CBSA, with the city having a population fewer than 250,000.

Urban fringe of a large city: Any incorporated place, Census-designated place, or nonplace territory within a metropolitan CBSA of a large city and defined as urban by the Census Bureau.

Urban fringe of a midsized city: Any incorporated place, Census-designated place, or nonplace territory within a metropolitan CBSA of a midsized city and defined as urban by the Census Bureau.

Large town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

Small town: An incorporated place or Census-designated place with a population fewer than 25,000 and greater than or equal to 2,500 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

Rural, outside CBSA: Any incorporated place, Census-designated place, or nonplace territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau.

Rural, inside CBSA: Any incorporated place, Census-designated place, or nonplace territory within a metropolitan CBSA and defined as rural by the Census Bureau.

locale, urban-centric

An indication of school's location relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools' membership. The urban-centric locale assignment system has been used since SY 2006–07. The locale code categories are defined below.

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

City, midsize: Territory inside an urbanized area and inside a principal city with a population fewer than 250,000 and greater than or equal to 100,000.

City, small: Territory inside an urbanized area and inside a principal city with a population fewer than 100,000.

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

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

Suburb, small: Territory outside a principal city and inside an urbanized area with a population fewer than 100,000.

Town, fringe: Territory inside an urban cluster that is fewer than or equal to 10 miles from an urbanized area.

Town, distant: Territory inside an urban cluster that is greater than 10 miles and fewer than or equal to 35 miles from an urbanized area.

Town, remote: Territory inside an urban cluster that is greater than 35 miles from an urbanized area.

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

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

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

longitude

Longitude is the east or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with latitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a school's longitude is 90 degrees, 15 minutes west, then it is shown as -90.250000.

magnet school or program

A special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation (50 percent or more minority enrollment); and to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language).

media specialist

See "Library and Media Support Staff."

membership

The count of students on the current roll taken on the school day closest to October 1, by using either the sum of original entries and re-entries, minus total withdrawals or the sum of the total present and the total absent.

metropolitan statistical area (MSA)

An area consisting of one or more contiguous counties (cities and towns in New England) that contain a core area with a large population nucleus, as well as adjacent communities having a high degree of economic and social integration with that core.

metropolitan status (metro status)

Metro status is defined as the classification of the reported location of an education agency's administrative office, relative to an MSA. (See also "Metropolitan Statistical Area.")

micropolitan statistical area

A CBSA associated with at least one urban cluster that has a population of at least 10,000 but fewer than 50,000. The micropolitan statistical area consists of the central county or counties that contain the core, plus adjacent outlying counties having a high degree of social and economic integration with the central county, as measured through commuting.

midsize city locale

See “Locale, Metro-Centric.”

migrant student

Children who are, or whose parents or parent’s spouses are, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work (a) have moved from one LEA to another; (b) in a state that consists of a single LEA, have moved from one administrative area to another within such LEA; or (c) reside in a LEA of more than 15,000 square miles and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands (OMB directive, 1997).

officials and administrators

See “Local Education Agency Administrator.”

operational status, agency

Classification of the operational conditions or changes in an education agency’s boundaries or jurisdiction. Classifications include currently operational; closed; new; added; changed boundary; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years; and reopened. Prior to SY 1998–99, the term “Boundary Change” was used.

operational status, school

Classification of the operational condition of a school. Classifications include currently operational; closed; new; added; changed agency; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years; and reopened.

other diploma recipient

A student who received a diploma through other than a regular school program during the previous school year or subsequent summer. Last reported in SY 1997–98; combined with “Regular Diploma Recipient” in SY 1998–99, with both categories reported as “Diploma Recipient.”

other high school completer

Student who has received a certificate of attendance or other certificate of completion in lieu of a diploma during the previous school year and subsequent summer school.

other support staff

Support staff not reported in instructional or student support. Includes employees such as plant and equipment maintenance workers, bus drivers, security, and food service workers.

prekindergarten student

A student who is enrolled in a group or class that is part of a public school program taught during the year or years preceding kindergarten, excluding Head Start students unless part of an authorized public education program of a LEA.

prekindergarten teacher

Teacher of a group or class that is part of a public school program that is taught during the year or years preceding kindergarten; includes teachers of Head Start students if part of an authorized public education program of a LEA.

public school

An institution that provides educational services and (1) has one or more grade groups (prekindergarten through grade 12) or is ungraded; (2) has one or more teachers to give instruction; (3) is located in one or more buildings or sites; (4) has an assigned administrator; (5) receives public funds as primary support; and (6) is operated by an education agency.

reduced-price-lunch eligible student

A student who is eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.

regional education service agency

An agency created for the purposes of providing specialized educational services to other education agencies.

regular diploma recipient

See “High School Graduate, Regular Day School.” Last reported in SY 1997–98; combined with “Other Diploma Recipient” in SY 1998–99, with both categories reported as “Diploma Recipient.”

regular school

A public elementary/secondary school providing instruction and education services that do not focus primarily on special education, career/technical education, or alternative education, or on any of the particular themes associated with magnet/special program emphasis schools.

reportable program

A “program within an education agency that may be self-contained and is supported or partially supported through federal funding to provide educational services. These programs do not have their

own administrator(s) and do not meet the definition of a public school.” (from the 029 Directory file specifications). These are identified as a TYPE=5 on the CCD school directory. No enrollment or staff data are reported for these programs. These programs are not included in any NCES reporting. However, they can provide researchers with a fuller picture of public elementary/secondary education activities, and so have been added to the published files.

rural locale

See “Locale, Urban-Centric.”

rural, inside CBSA

See “Locale, Metro-Centric.”

rural, outside CBSA

See “Locale, Metro-Centric.”

school

An institution that provides educational services and:

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

school administrative support staff

Staff whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons. Category includes clerical staff and secretaries.

school administrator

Staff whose activities are concerned with directing and managing the operation of a particular school. Category includes principals, assistant principals, and other assistants; and persons who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

school district

An education agency or administrative unit that operates under a public board of education. Also referred to as an LEA.

school identification (ID) number

Twelve-digit code assigned by NCES that uniquely identifies each public school. Digits 1 and 2 are the ANSI state code; digits 3–7 are the LEAID; and digits 8–12 identify the school uniquely within a state.

school type

The CCD classification of public elementary/secondary schools according to the curriculum offered. The types are

- regular;
- special education;
- career/technical; and
- alternative.

schoolwide Title I eligible school

A school that is a Title I eligible school and its percentage of low-income students is at least 40 percent. (See also “Title I Eligible School.”)

secondary

The general level of instruction classified by state and local practice as secondary and composed of any span of grades beginning with the next grade following the elementary grades and ending with or below grade 12.

secondary teacher

Teacher of a group or class that is within the general level of instruction classified by state and local practice as secondary.

shared-time school

A school in which some or all of the students are enrolled at a different school of record and attend the shared-time school on a part-day basis; for example, a regional career/technical center attended by students from multiple high schools on a part-day basis.

small town locale

See “Locale, Metro-Centric.”

special education school

A public elementary/secondary school that focuses primarily on special education—including instruction for any of the following students with: autism, deaf-blindness, developmental delay, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic

brain injury, visual impairment, and other health impairments—and that adapts curriculum, materials, or instruction for students served.

state education agency (SEA)

An agency of the state charged with primary responsibility for coordinating and supervising public instruction, including setting standards for elementary and secondary instructional programs.

state, federal, and other agencies

Include stated operated agency, federally operated agency, and other education agency. (See also “State-Operated Agency,” “Federally Operated Education Agency,” and “Other Education Agency.”)

state-operated agency

Agency that is charged, at least in part, with providing elementary and secondary instruction or support services. Examples include elementary/secondary programs operated by the state for the deaf or blind; and programs operated by state correctional facilities.

student

An individual for whom instruction is provided in an elementary or secondary education program that is not an adult education program and is under the jurisdiction of a school, school system, or other education institution.

student support services staff

Professional staff members whose activities are concerned with the direct support of students and who nurture, but do not instruct, students. Includes attendance officers; staff providing health, psychology, speech pathology, audiology, or social services; and supervisors of the preceding staff and of health, transportation, and food service workers.

suburb locale

See “Locale, Urban-Centric.”

supervisory union

An education agency where administrative services are performed for more than one school district by a common superintendent.

teacher

A professional school staff member who instructs students in prekindergarten, kindergarten, grades 1–12, or ungraded classes, and who maintains daily student attendance records.

teacher of ungraded class

Teacher of a group or class that is not organized based on grade grouping and has no standard grade designation. This includes regular classes that have no grade designations and special classes for exceptional students that have no grade designations. Such a class is likely to contain students of different ages who, frequently, are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level.

Title I eligible school

A Title I eligible school is a school designated under appropriate state and federal regulations as being high poverty and eligible for participation in programs authorized by Title I of P.L. 107-110. A Title I eligible school is one in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the LEA as a whole or that the LEA has designated as Title I eligible because 35 percent or more of the children are from low-income families.

town locale

See “Locale, Urban-Centric.”

Two or more races

A person choosing more than one of the five race categories (OMB directive, 1997).

ungraded student

Individual assigned to class or program that does not have standard grade designations.

urban fringe of a large city locale

See “Locale, Metro-Centric.”

urbanized area

An area that is a densely settled core with a population concentration of at least 50,000.

vocational education school

See “Career and Technical Education school”.

White

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (OMB directive, 1977, 1997).