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**INSTRUCTIONS FOR COMPLETING**

**THE NONFISCAL SURVEYS OF THE**  
**COMMON CORE OF DATA**

**SCHOOL UNIVERSE SURVEY**  
**AGENCY UNIVERSE SURVEY**  
**STATE NONFISCAL SURVEY**

**1998-1999**

National Center for Education Statistics  
Office of Educational Research and Improvement  
U.S. Department of Education

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### **National Center for Education Statistics**

The purpose of the Center is to collect and report “statistics and information showing the condition and progress of education in the United States and other nations in order to promote and accelerate the improvement of American Education.” Section 402(b) of the National Education Statistics Act of 1994 (20 U.S.C. 9001).



## General Information

### Due Date

On or before March 15, 1999

### Respondent Tools

To help you submit the School Universe and Education Agency Universe Surveys, we provide “pre-inserted” data files for each state/territory. These are shells made from prior year data that contain basic identifying information for each record. We also provide edit software and prior year data to help edit electronic data. There are two edit software packages available: One for the new/expanded record layout, and one for the old record layout (see Chapter V).

A web-based form is available to help you report and edit State Nonfiscal Survey data.

All of these tools may be downloaded or accessed at this address:

<http://www.census.gov/govs/www/tools.html>

### Submission Methods

Electronic data may be submitted over the Internet (ftp or email ), or on 3 ½ IBM compatible diskettes sent by regular mail or Federal Express (see Appendix C).

Data recorded on shuttles (Appendix A) may also be sent via regular mail or Federal Express (see Appendix C).

### Census Contacts

Please call your Census liaisons Steve Owens, Dell Gray, Julia Naum, or Gloria Lindsey if you need assistance with any part of the survey submission process. Call Michael Freeman if you have programming and Internet questions.

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### NCES Contacts

John Sietsema is the project officer for the School and Agency Universe Surveys. He can be reached at 202-219-1335. Frank Johnson is the project officer for the State Nonfiscal Survey. He can be reached at 202-219-1618.

NCES has a web site for CCD Coordinators and other CCD data reporters called the Coordinator’s Corner. The information provided on the Corner includes instruction manuals, frequently asked Coordinator Questions, a place to send questions to NCES and receive questions and answers from other Coordinators, new CCD data items or issues up for public comment, and links to other CCD areas. You can reach the Corner at the address:

<http://nces.ed.gov/ccd/corner.html>



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# **I. INTRODUCTION**



# INTRODUCTION

## Goals, Purpose and Objectives of the Nonfiscal Surveys

A comprehensive and timely national statistical database comparable across all states/territories on all public elementary and secondary schools, education agencies, and programs is the National Center for Education Statistics' (NCES) goal for the Common Core of Data (CCD). The CCD contains three categories of information: identifying information, basic statistics, and fiscal data. The identifying information includes names, addresses, and administrative information; basic statistics include numbers of students and staff, demographic information on students and staff, high school completion rates, and student dropout data; and fiscal data include revenues and current expenditures. The CCD is maintained in three separate, but linked, data sets: public elementary and secondary schools, local education agencies, and states.

The purpose of the CCD is to provide basic statistical information on all children in this country receiving a free education from prekindergarten through twelfth grade and on the public funds collected (revenues) and expended for providing free public elementary and secondary education.

The objectives of the CCD are:

- To provide an official listing of public elementary and secondary schools and education agencies in this country; and
- to provide basic information and descriptive statistics on public elementary and secondary schools and schooling.

## Instruction Manual Coverage

The CCD surveys covered by these instructions include:

- Public Elementary/Secondary School Universe Survey
- Public Elementary/Secondary Education Agency Universe Survey
- State Nonfiscal Survey

The State Aggregate Fiscal Survey is **not** part of this package.

## CCD Coordinator/Certification

Each chief state school officer designates the staff person(s) responsible for completing the surveys. The CCD Coordinator is the official contact person for the state/territory and is responsible for confirming data availability and accuracy.

Survey responses must be certified by the CCD Coordinator, or designated higher official, as an accurate representation of information and records maintained by the state education agency. Survey responses will not be accepted by the NCES without appropriate certification.

If the CCD Coordinator is changed, please notify NCES or Census Bureau in writing so that we may update our contact lists.

## Comparable Data

One of the goals of the CCD is comparable data across all four CCD surveys. These instructions provide common definitions of data elements and related terms for all CCD surveys. The surveys provide nested information. The schools in the school universe are those reflected in the agency universe, and school and agency universe surveys are those reflected in the data you provide for state aggregate surveys. This is not to say that the counts from all surveys will be equal, but the differences should be consistent, and explanations available. Explanations of differences must be documented and provided at the time of data submission.

## Reporting Mechanisms

CCD Coordinators may submit data electronically on diskette or through the Internet (as an email attachment or ftp). A web-based form is available for the State Nonfiscal Survey. The preferred data format and record layout(s) for use when reporting via an electronic medium are located in Appendix B and D, respectively. Data may also be provided manually on a hard copy document referred to as a "shuttle." Sample "shuttle" forms are provided in Appendix A. Shuttles can be sent to Coordinators for verification, correction or updating of previously reported information, and for the addition of new data.

## Abbreviations

Abbreviations **should not** be used if full names will fit in the field sizes specified in Appendix D. These field sizes may not always allow the use of full names and addresses. Appendix F contains **recommended abbreviations** for use in the CCD surveys.

## Due Date

All CCD survey replies are due on or before March 15, 1999.

# INTRODUCTION

## Reference Date

Data should be reported as of **October 1**, if that is a school day, or the closest school day to October 1. Any exceptions to this rule are noted within the context of individual item instructions. For example, the Education Agency Universe requests counts of dropouts and graduates for the prior year. Specific reporting instructions concerning exceptions to the rule can be found within instructions for reporting each individual data item.

## NCES/Census Staff Assignments

Bureau of the Census staff are assigned to serve as a liaison between the NCES and each state/territory for the Education Agency Survey, School Universe Survey and State Nonfiscal Survey. They will provide general information and can be contacted for clarification of definitions, resolution of comparability problems, programming advice, and unexpected submission problems. John Sietsema of the NCES is the project officer for the Education Agency and School Universe Surveys. Frank Johnson of the NCES is the project officer for the State Nonfiscal Survey. Mailing addresses and phone numbers for the Bureau of the Census and the NCES staff are located on page iii of this manual.

## General Survey Procedures

The Bureau of the Census initiates data collection in January of each year. They provide you with separate prior year survey data information for each of the three surveys. Prior year information is provided in your preferred reporting format (electronic, shuttle, etc.). The purpose of providing the prior year data/information is two fold:

- First, it provides any corrections made to your files by the Census Bureau (such as proper codes for missing and not applicable data items that were left blank on your prior year file). You may use the prior year file to update your data base. **In many cases, the Bureau of the Census has researched previously missing information in your files. Do not “overlay” these fields with blanks.**
- Second, the prior year Education Agency and School Universe files should be updated to include new schools and agencies, and to indicate the proper codes for those that have closed.

Chapters II and III of this manual provide instructions for coding new and closed schools and/or agencies. For electronic files, in most cases, this update is best accomplished by “matching” state identification numbers on the prior year file to the current file. Mismatched identification numbers should be resolved and records added or deleted as necessary. States or outlying areas who report on manual shuttles should follow these same procedures.

## Editing Software

The Census Bureau has provided software designed to help you edit and correct your data prior to submission. If necessary, the software can also be used to key your data.

- There are two School and Education Agency Universe edit packages available: One for the new/expanded record layout and one for the old record layout (see Chapter V).
- There are two versions of the State Nonfiscal edit software: A web-based form and a DOS-based package.

This software (which may have been provided on diskette) is available at our website:

*<http://www.census.gov/govs/www/tools.html>*

**II. PUBLIC ELEMENTARY/  
SECONDARY SCHOOL  
UNIVERSE SURVEY**



# PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

## Purpose

The primary purposes of the Public Elementary/ Secondary School Universe Survey are:

- To provide a complete listing of all public elementary and secondary schools in the country, and
- to provide basic information and descriptive statistics on all schools, their students, and their teachers.

## General Methodology

A prior year data file containing the NCES and state identification numbers, agency name, school name, address, phone number, school type, and locale code for each operating school is sent to you in the reporting medium of your choice.

The CCD Coordinator does the following: (1) verifies and updates school identifying information from the prior year file; (2) provides required identifying information for “new” schools; and (3) provides current year data on the number of teachers, student enrollment and enrollment related items and (4) resolves mismatched current/prior school and/or agency identification numbers.

## Missing and Not Applicable Data

Missing or not applicable data must be identified in the response using the appropriate codes from the list below. Every item in this survey requires a response unless otherwise indicated. Left justify “M” and “N”.

- Use an “M” when the data are missing and where a value is expected, but no value was measured.
- Use an “N” when the data are not applicable and where a value is neither expected nor measured.
- Use a “0” (zero) only for those cases where a numerical value was measured and no quantity was found.

## Item Location Reference

Following each item’s reporting procedure is a section that lists it’s location information in electronic text files and on the shuttle. This section displays the item’s “Field Name,” “Multiple” record layout position, “Long” record layout position, and “Shuttle” identification. The “Field Name” is a shorter name given to each item for electronic reporting. Either the “Multiple” or the “Long” record layout may be used for electronic text files. The complete electronic reporting record layout for both of these record options (found in Appendix D) comes with corresponding Field Names and Descriptions. The entire shuttle format (found in Appendix A) identifies each item with a section designation (A, B, C,

or D) and position in the section (from 001 to 256).

## Verification of Identifying Information

The identifying information for schools on the universe file must be verified and corrected where necessary. Electronic data files should be updated with corrected name, address, phone number, school type and operational status code. This is usually accomplished by matching your prior year file to your current file. **Please do not overlay identifying information fields with blanks.** Add new schools to the file and provide updated operational status codes for schools that “closed.” Shuttle forms may be corrected by crossing out incorrect identification information and writing corrected information in red. Blank shuttle forms are provided for reporting identifying information on new schools.

## NCES Identification Numbers

Each school on the file provided to you has been assigned a five-digit NCES identification number that is unique within the state. All schools currently in the CCD file will have a pre-coded NCES identification number. An identification number is also provided for the education agency associated with individual schools. The NCES agency identification number contains seven characters including a two-digit state code followed by a five-digit code that is unique within each state. The agency and school identification numbers are combined by NCES to form a unique twelve-digit identifier for individual schools. **Please do not change NCES identification numbers.** If you think that there is a problem with an NCES identification number, call the Bureau of the Census to discuss the issue. **The NCES identification numbers for new schools should be left blank. They will be assigned by the Bureau of the Census and require no action by you.** Identification numbers are retired when schools and/or agencies close.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
LEAID	005-011	0001-0007	A001
SCHNO	026-030	0022-0026	B001

# PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

## State Identification Numbers

State school identification numbers are assigned by the state education agency for its use. Once assigned, these numbers are maintained and used by NCES to verify record identity. A state's education agency code may be any combination of letters and numbers up to 14 characters. A state's school identification number may be any combination of letters and numbers up to 20 characters. All available state "agency" and "school" identification numbers are provided to you from the prior year file. For previously existing schools, verify the accuracy of these two state identification numbers and correct any discrepancies. Provide documentation for any missing state identification numbers. Explain any inconsistencies. For each new school, provide your state's assigned school and agency identification numbers. If schools are not assigned state identification numbers, enter "N" for not applicable. Left justify identification numbers in electronic files.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
STID98	012-025	0008-0021	A002
SEASCH98	031-050	0027-0046	B002

## School/Agency Name

Names of schools and agencies are the common designations or titles as they are known by the reporting agency. Names of schools and associated agencies in the NCES files are pre-coded. Electronic files should be verified and corrected as necessary. Corrections on the shuttle forms are made by crossing out incorrect information and writing corrections in red. Schools included on the shuttle that have been closed must be marked through and the word "CLOSED" written across the entry. (See also Operational Status Code). Provide names for all new schools. Abbreviate any school names longer than 50 characters and any agency names longer than 60 characters. Appendix F provides a listing of recommended abbreviations. Abbreviations should not be used if the full name can be entered. To avoid confusion, it is helpful if the name of individual schools includes the type of grade served. For example, "Jones School" should be specified as "Jones Elementary School," "Jones Middle School," or "Jones High School," as appropriate. **Do not leave school or agency name fields blank.**

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
LEANM98	051-110	0047-0106	A003
SCHNAM98	111-160	0107-0156	B003

## Mailing Address, City, State

Mailing address is the location where mail is delivered. In some cases this may not represent the site of the physical plant. The mailing address should include the building number and street name, Post Office Box number, or RFD Route and Box number. If the mailing address is longer than 30 characters, use abbreviations found in Appendix F. If a mailing address is usually not required to deliver mail, enter "N." The city name can be up to 30 characters in length. Abbreviations are acceptable if the city name exceeds 30 characters. Mailing addresses must include the city name and the two letter state or outlying area abbreviation found in Appendix F. Replace "M" and "N" codes on the prior year file with current mailing address information, if available. Correct preprinted address information on shuttles by crossing out incorrect information and writing corrected information in red. Provide address information for new schools. **Do not leave mailing address, city or state fields blank.**

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
MSTREE98	171-200	0167-0196	B004
MCITY98	201-230	0197-0226	B005
MSTATE98	231-232	0227-0228	B006

## Zip Code + 4

The ZIP code may be five or nine digits. Enter the ZIP+4 if known. **Do not leave this item blank.** If the ZIP code is unknown, enter "M." If the last four digits of the ZIP code are unknown, enter the five-digit ZIP, left justified, leaving **only** the four spaces to the right blank.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
MZIP98	233-241	0229-0237	B007

## Telephone Number

Telephone numbers are the ten-digit number, including area code, for the school building. If the telephone number is unknown, enter "M." If there is no phone number, enter "N." Replace "M" and "N" codes on the prior year file with current telephone numbers, if available. **Do not leave this item blank.**

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
PHONE98	161-170	0157-0166	B008

## Location Address, City, State, Zip Code + 4

Location address is the physical location of the school. Enter the street number, city, state abbreviation (see Appendix F), and ZIP + 4. Leave ZIP + 4 digits blank if unknown.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
LSTREE98	242-271	0238-0267	B009
LCITY98	272-301	0268-0297	B010
LSTATE98	302-303	0298-0299	B011
LZIP98	304-312	0300-0308	B012

# PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

## School Type Code

School type codes are pre-coded for schools in NCES files. CCD Coordinators must verify or correct pre-coded school type codes.

**All new schools must be classified by the CCD Coordinator into only one school type category. Do not leave this item blank.**

School type is a classification of schools conducting elementary and/or secondary instruction or programs according to the ordinary or special instructional needs of students. The four classifications (see Chapter VII, Glossary of Terms for definitions) are:

- 1 Regular School
- 2 Special Education School
- 3 Vocational Education School
- 4 Alternative Education School

School type information will be matched by NCES with agency type information. The additional information will identify each school as a:

- locally operated public school,
- a regionally operated public school,
- state-operated public school, or
- Federally operated public school

**All schools providing free, public elementary and secondary education are to be included, including charter schools.** (Charter schools may be of any type, 1 through 4. Include the word “charter” in the name of all charter schools.) State-operated schools such as those operated for the deaf, the blind, and the arts and sciences are also to be included, as well as schools operated by agencies other than the state education agency, such as departments of corrections or health and human services. In addition, Federally operated public schools (such as Bureau of Indian Affairs schools) should be included.

Provide written documentation for any charter schools, state operated schools, and/or any Federally operated schools systematically excluded from the files, unless such documentation has previously been provided and is on file with CCD staff.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
SCHTYP98	313-313	0309-0309	C001

## Operational Status Code

Operational status codes are pre-coded for schools in NCES files. The prior year school file that we send to you will contain records only for “open” (code 1) schools in the previous year. Closed schools are removed from the prior year file prior to sending it to you for verification, update, and correction.

**All schools should be classified into only one operational status category. Guidelines are listed below. Do not leave this item blank.**

Operational status is a classification of the operational condition of a school. The classifications are:

- 1 School was listed on previous year’s CCD school universe; it is currently in operation or, if temporarily closed, as for repairs or a shortage of students, is expected to open within two years.
- 2 School was listed on previous year’s CCD school universe; it is not currently in operation, is not expected to operate in the future, and should be removed from the database.
- 3 School was not listed on previous year’s CCD school universe; it has been newly created or completely restructured into the current instructional level or program. Include new schools, if known, whether or not yet populated with students.
- 4 School was not listed on previous year’s CCD school universe; it was in existence but had not been reported; it is currently in operation and is now being added.
- 5 School was in existence and was listed on previous year’s CCD school universe as being affiliated with a different education agency; its internal organization and instructional level have not changed, but it is now affiliated with another agency.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
STATUS98	314-314	0310-0310	C002

## PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

In the CCD survey system, a school is defined as “an institution that provides education services.” There are many changes that can take place in a school from one year to the next without affecting its status as a “currently operational” school (i.e. Operational Status Code = 1). Listed below are examples where the school Operational Status Code should remain as “1” :

- Name change (e.g., from “PS 35” to “General McArthur Elementary School”);
- Change of address or location (e.g., from 47 Landing Road to 122 Airport Way). In this situation the physical plant may be either new or preexisting. If a school moves out of an old building into a newly constructed building, it is generally not considered a new school. If a new school moves into the old building, the school is considered “new” and should be added to the school file with an Operational Status Code of “3” (new);
- Minor changes in grade span (e.g., from “K-05” to “PK-06”);
- Temporary absence of personnel (e.g., a building is vacated for one year while major renovations are accomplished, but is expected to reopen and house the same instructional program).

In each case listed above, the school identification number should remain the same as in the prior year data file. **If the agency associated with a school changes, the corrected identification number for the agency should be entered in the record.** You may enter the state identification number for new agencies. The NCES identification number for new agencies must be left blank.

Listed below are situations that may require the correction of the school Operational Status Code to “2” (not operational) or “3” (newly created).

- If one school is merged with another that provides essentially the same grades, it is generally recommended that the Operational Status Code for the smaller school be changed to “2” (not operational) and that the Operational Status Code for the larger school remain as “1” (operational in prior year and current year);
- If two schools of about equal size or with different grade spans are merged or consolidated within an existing plant or a new physical location, it is generally recommended that the Operational Status Code for both schools be changed to “2” (not operational) and a new school created with an Operational Status Code “3” (newly created).

### Grade Span Offered

Enter the span of grades intended to be served by this school, whether or not there are students currently enrolled in all grades. The first two characters are used for the low grade and the third and fourth characters for the high grade, as follows: PK, KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12. If the school serves ungraded classes only, enter UGUG. Do not use UG if PK, KG, or numbered grades are also offered.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
GRSPAN98	315-318	0311-0314	C003

### Title 1 School

Is it a Title 1 School?

A Title 1 school is designated under appropriate state and Federal regulations as being eligible for participation in programs authorized by Title 1 of Public Law 103-382.

- 1 = Yes
- 2 = No

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
TITLE198	319-319	0315-0315	C004

### If yes, School-wide Title 1

If it is a Title 1 school, is it school-wide?

This refers to a program in which all the pupils in a school are designated under appropriate state and Federal regulations as being eligible for participation in programs authorized by Title 1 of Public Law 103-382.

If the school is **not** a Title 1 school, then enter an “N.”

- 1 = Yes
- 2 = No

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
STITL198	320-320	0316-0316	C005

# PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

## Magnet School

Is it a magnet school?

Regardless of the source of funding i.e., Federal, state, or local government, a magnet school or program is defined as a special school or program designed

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

1 = Yes  
2 = No

Field Name	Multiple	Long	Shuttle
MAGNET98	321-321	0317-0317	C006

## Charter School

Is it a charter school?

A charter school provides free public elementary and/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.

1 = Yes  
2 = No

Field Name	Multiple	Long	Shuttle
CHARTR98	322-322	0318-0318	C007

## Classroom Teachers

The Public Elementary/Secondary School Universe Survey requests information on the total number of classroom teachers for ungraded and all PK-12 graded classes in a school, stated in full-time equivalencies (FTE's). Full-time equivalency 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 time normally required by a full-time position.

**The FTE counts are to be reported by rounding to the NEAREST TENTH (the decimal is explicit).**

Field Name	Multiple	Long	Shuttle
FTE98	323-327	0319-0323	C008

Provide these figures using the following instructions:

- Include only filled positions; count contract positions; exclude vacant positions.
- Count part-time positions in terms of full-time equivalency. Full-time equivalency should be counted in tenths. For example, if a teaching position is filled by two persons, each working a half day, count each as 0.5.
- A full-time employee having more than one assignment should be counted in terms of full-time equivalency in each assignment. For example, a person assigned 4 hours per day teaching and 2 hours per day counseling should be counted 0.7 for teaching and 0.3 for counseling.
- **The total FTE counts for classroom teachers must be reported to the nearest tenth (with an explicit decimal) for each school on the file.**

## Students eligible for Free Lunch

The number, by school, of students eligible to participate for the Free Lunch Program under the National School Lunch Act provides an indicator of the socioeconomic status of the school. This does not include those eligible only for reduced price lunch. **Do not leave this item blank.** Use the code "M" if the information is unknown or missing, or code "N" if the program does not apply. Enter "0" (zero) if the program exists, but there are currently no students eligible. The count may be taken on December 1, or the closest school day to that date.

Field Name	Multiple	Long	Shuttle
FRELCH98	328-331	0324-0327	C009

## Students Eligible for Reduced-Price Lunch

The number, by school, of students eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.

Field Name	Multiple	Long	Shuttle
REDLCH98	332-335	0328-0331	C010

## Total of Free Lunch and Reduced-Price Lunch Eligible

Provide the total number of students eligible to participate in both Free-Lunch and Reduced-Price Lunch programs under the National School Lunch Act.

Field Name	Multiple	Long	Shuttle
FLE98	336-339	0332-0335	C011

# PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

## Migrant Students Enrolled in Previous Year

Enter the cumulative unduplicated (within school) number of migrant students, as defined under 34 CFR 200.40, enrolled at any time during the previous regular school year. If further information is needed on the definition of a migrant child, consult your State Migrant Program Director.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
MIGRNT98	340-343	0336-0339	C012

## Students by Grade, by Race/Ethnicity, and by Gender

The Public Elementary/Secondary School Universe Survey collects membership counts of students by grade, by racial/ethnic grouping, and by gender. The definition of membership is located in Chapter VII, Glossary of Terms. Membership is reported as of October 1, or the closest school day to October 1, except where other dates are designated in these instructions.

**Do not leave these items blank. Student membership counts must be provided for all grade levels (PK-12) served by the school, entering a “0” (zero) if a grade level is served but there are currently no students.** If using the “Long” record layout, enter an “N” for those grade levels not served. If using the “Multiple” record layout, you may omit records for the grades not within the grade span of that school.

Membership should not include duplicate counts of students within a specific school or students whose membership is reported by another school.

**Prekindergarten** is a group or class that is part of a public school program. Prekindergarten is:

- Taught during the year or years preceding kindergarten; and
- includes Head Start students if Head Start is part of an authorized program of the school.

**Ungraded** refers to classes or programs to which students are assigned without standard grade designation. **If the ungraded classification is not used, enter “N.” If the number of ungraded students is not known, enter “M.” If there are currently no ungraded students enter “0” (zero).**

The **racial/ethnic categories** are used to describe groups to which individuals belong. These categories are mandated for use in all government surveys by the U.S. Office of Management and Budget (OMB). We are unable to use data submitted in any other configuration. Categories do not denote scientific definitions of anthropological origins. Count each student in only one category. **Do not leave these items blank.** Use “0” (zero) if there are currently no students in the racial/ethnic category, or “M” if the number is unknown. The count for CCD may be taken on December 1, or the closest school day to that date.

The category that most closely reflects the individual's recognition in the community should be used for purposes of reporting students who are of mixed racial and/or ethnic origins. The category definitions can be found in Chapter VII, Glossary of Terms.

# PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

## Prekindergarten Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AMPKM98	055-058	0344-0347	D001
AMPKF98	059-062	0348-0351	D002
AMPKU98	063-066	0352-0355	D003
ASPKM98	067-070	0356-0359	D004
ASPKF98	071-074	0360-0363	D005
ASPKU98	075-078	0364-0367	D006
HIPKM98	079-082	0368-0371	D007
HIPKF98	083-086	0372-0375	D008
HIPKU98	087-090	0376-0379	D009
BLPKM98	091-094	0380-0383	D010
BLPKF98	095-098	0384-0387	D011
BLPKU98	099-102	0388-0391	D012
WHPKM98	103-106	0392-0395	D013
WHPKF98	107-110	0396-0399	D014
WHPKU98	111-114	0400-0403	D015
TOTPK98	051-054	0340-0343	D241

## 2<sup>nd</sup> Grade Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AM02M98	055-058	0536-0539	D046
AM02F98	059-062	0540-0543	D047
AM02U98	063-066	0544-0547	D048
AS02M98	067-070	0548-0551	D049
AS02F98	071-074	0552-0555	D050
AS02U98	075-078	0556-0559	D051
HI02M98	079-082	0560-0563	D052
HI02F98	083-086	0564-0567	D053
HI02U98	087-090	0568-0571	D054
BL02M98	091-094	0572-0575	D055
BL02F98	095-098	0576-0579	D056
BL02U98	099-102	0580-0583	D057
WH02M98	103-106	0584-0587	D058
WH02F98	107-110	0588-0591	D059
WH02U98	111-114	0592-0595	D060
TOT0298	051-054	0532-0535	D244

## Kindergarten Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AMKGM98	055-058	0408-0411	D016
AMKGF98	059-062	0412-0415	D017
AMKGU98	063-066	0416-0419	D018
ASKGM98	067-070	0420-0423	D019
ASKGF98	071-074	0424-0427	D020
ASKGU98	075-078	0428-0431	D021
HIKGM98	079-082	0432-0435	D022
HIKGF98	083-086	0436-0439	D023
HIKGU98	087-090	0440-0443	D024
BLKGM98	091-094	0444-0447	D025
BLKGF98	095-098	0448-0451	D026
BLKGU98	099-102	0452-0455	D027
WHKGM98	103-106	0456-0459	D028
WHKGF98	107-110	0460-0463	D029
WHKGU98	111-114	0464-0467	D030
TOTKG98	051-054	0404-0407	D242

## 3<sup>rd</sup> Grade Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AM03M98	055-058	0600-0603	D061
AM03F98	059-062	0604-0607	D062
AM03U98	063-066	0608-0611	D063
AS03M98	067-070	0612-0615	D064
AS03F98	071-074	0616-0619	D065
AS03U98	075-078	0620-0623	D066
HI03M98	079-082	0624-0627	D067
HI03F98	083-086	0628-0631	D068
HI03U98	087-090	0632-0635	D069
BL03M98	091-094	0636-0639	D070
BL03F98	095-098	0640-0643	D071
BL03U98	099-102	0644-0647	D072
WH03M98	103-106	0648-0651	D073
WH03F98	107-110	0652-0655	D074
WH03U98	111-114	0656-0659	D075
TOT0398	051-054	0596-0599	D245

## 1<sup>st</sup> Grade Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AM01M98	055-058	0472-0475	D031
AM01F98	059-062	0476-0479	D032
AM01U98	063-066	0480-0483	D033
AS01M98	067-070	0484-0487	D034
AS01F98	071-074	0488-0491	D035
AS01U98	075-078	0492-0495	D036
HI01M98	079-082	0496-0499	D037
HI01F98	083-086	0500-0503	D038
HI01U98	087-090	0504-0507	D039
BL01M98	091-094	0508-0511	D040
BL01F98	095-098	0512-0515	D041
BL01U98	099-102	0516-0519	D042
WH01M98	103-106	0520-0523	D043
WH01F98	107-110	0524-0527	D044
WH01U98	111-114	0528-0531	D045
TOT0198	051-054	0468-0471	D243

## 4<sup>th</sup> Grade Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AM04M98	055-058	0664-0667	D076
AM04F98	059-062	0668-0671	D077
AM04U98	063-066	0672-0675	D078
AS04M98	067-070	0676-0679	D079
AS04F98	071-074	0680-0683	D080
AS04U98	075-078	0684-0687	D081
HI04M98	079-082	0688-0691	D082
HI04F98	083-086	0692-0695	D083
HI04U98	087-090	0696-0699	D084
BL04M98	091-094	0700-0703	D085
BL04F98	095-098	0704-0707	D086
BL04U98	099-102	0708-0711	D087
WH04M98	103-106	0712-0715	D088
WH04F98	107-110	0716-0719	D089
WH04U98	111-114	0720-0723	D090
TOT0498	051-054	0660-0663	D246

# PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

## 5<sup>th</sup> Grade Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AM05M98	055-058	0728-0731	D091
AM05F98	059-062	0732-0735	D092
AM05U98	063-066	0736-0739	D093
AS05M98	067-070	0740-0743	D094
AS05F98	071-074	0744-0747	D095
AS05U98	075-078	0748-0751	D096
HI05M98	079-082	0752-0755	D097
HI05F98	083-086	0756-0759	D098
HI05U98	087-090	0760-0763	D099
BL05M98	091-094	0764-0767	D100
BL05F98	095-098	0768-0771	D101
BL05U98	099-102	0772-0775	D102
WH05M98	103-106	0776-0779	D103
WH05F98	107-110	0780-0783	D104
WH05U98	111-114	0784-0787	D105
TOT0598	051-054	0724-0727	D247

## 8<sup>th</sup> Grade Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AM08M98	055-058	0920-0923	D136
AM08F98	059-062	0924-0927	D137
AM08U98	063-066	0928-0931	D138
AS08M98	067-070	0932-0935	D139
AS08F98	071-074	0936-0939	D140
AS08U98	075-078	0940-0943	D141
HI08M98	079-082	0944-0947	D142
HI08F98	083-086	0948-0951	D143
HI08U98	087-090	0952-0955	D144
BL08M98	091-094	0956-0959	D145
BL08F98	095-098	0960-0963	D146
BL08U98	099-102	0964-0967	D147
WH08M98	103-106	0968-0971	D148
WH08F98	107-110	0972-0975	D149
WH08U98	111-114	0976-0979	D150
TOT0898	051-054	0916-0919	D250

## 6<sup>th</sup> Grade Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AM06M98	055-058	0792-0795	D106
AM06F98	059-062	0796-0799	D107
AM06U98	063-066	0800-0803	D108
AS06M98	067-070	0804-0807	D109
AS06F98	071-074	0808-0811	D110
AS06U98	075-078	0812-0815	D111
HI06M98	079-082	0816-0819	D112
HI06F98	083-086	0820-0823	D113
HI06U98	087-090	0824-0827	D114
BL06M98	091-094	0828-0831	D115
BL06F98	095-098	0832-0835	D116
BL06U98	099-102	0836-0839	D117
WH06M98	103-106	0840-0843	D118
WH06F98	107-110	0844-0847	D119
WH06U98	111-114	0848-0851	D120
TOT0698	051-054	0788-0791	D248

## 9<sup>th</sup> Grade Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AM09M98	055-058	0984-0987	D151
AM09F98	059-062	0988-0991	D152
AM09U98	063-066	0992-0995	D153
AS09M98	067-070	0996-0999	D154
AS09F98	071-074	1000-1003	D155
AS09U98	075-078	1004-1007	D156
HI09M98	079-082	1008-1011	D157
HI09F98	083-086	1012-1015	D158
HI09U98	087-090	1016-1019	D159
BL09M98	091-094	1020-1023	D160
BL09F98	095-098	1024-1027	D161
BL09U98	099-102	1028-1031	D162
WH09M98	103-106	1032-1035	D163
WH09F98	107-110	1036-1039	D164
WH09U98	111-114	1040-1043	D165
TOT0998	051-054	0980-0983	D251

## 7<sup>th</sup> Grade Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AM07M98	055-058	0856-0859	D121
AM07F98	059-062	0860-0863	D122
AM07U98	063-066	0864-0867	D123
AS07M98	067-070	0868-0871	D124
AS07F98	071-074	0872-0875	D125
AS07U98	075-078	0876-0879	D126
HI07M98	079-082	0880-0883	D127
HI07F98	083-086	0884-0887	D128
HI07U98	087-090	0888-0891	D129
BL07M98	091-094	0892-0895	D130
BL07F98	095-098	0896-0899	D131
BL07U98	099-102	0900-0903	D132
WH07M98	103-106	0904-0907	D133
WH07F98	107-110	0908-0911	D134
WH07U98	111-114	0912-0915	D135
TOT0798	051-054	0852-0855	D249

## 10<sup>th</sup> Grade Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AM10M98	055-058	1048-1051	D166
AM10F98	059-062	1052-1055	D167
AM10U98	063-066	1056-1059	D168
AS10M98	067-070	1060-1063	D169
AS10F98	071-074	1064-1067	D170
AS10U98	075-078	1068-1071	D171
HI10M98	079-082	1072-1075	D172
HI10F98	083-086	1076-1079	D173
HI10U98	087-090	1080-1083	D174
BL10M98	091-094	1084-1087	D175
BL10F98	095-098	1088-1091	D176
BL10U98	099-102	1092-1095	D177
WH10M98	103-106	1096-1099	D178
WH10F98	107-110	1100-1103	D179
WH10U98	111-114	1104-1107	D180
TOT1098	051-054	1044-1047	D252

# PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY

## 11<sup>th</sup> Grade Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AM11M98	055-058	1112-1115	D181
AM11F98	059-062	1116-1119	D182
AM11U98	063-066	1120-1123	D183
AS11M98	067-070	1124-1127	D184
AS11F98	071-074	1128-1131	D185
AS11U98	075-078	1132-1135	D186
HI11M98	079-082	1136-1139	D187
HI11F98	083-086	1140-1143	D188
HI11U98	087-090	1144-1147	D189
BL11M98	091-094	1148-1151	D190
BL11F98	095-098	1152-1155	D191
BL11U98	099-102	1156-1159	D192
WH11M98	103-106	1160-1163	D193
WH11F98	107-110	1164-1167	D194
WH11U98	111-114	1168-1171	D195
TOT1198	051-054	1108-1111	D253

## 12<sup>th</sup> Grade Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AM12M98	055-058	1176-1179	D196
AM12F98	059-062	1180-1183	D197
AM12U98	063-066	1184-1187	D198
AS12M98	067-070	1188-1191	D199
AS12F98	071-074	1192-1195	D200
AS12U98	075-078	1196-1199	D201
HI12M98	079-082	1200-1203	D202
HI12F98	083-086	1204-1207	D203
HI12U98	087-090	1208-1211	D204
BL12M98	091-094	1212-1215	D205
BL12F98	095-098	1216-1219	D206
BL12U98	099-102	1220-1223	D207
WH12M98	103-106	1224-1227	D208
WH12F98	107-110	1228-1231	D209
WH12U98	111-114	1232-1235	D210
TOT1298	051-054	1172-1175	D254

## Total Students, All Grades

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AMALM98	055-058	1304-1307	D226
AMALF98	059-062	1308-1311	D227
AMALU98	063-066	1312-1315	D228
ASALM98	067-070	1316-1319	D229
ASALF98	071-074	1320-1323	D230
ASALU98	075-078	1324-1327	D231
HIALM98	079-082	1328-1331	D232
HIALF98	083-086	1332-1335	D233
HIALU98	087-090	1336-1339	D234
BLALM98	091-094	1340-1343	D235
BLALF98	095-098	1344-1347	D236
BLALU98	099-102	1348-1351	D237
WHALM98	103-106	1352-1355	D238
WHALF98	107-110	1356-1359	D239
WHALU98	111-114	1360-1363	D240
TOTAL98	051-054	1300-1303	D256

## Ungraded Students

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AMUGM98	055-058	1240-1243	D211
AMUGF98	059-062	1244-1247	D212
AMUGU98	063-066	1248-1251	D213
ASUGM98	067-070	1252-1255	D214
ASUGF98	071-074	1256-1259	D215
ASUGU98	075-078	1260-1263	D216
HIUGM98	079-082	1264-1267	D217
HIUGF98	083-086	1268-1271	D218
HIUGU98	087-090	1272-1275	D219
BLUGM98	091-094	1276-1279	D220
BLUGF98	095-098	1280-1283	D221
BLUGU98	099-102	1284-1287	D222
WHUGM98	103-106	1288-1291	D223
WHUGF98	107-110	1292-1295	D224
WHUGU98	111-114	1296-1299	D225
TOTUG98	051-054	1236-1239	D255



**III. PUBLIC ELEMENTARY/  
SECONDARY EDUCATION  
AGENCY UNIVERSE  
SURVEY**



# PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

## Purpose

The primary purposes of the Public Elementary/ Secondary Education Agency Universe Survey are:

- To provide a complete listing of every education agency in the country responsible for providing free public elementary/secondary instruction or education support services, and
- to provide basic information for all education agencies and the students for whose education the agencies are responsible.

## General Methodology

A prior year data file containing the NCES and state identification numbers, agency name, address, phone number, agency type, supervisory union, FIPS, CMSA, metropolitan status, and boundary change codes for each operating education agency are sent to you in the reporting medium of your choice. The identifying information is verified manually for shuttles and by match to the current year file for electronic files. Current year data on student counts, high school graduates, dropouts, and staffing are provided by the CCD Coordinator.

## Missing and Not Applicable Data

Missing or not applicable data must be identified in the response using the appropriate code from the list below. Every item in this survey requires a response unless otherwise indicated. Left justify “M” and “N.”

- **Use an “M” when the data are missing and where a value is expected, but no value was measured.**
- **Use an “N” when the data are not applicable and where a value is neither expected nor measured.**
- **Use a “0” (zero) only for those cases where a numerical value was measured and no quantity was found.**

## Item Location Reference

Following each item’s reporting procedure is a section that lists its location information in electronic text files and on the shuttle. This section displays the item’s “Field Name,” “Multiple” record layout position, “Long” record layout position, and “Shuttle” identification. The “Field Name” is a shorter name given to each item for electronic reporting. Either the “Multiple” or the “Long” record layout may be used for electronic text files. The complete electronic reporting record layout for both of these record options (found in Appendix D) comes with corresponding Field Names and Descriptions. The entire shuttle format (found in Appendix A) identifies each item with a section designation (A, B, C, or D) and position in the section (from 001 to 256).

## Verification of Identifying Information

The identifying information for education agencies on the file must be verified and corrected where necessary. Electronic data files should be updated with corrected name, address, phone number, agency type, supervisory union, and boundary change codes. This is usually accomplished by electronically matching your prior year file to your current file. **Please do not overlay identifying information fields with blanks.** New agencies must be added to the file and closed agencies must be assigned the proper operational status code for “closed.” Shuttle forms may be corrected by crossing out incorrect identification information and writing corrected information in red. Blank shuttle forms are provided for new agencies.

## NCES Identification Numbers

Each agency on the file provided to you is assigned a unique seven-digit NCES agency identification number. All agencies currently in the CCD file will have a pre-coded NCES identification number. The NCES agency identification number begins with a two-digit state code followed by a five-digit code unique to each agency within the state. **The NCES agency identification numbers provided to you should not be changed.** If you believe there is a problem with an NCES agency identification number, call the Bureau of the Census to discuss the issue. **NCES identification numbers for new agencies should be left blank. They will be assigned by the Bureau of the Census and require no action by you.** Identification numbers are retired when agencies close.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
LEAID	005-011	0001-0007	A001

## State Identification Numbers

Local education agency identification numbers are assigned by the state education agency for its use. Once assigned, these numbers are maintained and used by NCES to verify record identity. A state’s “education agency” code may be any combination of letters and numbers up to 14 characters. All available state “agency” identification numbers are provided to you from the prior year file. For previously existing agencies, verify the accuracy of the state ID and correct any discrepancies. Provide documentation for any missing identification numbers. Explain any inconsistencies. Provide the state identification number for any new agency. If agencies are not assigned state identification numbers, enter “N” for not applicable. Left justify identification numbers in electronic files.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
STID98	012-025	0008-0021	A002

# PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

## Education Agency Name

Education agency names in the CCD file are pre-coded. Electronic files should be verified and corrected as necessary. Corrections on the shuttle forms are made by crossing out incorrect information and writing corrections in red. Agencies included on the shuttle that have been closed must be marked through and the word "CLOSED" written across the entry. (See also Operational Status Code). Provide names for all new agencies. Abbreviate names that are longer than 60 characters. Appendix F provides a listing of recommended abbreviations. Abbreviations should not be used if the full name can be entered in 60 characters. To avoid confusion, it is helpful if the agency name is different from any school names associated with the agency. Adding the word "agency" to the name can help avoid confusion when school and agency names are the same. **Do not leave this item blank.**

Field Name	Multiple	Long	Shuttle
NAME98	026-085	0022-0081	A003

## Mailing Address, City, State

Mailing address is the location where mail is delivered. In some cases, this may not represent the site of the agency headquarter's physical location. The mailing address should include the building number and name of the street, Post Office Box number, or RFD Route and Box number, up to 30 characters. If the mailing address is longer than 30 characters, use the abbreviations found in Appendix F. If a mailing address is usually not required to deliver mail, enter "N." The city name can be up to 30 characters in length. Abbreviations are acceptable if the city name exceeds 30 characters. Mailing addresses must include the city and two letter state or outlying area abbreviation found in Appendix F. Replace "M" and "N" codes on the prior year file with current mailing addresses, if available. Correct preprinted address information on shuttles by crossing out incorrect information and writing corrected information in red. Provide address information for new agencies. **Do not leave mailing address, city or state fields blank.**

Field Name	Multiple	Long	Shuttle
MSTREE98	096-125	0092-0121	A004
MCITY98	126-155	0122-0151	A005
MSTATE98	156-157	0152-0153	A006

## Zip Code + 4

The ZIP code may be five or nine digits. Enter the ZIP+4 if known. **Do not leave this item blank.** If the ZIP code is unknown, enter "M". If the last four digits of the ZIP code are unknown, enter the five-digit ZIP, left justified, leaving **only** the four spaces to the right blank.

Field Name	Multiple	Long	Shuttle
MZIP98	158-166	0154-0162	A007

## Telephone Number

Telephone numbers are the ten-digit number, including the area code, for the education agency. If the telephone number is unknown, enter "M." If there is no phone number, enter "N." Replace "M" and "N" codes on the prior year file with current telephone numbers, if available. **Do not leave this item blank.**

Field Name	Multiple	Long	Shuttle
PHONE98	086-095	0082-0091	A008

## Location Address, City, State, Zip Code + 4

Location address is the physical location of the agency. Enter the street number, city, state abbreviation (see Appendix F), and ZIP + 4. Leave ZIP + 4 digits blank if unknown.

Field Name	Multiple	Long	Shuttle
LSTREE98	167-196	0163-0192	A009
LCITY98	197-226	0193-0222	A010
LSTATE98	227-228	0223-0224	A011
LZIP98	229-237	0225-0233	A012

## Education Agency Type Code

Education agency type codes are pre-coded for agencies in NCES files. CCD Coordinators must verify or correct provided agency type codes. **All new local education agencies must be classified and assigned by the CCD Coordinator into one education agency type code. Do not leave this item blank.**

The education agency type code is a classification of education agencies within the geographic boundaries of a state according to the level of administrative and operational control. The classifications are:

- 1 Regular local school district that is not a component of a supervisory union; this category includes both independent school districts and those that are a dependent segment of a local government such as a city or county. Agencies that do not operate schools ("non-ops") but have primary responsibility to provide free public elementary and/or secondary education to school-age children within their jurisdictions should be included.

**PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY**

- 2 Local school district that is a component of a supervisory union; that is, it shares a superintendent and administrative services with other local school districts. Each agency given this code should have an entry in the “Supervisory Union Identification Number” field corresponding to the appropriate type 3 or type 4 agency. Non-ops in supervisory unions should be included in this category.
- 3 Supervisory union administrative center, or county superintendent’s office serving the same purposes: Each agency given this code should have an entry in the “Supervisory Union Identification Number” field. Student and staff data reported elsewhere should not be duplicated in records carrying this code.
- 4 Regional education services agency: Agencies created for the purposes of providing specialized educational services to other education agencies. Student and staff data reported elsewhere should not be duplicated in records carrying this code.
- 5 State agency charged with providing elementary and/or secondary level instruction to school-age children in a specified population, e.g., agency responsible for state schools for the blind or deaf students, correctional facilities, state hospitals.
- 6 Federal agency charged with providing elementary and/or secondary level instruction to school-age children in a specified population.
- 7 Other education agencies that do not fit into the first six categories.

**Supervisory Union Identification Number**

The supervisory union ID is the identification number of a school district within a supervisory union and may be:

- a state-assigned supervisory union number, or
- a FIPS county code if the county superintendent acts as the administrative center.

The supervisory union ID must be right-justified with leading zeros. Zero fill this field for education agencies that are not components or administrative centers of a supervisory union. Verify, and correct if necessary, pre-coded information from the prior year file.

If the education agency is a type 2 or type 3, a supervisory union identification number is expected. If the agency is a type 2 or 3 and the supervisory union identification number is unknown, enter “M.”

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
UNION98	239-241	0235-0237	B002

**County Name**

Enter the name of the county within which the agency is located. Enter “M” if the county name is unknown.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
CONAME98	242-271	0238-0267	B003

**FIPS County Code**

The FIPS county code is a standard number that identifies each county and county-type area in the United States. Taken from the National Institute of Standards and Technology publication, FIPS Pub. 6-4, the code indicates the county where the office of the education agency's chief executive officer is located. The code number is a 5-digit number that can be obtained from the Census Bureau. If the code is unknown, enter an “M.”

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
CONUM98	272-276	0268-0272	B004

For education agencies in category 7, provide on a separate sheet of paper the name of the agency, the agency type code, state agency ID, NCES agency ID, and an explanation of the nature and function of the administrative control of the education agency.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AGTYPE98	238-238	0234-0234	B001

# PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

## Operational Status Code

The Operational Status Code is a classification of changes in an education agency's boundaries or jurisdiction since the last report to NCES. The classifications are:

- 1 Agency was listed on previous year's CCD agency universe; it has had no significant change in geographical boundaries or instructional responsibility (grade span offered).
- 2 Agency was listed on previous year's CCD agency universe; it is not currently in operation, is not expected to operate in the future, and should be removed from the database.
- 3 Agency was not listed on previous year's CCD agency universe; it has been newly created or completely restructured into current geographical boundaries or instructional responsibility. Include new agencies, if known, whether or not yet populated with students.
- 4 Agency was not listed on previous year's CCD agency universe; it was in existence but had not been reported; it is currently in operation and is now being added.
- 5 Agency was in existence and was listed on previous year's CCD agency universe, but has undergone a significant change in geographical boundaries or instructional responsibility.

Field Name	Multiple	Long	Shuttle
BOUND98	277-277	0273-0273	B005

**For all records on the prior year file, the Census Bureau has pre-coded this field with a one (1).** CCD Coordinators reporting electronically must verify the code and correct, if necessary. CCD Coordinators using shuttle forms must verify the code and provide appropriate information on a blank shuttle form if a change has taken place.

Throughout this century, the predominant change in education agency structure has been the consolidation of smaller agencies into larger agencies. This change generally occurs in one of two ways.

- If several agencies of approximately equal size are merged to form one new agency that is much larger than and fundamentally different from the previous agencies, it is generally recommended that the Operational Status Code for the old agencies be corrected to code "2" (not operational) and assign an Operational Status Code "3" (newly created) to the

newly created agency.

- If one or more small agencies are annexed by or added to a large previously existing agency, it is generally recommended that the Operational Status Code for the smaller agencies be corrected to code "2" (not operational) and the Operational Status Code for the larger agency to be marked code "5" (change in boundary). **Provide written documentation for the changes that have occurred. It is critical that schools associated with the closed agencies be corrected to show the identification number for the retained agency.**

## Grade Span Offered

The span of grades intended to be served by this agency, whether or not there are students currently enrolled in all grades. The first two characters are used for the low grade and the third and fourth characters for the high grade, as follows: PK, KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12. If the agency serves ungraded classes only, enter UGUG. Do not use UG if PK, KG, or numbered grades are also offered.

Field Name	Multiple	Long	Shuttle
GSPAN98	278-281	0274-0277	B006

## Students

The following items are a count of the total number of students in membership for ungraded students, PK-12 combined, and students having individual education programs (IEP).

A figure should be entered in the fields. Enter "0" (zero) if ungraded or PK-12 students are expected, but there are none at this time. Enter "N" for ungraded if the agency does not ever have ungraded students. Also enter "N" for PK-12 if there are never students served in any of the grades PK-12.

The student membership counts should not include duplicate counts of students within a specific agency or students whose membership is reported by another agency.

## Ungraded Students

Students in classes or programs to which students are assigned without standard grade designations. If the ungraded classification is not used, enter "N." If the number of ungraded students is not known, enter "M." If the ungraded classification is used, but there are currently no ungraded students, enter "0" (zero).

Field Name	Multiple	Long	Shuttle
UG98	282-288	0278-0284	B007

# PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

## PK-12 Students

Students in graded classes in the public school program. Include Headstart participants if Headstart is part of an authorized program of the education agency. For electronic reporting, ungraded fields plus PK-12 fields should equal the total student membership of the agency.

Field Name	Multiple	Long	Shuttle
PK1298	289-295	0285-0291	B008

## Migrant Students Served in a Summer Program

For each agency, enter the number of migrant students, as defined under 34 CFR 200.40, enrolled in summer programs during the summer immediately prior to the current school year. If further information is needed on the definition of a migrant child, consult your State Migrant Program Director.

Field Name	Multiple	Long	Shuttle
MIGRNT98	296-302	0292-0298	B009

## Individual Education Program (IEP)

For each agency, enter the number of students having written Individual Education Programs (IEP) under the Individuals With Disabilities Education Act (IDEA-Part B). (This number is a subset of the ungraded and PK-12 fields.) **Do not include "Gifted and Talented" in this count.**

Field Name	Multiple	Long	Shuttle
SPECED98	303-309	0299-0305	C31

## Limited-English-Proficient Students

For each agency, enter the number of Limited English Proficient Students served in appropriate programs. Limited English Proficient Students are:

- Individuals who were not born in the U.S. or whose native language is a language other than English;
- Individuals who come from environments where a language other than English is dominant; or
- Individuals who are American Indians and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language -denying such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Field Name	Multiple	Long	Shuttle
LEP98	310-316	0306-0312	C032

## High School Completion Counts

Counts of high school graduates and other completers must be reported by CCD Coordinators. These counts include all individuals who received diplomas, or other formal indications of completion of high school, during the immediately preceding school year and subsequent summer. In other words, these counts are taken at the end of the school year and the end of summer prior to the current school year. **Do not include high school General Education Development (GED) credential recipients.**

## Diploma Recipients by Race/Ethnicity, and by Gender

For each agency, enter the number of individuals who received a regular diploma during the previous school year and subsequent summer school.

Field Name	Multiple	Long	Shuttle
AMDPLM98	032-037	0452-0457	C001
AMDPLF98	038-043	0458-0463	C002
AMDPLU98	044-049	0464-0469	C003
ASDPLM98	050-055	0470-0475	C004
ASDPLF98	056-061	0476-0481	C005
ASDPLU98	062-067	0482-0487	C006
HIDPLM98	068-073	0488-0493	C007
HIDPLF98	074-079	0494-0499	C008
HIDPLU98	080-085	0500-0505	C009
BLDPLM98	086-091	0506-0511	C010
BLDPLF98	092-097	0512-0517	C011
BLDPLU98	098-103	0518-0523	C012
WHDPLM98	104-109	0524-0529	C013
WHDPLF98	110-115	0530-0535	C014
WHDPLU98	116-121	0536-0541	C015
TOTDIPL98	026-031	0446-0451	C033

## Other High School Completers by Race/Ethnicity, and by Gender

For each agency, enter the number of individuals who received a certificate of completion in lieu of a diploma during the previous school year and subsequent summer.

Field Name	Multiple	Long	Shuttle
AMOHCM98	032-037	0548-0553	C016
AMOHCF98	038-043	0554-0559	C017
AMOHCU98	044-049	0560-0565	C018
ASOHCM98	050-055	0566-0571	C019
ASOHCF98	056-061	0572-0577	C020
ASOHCU98	062-067	0578-0583	C021
HIOHCM98	068-073	0584-0589	C022
HIOHCF98	074-079	0590-0595	C023
HIOHCU98	080-085	0596-0601	C024
BLOHCM98	086-091	0602-0607	C025
BLOHCF98	092-097	0608-0613	C026
BLOHCU98	098-103	0614-0619	C027
WHOHCM98	104-109	0620-0625	C028
WHOHCF98	110-115	0626-0631	C029
WHOHCU98	116-121	0632-0637	C030
TOTOHC98	026-031	0542-0547	C034

**Note**--Diploma Recipients and Other High School Completers in agencies that have been closed due to reorganization should be reported at the appropriate remaining agency.

# PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

## Instructional Staff

For each agency, provide instructional staff figures using the following instructions:

- Include only filled positions; count contract positions; exclude vacant positions.
- Count part-time staff in terms of full-time equivalency. Full-time equivalency should be counted in tenths. For example, if a teaching position is filled by two part-time persons, each working one half day, count each as 0.5.
- A full-time employee having more than one assignment should be counted in terms of full-time equivalency in each assignment. For example, a person assigned 4 hours per day teaching and 2 hours per day counseling should be counted 0.7 for teaching and 0.3 for counseling.

Report agency counts for full-time equivalency (FTE), to the nearest tenth (**decimal is explicit**), for each instructional staff category listed. Include all teachers, aides, coordinators and supervisors. **Do not leave blanks. Each field must have an entry - either a numeric value, a code “M” or a code “N.”** For detailed definitions, refer to Chapter VII, Glossary of Terms.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
PKTCH98	026-032	0313-0319	E001
KGTCH98	033-039	0320-0326	E002
ELMTCH98	040-046	0327-0333	E003
SECTCH98	047-053	0334-0340	E004
UGTCH98	054-060	0341-0347	E005
TOTTCH98	061-067	0348-0354	E006
AIDES98	068-074	0355-0361	E007
CORSUP98	075-081	0362-0368	E008

## Support Services Staff

Report agency counts for full-time equivalency (FTE) to the nearest tenth (**decimal is explicit**), for each category of support services staff. Include all non-instructional staff. **Do not leave blanks. Each field must have an entry - either a numeric value, a code “M” or a code “N.”** For definitions of categories, see Chapter VII, Glossary of Terms.

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
ELMGUI98	082-088	0369-0375	F001
SECGUI98	089-095	0376-0382	F002
TOTGUI98	096-102	0383-0389	F003
LIBSPE98	103-109	0390-0396	F004
LIBSUP98	110-116	0397-0403	F005
LEAADM98	117-123	0404-0410	F006
LEASUP98	124-130	0411-0417	F007
SCHADM98	131-137	0418-0424	F008
SCHSUP98	138-144	0425-0431	F009
STUSUP98	145-151	0432-0438	F010
OTHSUP98	152-158	0439-0445	F011

## Dropouts by Grade, by Race/Ethnicity, and by Gender

CCD Coordinators must report counts of student dropouts for each local education agency based upon the document entitled, “Common Core of Data Dropout Statistic: Reporting Instructions for the 1997-98 School Year” (January, 1999). This document is sent to each CCD Coordinator to provide guidance for reporting dropout data. You may contact Beth Young at NCES (Email: Beth\_Young@ed.gov or Fax: 202-219-1728) for questions regarding the dropout definition.

Provide counts of students who dropped out of any of grades 7 through 12. This includes summer dropouts, or “no-shows” (who were expected, but failed to enroll by October 1 of the previous school year) and regular year dropouts (students who were enrolled at some time during the previous school year, dropped out, and did not re-enroll by October 1 of the current school year).

For example, a student completing grade 8 in 1996-1997 and failing to enroll in grade 9 by October 1, 1997 is reported as a grade 9 dropout for 1997-1998 on the 1998-1999 data file. A student dropping out of grade 10 during the 1997-1998 school year, and not re-enrolled by October 1, 1998, is reported as a grade 10 dropout for 1997-1998 on the 1998-1999 data file.

The count is requested by grade (7-12), by race/ethnicity (American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, Black, not Hispanic, and White, not Hispanic), by Gender (Male, Female, Gender Unknown), and Total by Grade as shown on the following page. Ungraded dropouts should be allocated to the grade most appropriate to their age. **Do not leave blanks. Each field must have an entry - either a numeric value, a code “M” or a code “N.”** Use the following codes when providing dropout data:

- If unable to provide detail for a data item, insert a code “M” for that field.
- If there are no student dropouts for the particular grade, race/ethnicity, and gender category, insert a “0” (zero).
- If a particular grade(s) is not represented in the agency, insert a code “N.”

If using the “Long” record layout, enter an “N” for those grade levels not served. If using the “Multiple” record layout, you may omit records for the grades not within the grade span of that agency.

# PUBLIC ELEMENTARY/SECONDARY EDUCATION AGENCY UNIVERSE SURVEY

## Dropouts by Grade, by Race/Ethnicity, by Gender

### 7<sup>th</sup> Grade Dropouts

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AMD07M98	032-037	0644-0649	D001
AMD07F98	038-043	0650-0655	D002
AMD07U98	044-049	0656-0661	D003
ASD07M98	050-055	0662-0667	D004
ASD07F98	056-061	0668-0673	D005
ASD07U98	062-067	0674-0679	D006
HID07M98	068-073	0680-0685	D007
HID07F98	074-079	0686-0691	D008
HID07U98	080-085	0692-0697	D009
BLD07M98	086-091	0698-0703	D010
BLD07F98	092-097	0704-0709	D011
BLD07U98	098-103	0710-0715	D012
WHD07M98	104-109	0716-0721	D013
WHD07F98	110-115	0722-0727	D014
WHD07U98	116-121	0728-0733	D015
TOTD0798	026-031	0638-0643	D091

### 10<sup>th</sup> Grade Dropouts

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AMD10M98	032-037	0932-0937	D046
AMD10F98	038-043	0938-0943	D047
AMD10U98	044-049	0944-0949	D048
ASD10M98	050-055	0950-0955	D049
ASD10F98	056-061	0956-0961	D050
ASD10U98	062-067	0962-0967	D051
HID10M98	068-073	0968-0973	D052
HID10F98	074-079	0974-0979	D053
HID10U98	080-085	0980-0985	D054
BLD10M98	086-091	0986-0991	D055
BLD10F98	092-097	0992-0997	D056
BLD10U98	098-103	0998-1003	D057
WHD10M98	104-109	1004-1009	D058
WHD10F98	110-115	1010-1015	D059
WHD10U98	116-121	1016-1021	D060
TOTD1098	026-031	0926-0931	D094

### 8<sup>th</sup> Grade Dropouts

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AMD08M98	032-037	0740-0745	D016
AMD08F98	038-043	0746-0751	D017
AMD08U98	044-049	0752-0757	D018
ASD08M98	050-055	0758-0763	D019
ASD08F98	056-061	0764-0769	D020
ASD08U98	062-067	0770-0775	D021
HID08M98	068-073	0776-0781	D022
HID08F98	074-079	0782-0787	D023
HID08U98	080-085	0788-0793	D024
BLD08M98	086-091	0794-0799	D025
BLD08F98	092-097	0800-0805	D026
BLD08U98	098-103	0806-0811	D027
WHD08M98	104-109	0812-0817	D028
WHD08F98	110-115	0818-0823	D029
WHD08U98	116-121	0824-0829	D030
TOTD0898	026-031	0734-0739	D092

### 11<sup>th</sup> Grade Dropouts

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AMD11M98	032-037	1028-1033	D061
AMD11F98	038-043	1034-1039	D062
AMD11U98	044-049	1040-1045	D063
ASD11M98	050-055	1046-1051	D064
ASD11F98	056-061	1052-1057	D065
ASD11U98	062-067	1058-1063	D066
HID11M98	068-073	1064-1069	D067
HID11F98	074-079	1070-1075	D068
HID11U98	080-085	1076-1081	D069
BLD11M98	086-091	1082-1087	D070
BLD11F98	092-097	1088-1093	D071
BLD11U98	098-103	1094-1099	D072
WHD11M98	104-109	1100-1105	D073
WHD11F98	110-115	1106-1111	D074
WHD11U98	116-121	1112-1117	D075
TOTD1198	026-031	1022-1027	D095

### 9<sup>th</sup> Grade Dropouts

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AMD09M98	032-037	0836-0841	D031
AMD09F98	038-043	0842-0847	D032
AMD09U98	044-049	0848-0853	D033
ASD09M98	050-055	0854-0859	D034
ASD09F98	056-061	0860-0865	D035
ASD09U98	062-067	0866-0871	D036
HID09M98	068-073	0872-0877	D037
HID09F98	074-079	0878-0883	D038
HID09U98	080-085	0884-0889	D039
BLD09M98	086-091	0890-0895	D040
BLD09F98	092-097	0896-0901	D041
BLD09U98	098-103	0902-0907	D042
WHD09M98	104-109	0908-0913	D043
WHD09F98	110-115	0914-0919	D044
WHD09U98	116-121	0920-0925	D045
TOTD0998	026-031	0830-0835	D093

### 12<sup>th</sup> Grade Dropouts

<u>Field Name</u>	<u>Multiple</u>	<u>Long</u>	<u>Shuttle</u>
AMD12M98	032-037	1124-1129	D076
AMD12F98	038-043	1130-1135	D077
AMD12U98	044-049	1136-1141	D078
ASD12M98	050-055	1142-1147	D079
ASD12F98	056-061	1148-1153	D080
ASD12U98	062-067	1154-1159	D081
HID12M98	068-073	1160-1165	D082
HID12F98	074-079	1166-1171	D083
HID12U98	080-085	1172-1177	D084
BLD12M98	086-091	1178-1183	D085
BLD12F98	092-097	1184-1189	D086
BLD12U98	098-103	1190-1195	D087
WHD12M98	104-109	1196-1201	D088
WHD12F98	110-115	1202-1207	D089
WHD12U98	116-121	1208-1213	D090
TOTD1298	026-031	1118-1123	D096



## **IV. STATE NONFISCAL SURVEY**



# STATE NONFISCAL SURVEY

## Introduction

The primary purpose of the State Nonfiscal Survey is to provide basic information on public elementary and secondary school students and staff for each state, the District of Columbia, and the outlying territories with a U.S. relationship. The State Nonfiscal Survey collects state aggregate data.

The State Nonfiscal Survey provides the following information on students and staff:

## General Information

- Name, address, and telephone number of the state education agency.

## Staffing Information

- FTE counts for instructional staff
- FTE counts for guidance counselors
- FTE counts for library staff
- FTE counts for administrative staff
- FTE counts for support staff

## Student Information

- Membership counts by grade and race/ethnicity
- Counts of high school completers by race/ethnicity

State aggregate data cover all education agencies providing free public elementary and secondary education within a state. The education agencies included on the State Nonfiscal Survey should be the same as those provided to NCES on the Elementary/ Secondary Education Agency Universe Report. If this conflicts with state law or practice, please note on the diskette. Include data for public Regional Education Service Agencies (RESA) and **do not include data for Bureau of Indian Affairs schools.**

## Due Date

This report is due on March 15 of the school year reported. If completed data for all reporting units are not available for timely submission of this report, the CCD Coordinator is to provide estimates for the non-reporting units. Each entry on the State Nonfiscal Survey that includes estimated values should be labeled "EST" by using the footnote function on the diskette. If estimated values are reported, an updated complete State Nonfiscal Report is due on or before August 14.

## Survey Instruments

A paper copy of the State Nonfiscal Form is in Appendix A. You may copy these pages to write in your data and then mail or fax them to the Census Bureau. You may refer to your file copy of last years submission for comparison.

A record layout for State Nonfiscal text file submissions has also been provided in Appendix D.

A web-based form is available to help you report and edit State Nonfiscal data. It is located at the address:

*<http://www.census.gov/govs/www/ccdsnf.html>*

## Submission Information

Postal/Federal Express/Internet submission information is located in Appendix C. Internet submission is best done with a PKZIP archive.

## State Education Agency Information

State education agency information is coded by Census.

Description	Field Name	Long	Shuttle
State Education Agency Name	SEANAME	009-043	A01
Mailing Address	STREET	044-068	A02
City	CITY	069-086	A03
State Name	STNAME	087-111	A04
Zip Code + 4	ZIP	112-121	A05
Area Code + Phone Number	PHONE	122-135	A06

## Instructional Staff

Report Full-time equivalency (FTE) counts rounded to the nearest whole number for each instructional staff category listed. Include all teachers, aides, coordinators and supervisors. For detailed definitions, refer to Chapter VII, Glossary of Terms.

Description	Field Name	Long	Shuttle
Prekindergarten Teachers	B01	136-140	B01
Kindergarten Teachers	B02	141-145	B02
Elementary Teachers	B03	146-151	B03
Secondary Teachers	B04	152-157	B04
Teachers of Ungraded Classes	B05	158-162	B05
Total FTE Teachers	B06	163-168	B06
Instructional Aides	B07	169-173	B07
Instructional Coordinators and Supervisors	B08	174-178	B08

# STATE NONFISCAL SURVEY

## Support Services Staff

Report Full-time equivalency (FTE) counts rounded to the nearest whole number for each support services category listed. Include all non-instructional staff. For definitions of categories, see Chapter VII, Glossary of Terms.

Description	Field Name	Long	Shuttle
Elementary Guidance Counselors	C01	179-182	C01
Secondary Guidance Counselors	C02	183-186	C02
Total Guidance	C03	187-190	C03
Librarians/Media Specialists	C04	191-194	C04
Library/Media Support Staff	C05	195-198	C05
LEA Administrators	C06	199-203	C06
LEA Administrative Support Staff	C07	204-208	C07
School Administrators	C08	209-213	C08
School Administrative Support Staff	C09	214-218	C09
Student Support Services Staff	C10	219-223	C10
All Other Support Staff	C11	224-229	C11

## Student Counts by Grade

Provide student membership counts by grade (PK-12, ungraded). The definition of membership is provided in Chapter VII, Glossary of Terms. Assign each student to only one grade level.

Description	Field Name	Diskette	Shuttle
Prekindergarten	D01	230-235	D01
Kindergarten	D02	236-241	D02
Grade 01	D03	242-247	D03
Grade 02	D04	248-253	D04
Grade 03	D05	254-259	D05
Grade 04	D06	260-265	D06
Grade 05	D07	266-271	D07
Grade 06	D08	272-277	D08
Grade 07	D09	278-283	D09
Grade 08	D10	284-289	D10
Grade 09	D11	290-295	D11
Grade 10	D12	296-301	D12
Grade 11	D13	302-307	D13
Grade 12	D14	308-313	D14
Ungraded	D15	314-319	D15

## Students by Grade, and by Race/Ethnicity

Provide Student counts by grade (PK-12, ungraded) and by Race/Ethnicity. The racial/ethnic categories are used to describe groups to which individuals belong. These categories are mandated for use in all government surveys by the U. S. Office of Management and Budget (OMB). We are unable to use data submitted in any other configuration. Categories do not denote scientific definitions of anthropological origins. Count each student in only one group. The groups used are:

American Indian/Alaskan Native  
 Asian/Pacific Islander  
 Hispanic  
 Black, Not Hispanic  
 White, Not Hispanic

## High School Completion Counts

Provide counts of diploma recipients, high school equivalency recipients, and other high school completers as described below:

- **Diploma Recipients -**  
 Graduates who received a diploma during the previous school year and subsequent summer.
- **High School Equivalency Recipients -**  
 Individuals age 19 years or younger who received a high school equivalency certificate during the previous school year and subsequent summer.
- **Other High School Completers -**  
 Individuals who received a certificate of attendance or other certificate of completion in lieu of a diploma during the previous school year or subsequent summer.

Description	Field Name	Long	Shuttle
Diploma Recipients	E01	328-333	E01
High School Equivalency Recipients (age 19 or younger)	E02	340-345	E02
Other High School Completers	E03	346-351	E03

## High School Completion Counts by Race/Ethnicity

Provide High School Completion Counts (diploma recipients, high school equivalency recipients, and other high school completers) by Race/Ethnicity. The racial/ethnic categories are used to describe groups to which individuals belong. These categories are mandated for use in all government surveys by the U. S. Office of Management and Budget (OMB). We are unable to use data submitted in any other configuration. Categories do not denote scientific definitions of anthropological origins. Count each student in only one group. The groups used are:

American Indian/Alaskan Native  
 Asian/Pacific Islander  
 Hispanic  
 Black, Not Hispanic  
 White, Not Hispanic

## **V. SCHOOL AND AGENCY EDIT SYSTEM**



# SCHOOL AND AGENCY EDIT SYSTEM

## 1. Introduction

The purpose of the CCD Edit System is to encourage states to edit their data prior to submission to the Bureau of the Census. If editing occurs at the source, better data quality and more rapid turnaround can be expected.

Development of this system by the Bureau of the Census is in response to requests for computer edit programs or a list of edit rules that states can program themselves. The edit rules are in Appendix E of this document, in the form of edit messages and explanations. States should feel free to use their own software, off-the-shelf or home-grown, if they prefer it over using this Edit System.

Two versions of this software are available, one for the “old” record layout format and one for the “new/expanded” format. You may download either of these versions from the Census Bureau’s “Respondent Tools” web site:

<http://www.census.gov/govs/www/tools.html>

Both of these versions work in similar ways. We encourage states that use either system to phone or e-mail their comments and suggestions to the Census Bureau Contacts listed (page iii) so that improvements can be made to the system for next year.

### 1.1 Old Format Edit System

The Edit System for the old format (version 2.1), allows you to:

- correct data formatting problems.
- edit your data, producing edit reports of varying detail.
- correct your data.
- produce summary reports and tables.
- key your data directly, so the paper shuttles need not be completed and returned.

### 1.1 New/Expanded Format Edit System

The Edit System for the new/expanded format at minimum will have the following components (see page 35):

- Produce Edit Reports (showing unacceptable entry and current/prior year comparisons)
- Utility to convert the “Long” record layout into the “Multiple” record layout (required if you are using the “Long” record layout)
- View Reports
- Print Reports

## 1.3 Computer Requirements

The Edit System requires the following hardware and software:

- IBM-compatible microcomputer (80286 or later).
- MS-DOS version 5.0 or above.
- at least 540 kilobytes available (low) memory.
- 3.5 megabytes hard disk for the software, plus an additional 1-5 megabytes, depending on the size of your data files.
- HP LaserJet or dot matrix printer capable of printing 132 characters per line. This is required only if you wish to print reports.

The underlying software for the Edit System is the Integrated Microcomputer Processing System (IMPS) developed by the Bureau of the Census. It is a generalized survey processing system consisting of data entry, editing, tabulation, and data analysis modules.

## 2. Installing the Edit System

The Edit System is available on diskettes or over the Internet. The installation procedures differ slightly.

### 2.1 Diskette Installation

The Edit System as packaged on diskette consists of two diskettes, each of which includes an installation program. These programs will decompress files into a directory on your hard drive.

If you are in Windows, exit completely from Windows to DOS before installing the system. Installing the Edit System from within Windows can be *extremely* slow! First, make sure you have at least 3.5 Mb disk space available, plus adequate space for current and prior year school and agency files. After obtaining the DOS prompt, insert the Edit System Programs diskette (Disk 1) into drive A: or B: and type:

*a:install* (or *b:install*) and press <Enter>

Follow the directions on the installation menus. You will be prompted to select a hard drive on which to install the files. Select the drive by using the arrow keys and press <Enter> when your choice is highlighted. We suggest you install this system on your C: drive. The system can be installed on as many computers as desired. Next, you will be prompted for a directory name for the Edit System. Press <Enter> to accept the default of \CCD, or type a different name and press <Enter>.

## SCHOOL AND AGENCY EDIT SYSTEM

You can press <Esc> at any time to abort the installation program. However, if you do so, the installation will not be complete and you must start the installation process again from the beginning.

Next, install the prior year files by inserting the Prior Year Data diskette (Disk 2) and following the same procedure used for Disk 1. Be sure to enter the same directory name that you used to install the Edit System software. The prior year data files are named *SCHPY.BCH* and *AGNPY.BCH*, and are used for editing. The prior year print files are named *SCHPY.LST* and *AGNPY.LST*, and are used for viewing.

Then, unless you plan to enter your current year data using the system, copy your current year data files to the same directory, changing the names to *SCHOOL.BCH* and *AGENCY.BCH*. These must be ASCII text files in the format described in Appendix D. Comma-delimited files can be imported, but you will need to refer to **Utilities** on page 35. Be sure to keep a copy of your school and agency files in a different directory in case you make unintended changes and need to start over.

### 2.2 Internet Download and Installation

The Internet version of the Edit System software and prior year data files will be identical to the diskette version on the day they are released. However, upgrades made to the software will first be released on the Internet. If you did not previously have an e-mail address but now do, please send a note to [ccd@census.gov](mailto:ccd@census.gov). You will be notified if significant changes are made to the software or to your state's prior year data files.

To download the software using a Web browser, start at

<http://www.census.gov/govs/www/tools.html>

and proceed to the *School and Agency Nonfiscal* page. Be sure to read the *instructions* for how to download and install the software and your prior year data files. These are summarized below. The *announcements* will tell you the release date of the software and prior year data files, and will have information on recent modifications.

To download the software using FTP, perform an “anonymous” login to the Census server

<ftp.census.gov>

using your Internet e-mail address as the password. Change to

<pub/govs/tools/ccdsa>

subdirectory. Perform a binary download of the software file *CCDEDIT.EXE*, and/or the appropriate data file, which will have a name similar to *NYCCDPY.EXE*. The *instructions* and *announcements* files also are available at this location.

The Edit System and prior year data files are packaged as two self-extracting archives. You must first create a directory into which you will then place the two *.EXE* files. Run the two *.EXE* files, which will expand into all the components of the Edit System. Then, unless you plan to key your current year data using the system, copy your current year data files to the same directory, changing the names to *SCHOOL.BCH* and *AGENCY.BCH*. These must be ASCII files in the format described in Appendix D. Comma-delimited files can be imported, but you will need to refer to **Utilities** on page 35. Be sure to keep a copy of your school and agency files in a different directory in case you make unintended changes and need to start over.

### 2.3 Modify CONFIG.SYS, if necessary

Your *CONFIG.SYS* file must contain *FILES* and *BUFFERS* statements, and they should have values at least as high as these:

```
FILES=30
BUFFERS=20
```

Reboot your computer if you make any changes to your *CONFIG.SYS* file.

### 2.4 Modify Type of Printer, if necessary

The Edit System assumes you are using a Hewlett-Packard laser printer. If you are using a dot matrix printer, you should make a change to the file called *CCDMENU.BAT*. Change

```
SET PRT=HP    to    SET PRT=D
```

You can make this change using any text editor. If you are using a type of printer other than Hewlett-Packard or dot matrix and are not certain of which setting to use, try one then the other.

# SCHOOL AND AGENCY EDIT SYSTEM

## 3. Components of the Edit System

Although you must exit completely from Windows to install the system, you can run the system from a DOS prompt within Windows. However, some parts of the system will run more quickly if you exit completely from Windows into DOS.

Begin by changing to the appropriate directory and starting the system with the following DOS commands.

```
CD C:\CCD  
CCDMENU
```

The main menu has two options: School Edits and Agency Edits. Selecting either of these options results in a menu with the choices listed below. If you plan to key your data using this system, skip to **Keying Current Year Files** on page 39.

### 3.1 Set Up (Required)

This option runs a program that standardizes the format of the current year's school or agency file and sorts the file. You must run this to ensure that the Edit System will function properly. This step converts text to upper case. It also right-justifies and zero-fills numeric values, and it left-justifies and blank-fills "M" and "N" values. It also expands all records by one character to add a comment field. The program does not alter data values. Additional data formatting problems may be present, and the options under Utilities may correct these problems.

### 3.2 Produce Edit Reports

This option lets you produce any of three types of edit reports. The Unacceptable Entry Edit checks the school or agency file for illegal or inconsistent data. The School/Agency Edit and Agency/School Edit compare the two current year files. The difference between the two edits is which file is being edited and which is being used as a reference file. The edit looks for inconsistencies across the two files. The Current/Prior School Edit and Current/Prior Agency Edit compare a file from the current year against the corresponding file from the prior year, looking for significant differences that might indicate a data error. Significant differences may also indicate a data format problem on the current year's file.

### 3.3 Interactive Editing/Correction

This option lets you view your current year data and make corrections. It does not allow for viewing or changing prior year data. You may search for a specific record or you may look through the file from beginning to end. The scanning can be done with any of the three edit programs running in the background, assuming sufficient memory is available on your computer. See **Interactive Editing/Correction** on page 37.

### 3.4 Utilities

This option lets you initialize a current year file with the identification fields from the prior year file, convert a comma-quote delimited file to the proper ASCII input format, or correct certain numeric data format problems.

Convert Comma/Quote Delimited File - This will take an existing comma/quote delimited file and reformat it into the proper record layout. For further details on creating a comma/quote delimited file refer to **Starting with a Spreadsheet or Database** on page 39.

Create Current Year file from Prior Year - This creates a current year data file containing only the identification fields of your prior year file. The file SCHOOL.BCH or AGENCY.BCH will be created as long as a file does not exist with that name. (As a safety precaution, the system will not overwrite these files.) The initialized files have the identification field values, plus any "M" and "N" values, that were on your prior year file.

### 3.5 Create Tables

This option creates current and prior year data summary reports and several tables for school or agency. Run this at any time, but preferably after the data have been edited and corrected. The tables may be viewed or printed by selecting the View or Print option.

### 3.6 View

This option lets you view edit reports, tables, and the prior year data. While viewing a file, you can type "S" to search for any text string, or "P" to designate a section of the report to be printed. See **Printing Partial Listings** on page 39.

### 3.7 Print

This option lets you print an entire edit report, summary report, or the set of tables. The View option lets you print part of a report or table. See **Printing Partial Listings** on page 39.

### 3.8 Copy Data to Diskette

This option will copy the school or agency file to a diskette. You will be prompted to select the diskette drive. Most states will be able to put both files on one diskette, but a few will have to use separate diskettes.

# SCHOOL AND AGENCY EDIT SYSTEM

## 4. Steps to Using the Edit System

### 4.1 Prepare the Data

If your current year data files are:

- ASCII text files in the correct layout, you are ready.
- not yet keyed and you wish to use the Edit System for keying, refer to **Keying Current Year Files** on page 39.
- in the form of a comma/quote delimited file, refer to **Utilities** on page 35.
- in a spreadsheet or database, refer to **Starting with a Spreadsheet or Database** on page 39.

### 4.2 Run the Set Up Program

Choose Set Up for both the school file and the agency file. This step must be performed at least once, even if you think your data files do not need it. If you keyed your data using this system, Set Up will convert text strings to upper case and properly sort the file. The edits will not run properly if this step is skipped.

### 4.3 Find the Errors

Choose Produce Edit Reports and start with the first edit, the Unacceptable Entry Edit. Two edit reports are produced. Look at the first report, called the “Summary” report, and note the number of records that failed each edit. Large numbers of any one error could indicate a data formatting problem, or a systemic error in the data. Look at the second edit report, called the “Questionnaire” report. This report gives information about each record that contains errors. See samples of the edit reports in **Interpreting Edit Reports** on page 40. Please note that a slash (/) indicates a blank character. Although you can print these reports, you should not do so until the number of errors is manageable. Otherwise, printing the “Questionnaire” report might tie up your printer and use lots of paper. You can print a portion of any report. See **Printing Partial Listings** on page 39.

You may want to make corrections at this point, or continue with the other two edit selections. The edits can be run as many times as you wish.

### 4.4 Make Corrections

To correct an individual record or to take a closer look at the file, record by record, choose Interactive Editing/Correction. See the description below for a detailed explanation of this option. If a record is correct, even though the edit reports show edit messages for it, you may insert an “A” (meaning accept) or “D” (meaning documentation is provided) into the comment field in the upper right of the first data screen. While “A” and “D” are the valid values for the “comment” field, other values can be used. For example, you may wish to footnote references in a cover letter you submit with your data files. To force the acceptance of a different value, enter the new value and use the <F2> key.

### 4.5 Annotate the Edit Reports

When you are ready to submit your data to the Census Bureau, it would be helpful if you would run all the edit reports one final time. You could then use these reports to document your decisions regarding various edit messages. For example, you might annotate a “Summary” report with an explanation or “OK” next to an edit message that shows a number of records failing an edit check, when you know these records are actually not in error. Similar annotations can be made to individual records in the “Questionnaire” report, but this process will be tedious if lots of records are involved. Annotation of the reports can be done on paper, or by importing the report files into a text editor or word processor and then making the annotations. Whichever method is chosen, send the result to the Census Bureau along with the submission.

### 4.6 Submit the Data

To copy your data onto a diskette, choose Copy Data to Diskette and designate the diskette drive. The file SCHOOL.BCH or AGENCY.BCH will be copied. A few states with particularly large files may find that they cannot put both files on one diskette.

See Appendix C for Internet and Diskette Submission Instructions.

# SCHOOL AND AGENCY EDIT SYSTEM

## 5. Interactive Editing/Correction

Before running the interactive correction portion of this system, be sure you have run Set Up and Produce Edit Reports, and have reviewed the edit reports.

### 5.1 The Menus

From the School Edits or Agency Edits menu select Interactive Editing/Correction. The next menu has four options:

- With NO EDIT Program Active - Under this option, you can make modifications to individual records, or add or delete records, but you cannot run any edits while examining the data. Using this option, you can mark individual records as being OK, even though they failed one or more edits. Do this by placing an "A" (meaning accept) or "D" (meaning documentation is provided) in the comment field in the upper right of the first data screen.
- With UNACCEPTABLE ENTRY Edit Active - This option lets you make modifications to the data record and also run the Unacceptable Entry Edit.
- With SCHOOL/AGENCY Edit Active or With AGENCY/SCHOOL Edit Active - This option lets you make modifications to the data record and also run the School/Agency Edit or the Agency/School Edit.
- With CURRENT/PRIOR Edit Active - This option lets you make modifications to the data record and also run the Current/Prior School Edit or the Current/Prior Agency Edit.

After selecting an option, you will see some files being copied, and a message will appear saying "Creating .BOP file ...Please wait ... 100%." You may have to wait several seconds while the system sets up an index.

### 5.2 Scanning the Data

You will be positioned at the first record of the school or agency file. The first screen shows IDs. Each school record has two ID fields: the state education agency identifier and the state school identifier. Each agency record has one ID: the state education agency identifier. The School file has one ID screen and one data screen. The Agency file has one ID screen and three data screens. At the bottom of each screen is a list of some of the function keys to be used. For an expanded listing, press <F1>.

The following applies to all the interactive/editing selections:

- To scan the file sequentially, record by record, press <Page Down>. To move to the next ID screen, press

<Ctrl/Page Down>. To return to a previous screen press <Page Up> or <Ctrl/Page Up>.

- Notice the numbers in the upper right corner change as you move from one record to the next. "B-rec" is the actual record number within the file. The other counters should be ignored.
- Fields that blink in red have unacceptable entries, e.g., an out of range value. An "M" or "N" in a numeric field will always blink, even though these are acceptable values. We realize this may be an annoyance, but this feature cannot be turned off.

### 5.3 Find a Record

To locate a particular record, press <F6> to perform an ID search. The ID field(s) will become blank. Enter the ID of the record you wish to find and press <Enter>. A message box will appear flashing "Searching (press ESC to abort)." If the record is found, a message box will appear, "Questionnaire found." Press any key to continue. If no record is found, a "Questionnaire not found" message box will appear. Press any key to continue; you will return to your previous record location.

### 5.4 Making Changes

To replace an entire value, press <Enter> repeatedly to move the cursor to the field, and type the new value. To modify part of a text string, use the arrow key to move within the text. This will put you into overstrike mode and you can make your modification. Press <Enter> to move to the next field. Use the minus sign (-) on the numeric keypad to move to a previous field, or use the plus sign (+) on the numeric keypad to skip to the next group of fields. If you try to enter an "M" or "N," the system will indicate that the value is out of range. Press <F2> to force the acceptance of the "M" or "N."

### 5.5 Adding a Record

To insert a record, go to the ID screen of the record that would fall after the inserted record. That is, if you want to insert agency 5555 between agency 44444 and agency 66666, start at the ID screen of agency 66666. The system calls this "inserting a questionnaire." Press <F3> and key the data for the record. If you try to enter an "M" or "N," the system will indicate that the value is out of range. Press <F2> to force the acceptance of the "M" or "N." To insert a record after the last record of the file, press <Esc> until the menu bar appears at the top of the screen. Choose "Add to Batch" and key the data for the new record.

### 5.6 Deleting a Record

To delete a record, go to the record's ID screen and press <F4>. The message "Delete questionnaire?" will appear. Answer "Yes."

# SCHOOL AND AGENCY EDIT SYSTEM

## 5.7 Running an Edit Interactively

You can run an edit on just the current record by pressing <F7>, or on all the records in the file, starting with the current record, by pressing <F8>. With the second method, you will stop at the first record with an error.

If you do not have adequate low memory available, a system error will occur after pressing <F7> or <F8>. See **System Errors** on page 42.

When running an edit on the entire file, the message “*CONCOR search*” will flash at the top of the screen. The numbers in the upper right corner of the screen are an indication of how fast the records are being edited. The edits that involve matching two files (current/prior, school/agency, agency/school) run more slowly than the “unacceptable entry” edits. When a record fails an edit, a red box appears across the screen reading “*CONCOR messages*” at the top, followed by a list of error messages like those on the questionnaire report. If there are more messages than will fit in the box, small arrows appear at the bottom of the box. You can <Page Down> to see the rest. To continue, press any key to remove the error message box, and press <Page Down> to move to the next screen. Press <F10> to see the errors again. Make changes if desired, and press <F8> again to resume editing the file. For explanations of the error messages, refer to Appendix E.

## 5.8 Saving or Canceling Changes

Once you change a value, the “*Status=*” message at the top of the screen changes from “*ENTERED*” to “*CHANGED*.” At this point, you will not be allowed to leave the record until you save or cancel your changes. To save your changes, press <F7>, and a message “*Accept the changes?*” will appear. If other edit failures are present for the record, you will see the edit message box instead of the “*Accept...*” message. Press any key to remove the edit messages and bring up the “*Accept...*” message. If you answer “*Yes*”, the changes will be saved and the “*Status=*” message will return to “*ENTERED*.” If you answer “*No*”, the “*Status=*” message will remain as “*CHANGED*.” You must then press <Esc> to cancel the changes. A message box reading “*Cancel the changes?*” will appear. Answer “*Yes*.”

## 5.9 Exiting

Press <Esc> to exit the correction screen. If nothing has been changed in the current record you will be able to immediately exit; otherwise you must cancel or save any changes and press <Esc> again. You can exit at any time and on any screen. Upon exiting, a menu bar will appear at the top of the screen. Type “E” or use the arrow keys to select “*End Batch*.” A message box will appear reading “*Work with another Batch?*” Press <Enter>, indicating “*No*”, and you will return to the Edit/Correction menu.

# SCHOOL AND AGENCY EDIT SYSTEM

## 6. Miscellaneous Topics

### 6.1 Keying Current Year Files

You can use the Edit System to key your current year school and agency files. In order to do so, you must first run a utility program that initializes a current year file with the identification fields of your prior year file. Refer to **Utilities** on page 35.

Once you have created your initial files, choose Interactive Editing and Correction, then With No Edit Program Active. Press <Page Down> to step you through records, screen by screen. Pressing <Ctrl/Page Down> will step you through record IDs. All the identification fields will contain data, "M", or "N". Numeric fields that are blank will flash until they are filled in with numeric values. Follow the instructions in **Interactive Editing/Correction** on page 37 for finding, correcting, adding, and deleting records.

When you have finished keying your data, return to **Steps to Using the Edit System** on page 36 and be sure to run Set Up.

### 6.2 Printing Partial Listings

The edit reports can be quite long, and you may want to print only a portion of a report. To do this, choose View from the menu, and choose the report you want to print. To select a portion of a report, first type "P". Use the up or down arrow to place the "FIRST" marker at the first line you want to print, and press <Enter>. Place the "LAST" marker at the last line you want to print, and press <Enter>. Next, you are asked whether to send the listing to the "Printer" or to a "File." We recommend that you choose "File," and give the name of a file where you would like to store the abbreviated listing. Then <Esc> from View, choose Print and Other, and give the name of the file you just created. The reports are wider than a standard print line, and the Print option compresses the report so it will fit. If you choose "Printer," the report will be printed in regular size print, and each line will wrap to a second line.

### 6.3 Starting with a Spreadsheet or Database

If your data file is in the form of spreadsheet or database you must prepare the file in order to use the edit diskette.

- Make sure the fields are in the appropriate order as described in Appendix D.
- Convert or Export the file to a comma-quote delimited file. Use double-quotes to delimit text fields and a comma for the field separator. For example, in Microsoft Excel you would save the spreadsheet as a .CSV file to convert it into a comma delimited file.

- Copy the delimited file to the appropriately named file, *SCHOOL.BCH* or *AGENCY.BCH*, and run the Convert Comma/Quote Delimited File utility.

Your file is now ready to be processed.

# SCHOOL AND AGENCY EDIT SYSTEM

## 6.4 Interpreting Edit Reports

Page 1 02/09/97 14:26:50

SUMMARY REPORT -- Dictionary: SCHRAW

IMPS Version 3.1

Input: SCHOOL.BCH  
Area: ALL

Program: SCHOOL1

Output: NUL

Count	Percent	Message	Denom	Line Number
1		School records with the same IDs		100
1		Record has been marked as acceptable		105
1		GRADE fields - one or more invalid		136
1		RACE fields - one or more invalid		146
2		Operational school with no valid NCES ID		153
1		NCES ID not blank for new/added school		156
1		STATE EDUC AGENCY ID is blank or missing		163
2		STATE SCHOOL ID is blank or missing		169
1		AGENCY NAME invalid or less than 3 char		178
1		SCHOOL NAME = AGENCY NAME		184
2		SCHOOL NAME invalid or less than 3 char		193
1		ADDRESS blank, 'M' or less than 3 char		202
3		CITY NAME blank or less than 3 character		211
1		STATE ABBREVIATION invalid		228
1		ZIP CODE invalid		260
1		STATE ABBREVIATION does not match ZIP		264
2		TELEPHONE NUMBER invalid		270
2		OPERATIONAL STATUS CODE invalid		276
2		SCHOOL TYPE CODE invalid		282
1		CLASSROOM TEACHERS invalid		288
1		FREE-LUNCH ELIGIBLE is blank		305
1		FREE-LUNCH ELIGIBLE invalid		308
1		FREE LUNCH ELIGIBLE > 94.5% membership		314

### QUESTIONNAIRE AND RECORD SUMMARY

Record Type	Input Quests	Input Records	Invalid Records	Output Quests	Output Records	Out - In Change	Write Records
SCHOOL		402			-	-	
Total	401	402	-	-	-	-	-

The Summary Report shows how many records failed each edit check. For example, two school records have a blank state school ID. The numbers in the far right column under "Line Number" should be ignored. The "QUESTIONNAIRE AND RECORD SUMMARY" shows the number of records on the file. If "Input Quests" is lower than "Input Records," there are some records with the same IDs. These may be duplicate records.

# SCHOOL AND AGENCY EDIT SYSTEM

Page 1 02/09/97 14:26:50  
Input: SCHOOL.BCH

QUESTIONNAIRE REPORT -- Dictionary: SCHRAW  
Program: SCHOOL1 Output: NUL

IMPS Version 3.1

Questionnaire Id:	SU008	5099908 00488	Line Number
COMMENT = A		Record has been marked as acceptable	# 105
		STATE EDUC AGENCY ID is blank or missing	# 163
Questionnaire Id: 006	SU006	5099906 00516	
COMMENT = A		Record has been marked as acceptable	# 105
		GRADE fields - one or more invalid	# 136
AGNAME1 = BE//////////		AGENCY NAME invalid or less than 3 char	# 178
AGNAME2 = ////////////			
ST = M/		STATE ABBREVIATION invalid	# 228
PHONE = //123		TELEPHONE NUMBER invalid	# 270
Questionnaire Id: J105	PS374	5004960 00015	
ST = KT		STATE ABBREVIATION does not match ZIP	# 264
ZIP = 00585			
FLE = 1000		FREE LUNCH ELIGIBLE > 94.5% membership	# 314
STUDENTS = 0			
Questionnaire Id: P003	PA003	5005300 00007	
COMMENT = A		Record has been marked as acceptable	# 105
ST = N/		STATE ABBREVIATION invalid	# 228
Questionnaire Id: P004	PA004	5007640 00SSS	
COMMENT = A		Record has been marked as acceptable	# 105
LEAID = 5007640		Operational school with no valid NCES ID	# 153
SCHNO = 123//			

## QUESTIONNAIRE AND RECORD SUMMARY

Record Type	Input Quests	Input Records	Invalid Records	Output Quests	Output Records	Out - In Change	Write Records
SCHOOL		2,246				-	-
Total	2,245	2,246	-	-	-	-	-

The Questionnaire report shows which records failed the edits. The numbers after "Questionnaire Id:" identify the record. On the school file, these are the state agency and school IDs, and the NCES agency and school IDs. On the agency file, they are the state and NCES agency IDs. The error messages are below the "Questionnaire Id:" line. To the left of the messages are sometimes one or more data values that illustrate how the record failed the edit. In most cases, the labels on these values will be clear. In the example above, the school record with state agency ID 006 and state school ID SU006 has an error in the TELEPHONE NUMBER. If further explanation of the error messages is needed, refer to Appendix E. Slashes (/) indicate blank characters, i.e., SCHNO = 123// means the SCHOOL NUMBER has "123" followed by two blanks. Please ignore the numbers in the rightmost column, which refer to the edit program's source code.

# SCHOOL AND AGENCY EDIT SYSTEM

## 7. System Errors

System errors might occur while running the Edit System. If you encounter an error not listed below, please notify the Census Bureau.

### Message: **Out of Environment Space.**

**Problem:** The space that DOS reserves for file names and other system variables is not large enough.

**Solution:** Increase the environment space by including a SHELL statement in the C:\CONFIG.SYS file, then reboot. The SHELL statement should read:

```
SHELL=C:\DOS\COMMAND.COM C:\DOS\ /E:1024 /p
```

### Message: **File/Buffer Error. See Centry Manual.**

**Problem:** This error can occur when you choose Interactive Editing/Correction with one of the edits in the background. The problem is that your computer does not have at least 540 Kb of available low memory. To confirm this, exit from the CCD menu system to DOS, and type "MEM". Note the "Largest executable program size." The Edit System is a DOS application and cannot use extended memory.

**Solution:** First, if you are running DOS from Windows, close out your session and reboot your computer, but this time do not load Windows. Type "MEM" to see if you now have 540 Kb of "Largest executable program size." If you are using DOS 5.0 or above, you can try loading DOS into high memory, which should make more low memory available. Include the statement DOS=HIGH in the C:\CONFIG.SYS file, then reboot the computer. If this does not free up enough memory, load system programs into high memory (using LH) in the AUTOEXEC.BAT file. Confer with your office's system manager if you need help. You may also try using a memory manager such as MEMMAKER. If you are unable to resolve the problem, call the Census Bureau. In any case, you can still use the system. You can always create the edit reports, and make data corrections by choosing Interactive Editing/Correction and With NO EDIT

Program Active. You can search for specific records, using the IDs shown in the edit reports, and make corrections.

### Message: **Not Enough Memory for CONCOR.**

The problem and solution are the same as for the "File/Buffer Error."

### Message: **Set .BCH file length to n**

**Problem:** The school or agency file has records that are not the expected length.

**Solution:** Press <Enter> to remove the message, go back to the CCD menus and run Set Up for the school and agency files.

### Message: **Creating .BOP file Please wait...0%** (and the system "hangs")

**Problem:** If this message stays on your screen and the percent remains at 0, the file (school or agency) does not have the expected record length.

**Solution:** You may need to reboot your computer, then return to the CCD menus. Run Set Up for the school and agency files.

### Message: **Execution errors: View DIARY.xxx**

**Problem:** The edit program encountered format errors in the data which prevent some of the edits from being performed.

**Solution:** If you have not run Set Up against the file, do so. If the error persists, call the Census Bureau. Although unlikely, the problem could be in the prior year file and the Census Bureau will have to send you a new one.

## **VI. APPENDICES**



## **APPENDIX A: SHUTTLES**

**SCHOOL UNIVERSE  
AGENCY UNIVERSE  
STATE NONFISCAL**



National Center for Education Statistics

OMB No. 1850-0067  
Expires 10/31/2001

**Public School Universe Survey**

Description	Item Code	Description	Item Code
Education agency ID (NCES):	A001 _____	School type code:	C001 _____
Education agency ID (State):	A002 _____	Operational status code:	C002 _____
Name of education agency:	A003 _____	Grade span offered:	C003 _____
School ID (NCES):	B001 _____	Title I school? (1=yes;2=no):	C004 _____
School ID (State):	B002 _____	If yes, school-wide Title I program? (1=yes;2=no):	C005 _____
Name of school:	B003 _____	Magnet school? (1=yes;2=no):	C006 _____
<b>Mailing address-</b>		Charter school? (1=yes;2=no):	C007 _____
Street or box number:	B004 _____	Number of teachers (full-time equivalent	
City:	B005 _____	to one decimal place):	C008 _____
State (PO abbreviation):	B006 _____	Number of students eligible for-	
ZIP code + four:	B007 _____	Free lunch:	C009 _____
Area code + phone number:	B008 _____	Reduced-price lunch:	C010 _____
<b>Location address-</b>		Total:	C011 _____
Street address:	B009 _____	Number of migrant students enrolled	
City:	B010 _____	during previous regular school year:	C012 _____
State (PO abbreviation):	B011 _____		
ZIP code + four:	B012 _____		

Paperwork Burden Statement-- According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0067. The time required to complete this information collection is estimated to average 55.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NCES, U.S. Department of Education, 555 New Jersey Avenue, NW, Room 410, Washington D.C. 20208-5651.

Description	Item Code	
<b>Prekindergarten Students:</b>		
American Indian or Alaska Native-	Male: D001	_____
	Female: D002	_____
	Unknown: D003	_____
Asian/Pacific Islander-	Male: D004	_____
	Female: D005	_____
	Unknown: D006	_____
Hispanic-	Male: D007	_____
	Female: D008	_____
	Unknown: D009	_____
Black, not Hispanic-	Male: D010	_____
	Female: D011	_____
	Unknown: D012	_____
White, not Hispanic-	Male: D013	_____
	Female: D014	_____
	Unknown: D015	_____
Total Prekindergarten Students-	Total: D241	_____

Description	Item Code	
<b>Second Grade Students:</b>		
American Indian or Alaska Native-	Male: D046	_____
	Female: D047	_____
	Unknown: D048	_____
Asian/Pacific Islander-	Male: D049	_____
	Female: D050	_____
	Unknown: D051	_____
Hispanic-	Male: D052	_____
	Female: D053	_____
	Unknown: D054	_____
Black, not Hispanic-	Male: D055	_____
	Female: D056	_____
	Unknown: D057	_____
White, not Hispanic-	Male: D058	_____
	Female: D059	_____
	Unknown: D060	_____
Total Second Grade Students-	Total: D244	_____

Description	Item Code	
<b>Kindergarten Students:</b>		
American Indian or Alaska Native-	Male: D016	_____
	Female: D017	_____
	Unknown: D018	_____
Asian/Pacific Islander-	Male: D019	_____
	Female: D020	_____
	Unknown: D021	_____
Hispanic-	Male: D022	_____
	Female: D023	_____
	Unknown: D024	_____
Black, not Hispanic-	Male: D025	_____
	Female: D026	_____
	Unknown: D027	_____
White, not Hispanic-	Male: D028	_____
	Female: D029	_____
	Unknown: D030	_____
Total Kindergarten Students-	Total: D242	_____

Description	Item Code	
<b>Third Grade Students:</b>		
American Indian or Alaska Native-	Male: D061	_____
	Female: D062	_____
	Unknown: D063	_____
Asian/Pacific Islander-	Male: D064	_____
	Female: D065	_____
	Unknown: D066	_____
Hispanic-	Male: D067	_____
	Female: D068	_____
	Unknown: D069	_____
Black, not Hispanic-	Male: D070	_____
	Female: D071	_____
	Unknown: D072	_____
White, not Hispanic-	Male: D073	_____
	Female: D074	_____
	Unknown: D075	_____
Total Third Grade Students-	Total: D245	_____

Description	Item Code	
<b>First Grade Students:</b>		
American Indian or Alaska Native-	Male: D031	_____
	Female: D032	_____
	Unknown: D033	_____
Asian/Pacific Islander-	Male: D034	_____
	Female: D035	_____
	Unknown: D036	_____
Hispanic-	Male: D037	_____
	Female: D038	_____
	Unknown: D039	_____
Black, not Hispanic-	Male: D040	_____
	Female: D041	_____
	Unknown: D042	_____
White, not Hispanic-	Male: D043	_____
	Female: D044	_____
	Unknown: D045	_____
Total First Grade Students-	Total: D243	_____

Description	Item Code	
<b>Fourth Grade Students:</b>		
American Indian or Alaska Native-	Male: D076	_____
	Female: D077	_____
	Unknown: D078	_____
Asian/Pacific Islander-	Male: D079	_____
	Female: D080	_____
	Unknown: D081	_____
Hispanic-	Male: D082	_____
	Female: D083	_____
	Unknown: D084	_____
Black, not Hispanic-	Male: D085	_____
	Female: D086	_____
	Unknown: D087	_____
White, not Hispanic-	Male: D088	_____
	Female: D089	_____
	Unknown: D090	_____
Total Fourth Grade Students-	Total: D246	_____

Description	Item Code	
<b>Fifth Grade Students:</b>		
American Indian or Alaska Native-	Male: D091	_____
	Female: D092	_____
	Unknown: D093	_____
Asian/Pacific Islander-	Male: D094	_____
	Female: D095	_____
	Unknown: D096	_____
Hispanic-	Male: D097	_____
	Female: D098	_____
	Unknown: D099	_____
Black, not Hispanic-	Male: D100	_____
	Female: D101	_____
	Unknown: D102	_____
White, not Hispanic-	Male: D103	_____
	Female: D104	_____
	Unknown: D105	_____
Total Fifth Grade Students-	Total: D247	_____

Description	Item Code	
<b>Eighth Grade Students:</b>		
American Indian or Alaska Native-	Male: D136	_____
	Female: D137	_____
	Unknown: D138	_____
Asian/Pacific Islander-	Male: D139	_____
	Female: D140	_____
	Unknown: D141	_____
Hispanic-	Male: D142	_____
	Female: D143	_____
	Unknown: D144	_____
Black, not Hispanic-	Male: D145	_____
	Female: D146	_____
	Unknown: D147	_____
White, not Hispanic-	Male: D148	_____
	Female: D149	_____
	Unknown: D150	_____
Total Eighth Grade Students-	Total: D250	_____

Description	Item Code	
<b>Sixth Grade Students:</b>		
American Indian or Alaska Native-	Male: D106	_____
	Female: D107	_____
	Unknown: D108	_____
Asian/Pacific Islander-	Male: D109	_____
	Female: D110	_____
	Unknown: D111	_____
Hispanic-	Male: D112	_____
	Female: D113	_____
	Unknown: D114	_____
Black, not Hispanic-	Male: D115	_____
	Female: D116	_____
	Unknown: D117	_____
White, not Hispanic-	Male: D118	_____
	Female: D119	_____
	Unknown: D120	_____
Total Sixth Grade Students-	Total: D248	_____

Description	Item Code	
<b>Ninth Grade Students:</b>		
American Indian or Alaska Native-	Male: D151	_____
	Female: D152	_____
	Unknown: D153	_____
Asian/Pacific Islander-	Male: D154	_____
	Female: D155	_____
	Unknown: D156	_____
Hispanic-	Male: D157	_____
	Female: D158	_____
	Unknown: D159	_____
Black, not Hispanic-	Male: D160	_____
	Female: D161	_____
	Unknown: D162	_____
White, not Hispanic-	Male: D163	_____
	Female: D164	_____
	Unknown: D165	_____
Total Ninth Grade Students-	Total: D251	_____

Description	Item Code	
<b>Seventh Grade Students:</b>		
American Indian or Alaska Native-	Male: D121	_____
	Female: D122	_____
	Unknown: D123	_____
Asian/Pacific Islander-	Male: D124	_____
	Female: D125	_____
	Unknown: D126	_____
Hispanic-	Male: D127	_____
	Female: D128	_____
	Unknown: D129	_____
Black, not Hispanic-	Male: D130	_____
	Female: D131	_____
	Unknown: D132	_____
White, not Hispanic-	Male: D133	_____
	Female: D134	_____
	Unknown: D135	_____
Total Seventh Grade Students-	Total: D249	_____

Description	Item Code	
<b>Tenth Grade Students:</b>		
American Indian or Alaska Native-	Male: D166	_____
	Female: D167	_____
	Unknown: D168	_____
Asian/Pacific Islander-	Male: D169	_____
	Female: D170	_____
	Unknown: D171	_____
Hispanic-	Male: D172	_____
	Female: D173	_____
	Unknown: D174	_____
Black, not Hispanic-	Male: D175	_____
	Female: D176	_____
	Unknown: D177	_____
White, not Hispanic-	Male: D178	_____
	Female: D179	_____
	Unknown: D180	_____
Total Tenth Grade Students-	Total: D252	_____

CCD Public School Universe Survey- page 4	Description	Item Code	Description	Item Code	Description	Item Code
	<b>Eleventh Grade Students:</b>		<b>Twelfth Grade Students:</b>		<b>Ungraded Students:</b>	
	American Indian or Alaska Native-	Male: D181 Female: D182 Unknown: D183	American Indian or Alaska Native-	Male: D196 Female: D197 Unknown: D198	American Indian or Alaska Native-	Male: D211 Female: D212 Unknown: D213
	Asian/Pacific Islander-	Male: D184 Female: D185 Unknown: D186	Asian/Pacific Islander-	Male: D199 Female: D200 Unknown: D201	Asian/Pacific Islander-	Male: D214 Female: D215 Unknown: D216
	Hispanic-	Male: D187 Female: D188 Unknown: D189	Hispanic-	Male: D202 Female: D203 Unknown: D204	Hispanic-	Male: D217 Female: D218 Unknown: D219
	Black, not Hispanic-	Male: D190 Female: D191 Unknown: D192	Black, not Hispanic-	Male: D205 Female: D206 Unknown: D207	Black, not Hispanic-	Male: D220 Female: D221 Unknown: D222
	White, not Hispanic-	Male: D193 Female: D194 Unknown: D195	White, not Hispanic-	Male: D208 Female: D209 Unknown: D210	White, not Hispanic-	Male: D223 Female: D224 Unknown: D225
	Total Eleventh Grade Students-	Total: D253	Total Twelfth Grade Students-	Total: D254	Total Ungraded Students-	Total: D255

If ethnicity by grade is not available,  
but ethnicity for the entire school is,  
please complete this item:

<b>Total Students:</b>	
American Indian or Alaska Native-	Male: D226 Female: D227 Unknown: D228
Asian/Pacific Islander-	Male: D229 Female: D230 Unknown: D231
Hispanic-	Male: D232 Female: D233 Unknown: D234
Black, not Hispanic-	Male: D235 Female: D236 Unknown: D237
White, not Hispanic-	Male: D238 Female: D239 Unknown: D240
Total Students-	Total: D256

National Center for Education Statistics

OMB No. 1850-0067  
Expires 10/31/2001

**Education Agency Universe Survey**

Description	Item Code	Description	Item Code
Education agency ID (NCES):	A001 _____	<b>Instructional staff-</b>	
Education agency ID (state):	A002 _____	Prekindergarten teachers:	E001 _____
Name of education agency:	A003 _____	Kindergarten teachers:	E002 _____
<b>Mailing address-</b>		Elementary teachers:	E003 _____
Street or box number:	A004 _____	Secondary teachers	E004 _____
City:	A005 _____	Teachers of ungraded classes:	E005 _____
State (PO abbreviation):	A006 _____	<b>[Total FTE teachers]:</b>	E006 _____
ZIP code + four:	A007 _____	Instructional aides:	E007 _____
Area code + phone number:	A008 _____	Instructional coordinators and supervisors:	E008 _____
<b>Location address-</b>		<b>Support services staff-</b>	
Street address:	A009 _____	Elementary guidance counselors:	F001 _____
City:	A010 _____	Secondary guidance counselors:	F002 _____
State (PO abbreviation):	A011 _____	<b>[Total guidance counselors]:</b>	F003 _____
ZIP code + four:	A012 _____	Librarians/media specialists:	F004 _____
Education agency type code:	B001 _____	Library/media support staff:	F005 _____
Supervisory union number:	B002 _____	LEA administrators:	F006 _____
County name:	B003 _____	LEA administrative support staff:	F007 _____
FIPS county code (if known):	B004 _____	School administrators:	F008 _____
<b>Operational status code:</b>	B005 _____	School administrative support staff:	F009 _____
<b>Grade span offered:</b>	B006 _____	Student support services staff:	F010 _____
Student counts- Ungraded	B007 _____	All other support staff:	F011 _____
PK-12	B008 _____		

**Migrant students served in summer program immediately prior to current school year:**

B009 \_\_\_\_\_

**Students having an IDEA-Part B Individual Education Program (IEP):**

C031 \_\_\_\_\_

**Limited-English-Proficient students served in appropriate programs:**

C032 \_\_\_\_\_

High school completers (previous year):

**Diploma recipients:**

American Indian or Alaska Native-	Male:	C001	_____
	Female:	C002	_____
	Unknown:	C003	_____
Asian/Pacific Islander-	Male:	C004	_____
	Female:	C005	_____
	Unknown:	C006	_____
Hispanic-	Male:	C007	_____
	Female:	C008	_____
	Unknown:	C009	_____
Black, not Hispanic-	Male:	C010	_____
	Female:	C011	_____
	Unknown:	C012	_____
White, not Hispanic-	Male:	C013	_____
	Female:	C014	_____
	Unknown:	C015	_____
Total Diploma Recipients-	Total:	C033	_____

**Other high school completers:**

American Indian or Alaska Native-	Male:	C016	_____
	Female:	C017	_____
	Unknown:	C018	_____
Asian/Pacific Islander-	Male:	C019	_____
	Female:	C020	_____
	Unknown:	C021	_____
Hispanic-	Male:	C022	_____
	Female:	C023	_____
	Unknown:	C024	_____
Black, not Hispanic-	Male:	C025	_____
	Female:	C026	_____
	Unknown:	C027	_____
White, not Hispanic-	Male:	C028	_____
	Female:	C029	_____
	Unknown:	C030	_____
Total Other HS Completers-	Total:	C034	_____

Paperwork Burden Statement-- According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0067. The time required to complete this information collection is estimated to average 40.8 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NCES, U.S. Department of Education, 555 New Jersey Avenue, NW, Room 410, Washington D.C. 20208-5651.

CCD	Description	Item Code	Description	Item Code	Description	Item Code
Education Agency Universe Survey- page 3	<b>Seventh Grade Dropouts:</b>		<b>Eighth Grade Dropouts:</b>		<b>Ninth Grade Dropouts:</b>	
	American Indian or Alaska Native-	Male: D001 Female: D002 Unknown: D003	American Indian or Alaska Native-	Male: D016 Female: D017 Unknown: D018	American Indian or Alaska Native-	Male: D031 Female: D032 Unknown: D033
	Asian/Pacific Islander-	Male: D004 Female: D005 Unknown: D006	Asian/Pacific Islander-	Male: D019 Female: D020 Unknown: D021	Asian/Pacific Islander-	Male: D034 Female: D035 Unknown: D036
	Hispanic-	Male: D007 Female: D008 Unknown: D009	Hispanic-	Male: D022 Female: D023 Unknown: D024	Hispanic-	Male: D037 Female: D038 Unknown: D039
	Black, not Hispanic-	Male: D010 Female: D011 Unknown: D012	Black, not Hispanic-	Male: D025 Female: D026 Unknown: D027	Black, not Hispanic-	Male: D040 Female: D041 Unknown: D042
	White, not Hispanic-	Male: D013 Female: D014 Unknown: D015	White, not Hispanic-	Male: D028 Female: D029 Unknown: D030	White, not Hispanic-	Male: D043 Female: D044 Unknown: D045
	<b>Total Seventh Grade Dropouts-</b>	<b>Total: D091</b>	<b>Total Eighth Grade Dropouts-</b>	<b>Total: D092</b>	<b>Total Ninth Grade Dropouts-</b>	<b>Total: D093</b>
	<b>Tenth Grade Dropouts:</b>		<b>Eleventh Grade Dropouts:</b>		<b>Twelfth Grade Dropouts:</b>	
	American Indian or Alaska Native-	Male: D046 Female: D047 Unknown: D048	American Indian or Alaska Native-	Male: D061 Female: D062 Unknown: D063	American Indian or Alaska Native-	Male: D076 Female: D077 Unknown: D078
	Asian/Pacific Islander-	Male: D049 Female: D050 Unknown: D051	Asian/Pacific Islander-	Male: D064 Female: D065 Unknown: D066	Asian/Pacific Islander-	Male: D079 Female: D080 Unknown: D081
	Hispanic-	Male: D052 Female: D053 Unknown: D054	Hispanic-	Male: D067 Female: D068 Unknown: D069	Hispanic-	Male: D082 Female: D083 Unknown: D084
	Black, not Hispanic-	Male: D055 Female: D056 Unknown: D057	Black, not Hispanic-	Male: D070 Female: D071 Unknown: D072	Black, not Hispanic-	Male: D085 Female: D086 Unknown: D087
	White, not Hispanic-	Male: D058 Female: D059 Unknown: D060	White, not Hispanic-	Male: D073 Female: D074 Unknown: D075	White, not Hispanic-	Male: D088 Female: D089 Unknown: D090
	<b>Total Tenth Grade Dropouts-</b>	<b>Total: D094</b>	<b>Total Eleventh Grade Dropouts-</b>	<b>Total: D095</b>	<b>Total Twelfth Grade Dropouts-</b>	<b>Total: D096</b>



U.S. DEPARTMENT OF EDUCATION OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION RESEARCH AND IMPROVEMENT NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20208-5651	FORM APPROVED OMB No. 1850-0067 EXP. DATE: 12/31/2001
COMMON CORE OF DATA  STATE NONFISCAL SURVEY OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION SCHOOL YEAR 1998-1999	DUE DATE: MARCH 15, 1999

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

**PLEASE complete each cell with a number, 0, N, or M**

A01	NAME OF STATE EDUCATION AGENCY		
A02	MAILING ADDRESS		
A03	CITY		
A04	STATE		
A05	ZIP CODE		
A06	TELEPHONE NUMBER		
B:	INSTRUCTIONAL STAFF	1997-1998 FTE	1998-1999 FTE
B01	PREKINDERGARTEN TEACHERS		
B02	KINDERGARTEN TEACHERS		
B03	ELEMENTARY TEACHERS		
B04	SECONDARY TEACHERS		
B05	TEACHERS OF UNGRADED CLASSES		
B06	TOTAL FTE TEACHERS		
B07	INSTRUCTIONAL AIDES		
B08	INSTRUCTIONAL COORDINATORS AND SUPERVISORS		
C:	SUPPORT SERVICES STAFF	1997-1998 FTE	1998-1999 FTE
C01	ELEMENTARY GUIDANCE COUNSELORS		
C02	SECONDARY GUIDANCE COUNSELORS		
C03	TOTAL GUIDANCE COUNSELORS		
C04	LIBRARIANS/MEDIA SPECIALISTS		
C05	LIBRARY/MEDIA SUPPORT STAFF		
C06	LEA ADMINISTRATORS		
C07	ADMINISTRATIVE SUPPORT STAFF		
C08	SCHOOL ADMINISTRATORS		
C09	SCHOOL ADMINISTRATIVE SUPPORT STAFF		
C10	STUDENT SUPPORT SERVICES STAFF		
C11	ALL OTHER SUPPORT STAFF		

1997-1998 STUDENT MEMBERSHIP, RACE/ETHNIC BREAKOUT

D: STUDENTS BY GRADE	AM. INDIAN/ ALASKA NAT.	ASIAN/ PAC. ISLANDER	HISPANIC	BLACK, NOT HISPANIC	WHITE, NOT HISPANIC
D01 PK					
D02 K					
D03 GRADE 1					
D04 GRADE 2					
D05 GRADE 3					
D06 GRADE 4					
D07 GRADE 5					
D08 GRADE 6					
D09 GRADE 7					
D10 GRADE 8					
D11 GRADE 9					
D12 GRADE 10					
D13 GRADE 11					
D14 GRADE 12					
D15 UNGRADED					
D16 TOTAL					

1998-1999 STUDENT MEMBERSHIP, RACE/ETHNIC BREAKOUT

D: STUDENTS BY GRADE	AM. INDIAN/ ALASKA NAT.	ASIAN/ PAC. ISLANDER	HISPANIC	BLACK, NOT HISPANIC	WHITE, NOT HISPANIC
D01 PK					
D02 K					
D03 GRADE 1					
D04 GRADE 2					
D05 GRADE 3					
D06 GRADE 4					
D07 GRADE 5					
D08 GRADE 6					
D09 GRADE 7					
D10 GRADE 8					
D11 GRADE 9					
D12 GRADE 10					
D13 GRADE 11					
D14 GRADE 12					
D15 UNGRADED					
D16 TOTAL					

1996-1997 HIGH SCHOOL COMPLETERS, RACE/ETHNIC BREAKOUT

E: 1996-1997 HIGH SCHOOL COMPLETERS (UNDUPLICATED HEAD COUNT)	AM. INDIAN/ ALASKA NAT.	ASIAN/ PAC. ISLANDER	HISPANIC	BLACK, NOT HISPANIC	WHITE, NOT HISPANIC
E01 DIPLOMA RECIPIENTS					
OTHER DIPLOMA RECIPIENTS					
E02 H.S. EQUIVALENCY					
E03 OTHER H. S. COMPLETER					

1997-98 HIGH SCHOOL COMPLETERS, RACE/ETHNIC BREAKOUT

E: 1997-1998 HIGH SCHOOL COMPLETERS (UNDUPLICATED HEAD COUNT)	AM. INDIAN/ ALASKA NAT.	ASIAN/ PAC. ISLANDER	HISPANIC	BLACK, NOT HISPANIC	WHITE, NOT HISPANIC
E01 DIPLOMA RECIPIENTS					
OTHER DIPLOMA RECIPIENTS	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
E02 H.S. EQUIVALENCY					
E03 OTHER H.S. COMPLETER					

D: STUDENTS BY GRADE LEVEL	1997-1998 MEMBERSHIP	1998-1999 MEMBERSHIP
D01 PREKINDERGARTEN		
D02 KINDERGARTEN		
D03 GRADE 1		
D04 GRADE 2		
D05 GRADE 3		
D06 GRADE 4		
D07 GRADE 5		
D08 GRADE 6		
D09 GRADE 7		
D10 GRADE 8		
D11 GRADE 9		
D12 GRADE 10		
D13 GRADE 11		
D14 GRADE 12		
D15 UNGRADED		
D16 TOTAL (Sum of lines D1-D15)		
E: HIGH SCHOOL COMPLETERS	1996-97 UNDUPLICATED COUNT	1997-98 UNDUPLICATED COUNT
E01 DIPLOMA RECIPIENTS		
OTHER DIPLOMA RECIPIENTS		XXXXXX
E02 HIGH SCHOOL EQUIV. RECIPIENTS		
E03 OTHER HIGH SCHOOL COMPLETERS		

NOTE: Please review this survey form and be sure that each item is complete.

\_\_\_\_\_

Person completing survey form

\_\_\_\_\_

Date

\_\_\_\_\_

CCD Coordinator

\_\_\_\_\_

Telephone Number

Return Completed Form to:  
 Bureau of the Census  
 Governments Division, CJS Branch  
 Washington Plaza, Bldg. 2, Room 509  
 Washington, DC 20233-6800

Fax: 1-888-891-2099

If you have questions about this questionnaire, contact Census staff on 800-352-7229. Refer to Common Core of Data, State Nonfiscal Survey.

## APPENDIX B: ELECTRONIC FILE FORMATS

### ASCII Text file format

The School Universe and Education Agency Universe have two possible record layouts: a “Multiple” record layout and a “Long” record layout (see Appendix D). You may use either one. We have also provided a record layout for the State Nonfiscal survey.

### Spreadsheet file format (Lotus 1-2-3, Excel, or QuattroPro)

Please designate the version of the spreadsheet package used (e.g. QuattroPro 3.1). All formulas and summary totals should be deleted. Explanatory text, such as column headings, is acceptable. The School Universe has too many fields for one spreadsheet, so you may send “Multiple” spreadsheets/worksheets (similar to the “Multiple” record layout format in Appendix D). Each spreadsheet/worksheet may contain the data for one “record type.” For example, sheet 1 = SCID data, sheet 2 = SGPK data, sheet 3 = SGKG data through sheet 17 = SGAL data. For the School Universe, you may send the student totals (SGPK - SG12, SGUG) on one spreadsheet as long as each record contains the proper record type code label, NCES ID number’s, and State ID number’s. Similarly, for the Agency Universe, the dropout totals (AD07-AD12) may also be sent in one spreadsheet/worksheet.

If you have more records (rows) that can fit on one page, you may use more than one page for that record type.

### Database file format (dBase, Access, or Paradox)

Please designate the version of the package used (e.g. dBase V, Access 2.0). Both the School Universe and Agency Universe have too many fields for dBaseIII (the School Universe has too many fields for dBaseIV also). If you use either of these versions, it is necessary to break the file into more than one database. If you are using dBase III or dBase IV, you will have to send “Multiple” databases, splitting the data into the categories listed in the “Multiple” record layout format in Appendix D. For the School Universe, you may send a database for each SCID, SGPK, SGKG, SG01, etc. category. Or, you may send all of the student totals (SGPK - SG12, SGUG) in one database as long as each record contains the proper record type code label, NCES ID number’s, and State ID number’s. Similarly, the dropout totals for the Agency Universe can also be sent in one database.

If you are using dBaseV, you will not have to worry about splitting the files into more than one database.

### SAS format

Follow the record layout in Appendix D to obtain the Field Lengths. If possible, also use the Field Names provided in Appendix D.



## APPENDIX C: DATA SUBMISSION

### Mail Submission

To assure proper delivery of survey responses, postage paid, pre-addressed **mailing labels** are provided for shuttle or diskette submissions.

### Federal Express Submission

You may also use **Federal Express services** to expedite the delivery of survey responses.

Census Bureau account number: 1195-7528-1  
Address Federal Express packages to:

Bureau of the Census/Governments Division/CJS Branch  
8905 Presidential Parkway/WP2/Room 509  
Upper Marlboro, MD 20772

### Internet Submission

1. You may send the files as e-mail attachments, preferably compressed through PKZIP. Make sure that the name of your files include your state abbreviation, the year of the data, and the type of data. For example, Alabama's School Universe, Agency Universe, and State Nonfiscal should be *AL98SCH.BCH*, *AL98AGN.BCH*, *AL98SNF.BCH*, respectively. In the subject line of your message, please indicate your state and which file(s) you are sending. For example, "*CCD submission from Alabama - School file.*" The email address is

*ccd@census.gov*

2. You may also use FTP (file transfer protocol) to send your files. Make sure that the name of your files include your state abbreviation, the year of the data, and the type of data. For example, Alabama's two universe files should be *AL98SCH.BCH* and *AL98AGN.BCH*. If your Web browser can transfer files, the URL is

*ftp://ftp.census.gov/pub/incoming/govs/ccdsa*

Otherwise, use your FTP software to connect to the Census FTP server at

*ftp.census.gov*

Log in as "*anonymous*" using your Internet address as the password. Put the two files in

*pub/incoming/govs/ccdsa*

Please note that the login and directory names are case-sensitive. When you have finished, send a message to *ccd@census.gov* telling us that you have used FTP to transfer your files.

3. The State Nonfiscal Survey may be submitted using a web-based form located at:

*http://www.census.gov/govs/www/ccdsnf.html*.

If you have any questions contact Michael Freeman at:

PHONE: 800-352-7229  
EMAIL: *ccd@census.gov*



## APPENDIX D-1: SCHOOL UNIVERSE MULTIPLE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
RECTYPE	001-004	4	Record Type Code ( <b>SCID</b> )
LEAID	005-011	7	NCES Education Agency ID
STNO98	012-025	14	State Education Agency ID
SCHNO	026-030	5	NCES School ID
SEASCH98	031-050	20	State School ID
LEANM98	051-110	60	Name of Education Agency
SCHNAM98	111-160	50	Name of School
PHONE98	161-170	10	Telephone Number (Area Code + Phone Number)
MSTREE98	171-200	30	Mailing Address
MCITY98	201-230	30	City
MSTATE98	231-232	2	State (PO Abbreviation)
MZIP98	233-241	9	Zip Code + 4
LSTREE98	242-271	30	Location Address
LCITY98	272-301	30	City
LSTATE98	302-303	2	State (PO Abbreviation)
LZIP98	304-312	9	Zip Code + 4
SCHTYP98	313-313	1	School Type Code
STATUS98	314-314	1	Operational Status Code
GRSPAN98	315-318	4	Grade Span Offered
TITLE198	319-319	1	Title 1 school
STITL198	320-320	1	If yes, School-wide Title 1
MAGNET98	321-321	1	Magnet school
CHARTR98	322-322	1	Charter school
FTE98	323-327	5	Classroom Teachers (1 explicit decimal place)
FRELCH98	328-331	4	Students eligible for Free Lunch
REDLCH98	332-335	4	Students eligible for Reduced-Price Lunch
FLE98	336-339	4	Total of Free Lunch and Reduced-Price Lunch Eligible
MIGRNT98	340-343	4	Migrant Students Enrolled in previous year

**APPENDIX D-1: SCHOOL MULTIPLE UNIVERSE RECORD LAYOUT**

Field Name	Field Position	Field Length	Description
<b>Students by Grade, by Race/Ethnicity, and by Gender</b>			
RECTYPE	001-004	4	Record Type Code ( <b>SGPK</b> )
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
SCHNO	026-030	5	NCES School ID
SEASCH98	031-050	20	State School ID
TOTPK98	051-054	4	Total Prekindergarten students
AMPKM98	055-058	4	Prekindergarten students - American Indian/Alaskan Native - male
AMPKF98	059-062	4	Prekindergarten students - American Indian/Alaskan Native - female
AMPKU98	063-066	4	Prekindergarten students - American Indian/Alaskan Native - gender unknown
ASPKM98	067-070	4	Prekindergarten students - Asian/Pacific Islander - male
ASPKF98	071-074	4	Prekindergarten students - Asian/Pacific Islander - female
ASPKU98	075-078	4	Prekindergarten students - Asian/Pacific Islander - gender unknown
HIPKM98	079-082	4	Prekindergarten students - Hispanic - male
HIPKF98	083-086	4	Prekindergarten students - Hispanic - female
HIPKU98	087-090	4	Prekindergarten students - Hispanic - gender unknown
BLPKM98	091-094	4	Prekindergarten students - Black, not Hispanic - male
BLPKF98	095-098	4	Prekindergarten students - Black, not Hispanic - female
BLPKU98	099-102	4	Prekindergarten students - Black, not Hispanic - gender unknown
WHPKM98	103-106	4	Prekindergarten students - White, not Hispanic - male
WHPKF98	107-110	4	Prekindergarten students - White, not Hispanic - female
WHPKU98	111-114	4	Prekindergarten students - White, not Hispanic - gender unknown
RECTYPE	001-004	4	Record Type Code ( <b>SGKG</b> )
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
SCHNO	026-030	5	NCES School ID
SEASCH98	031-050	20	State School ID
TOTKG98	051-054	4	Total Kindergarten students
AMKGM98	055-058	4	Kindergarten students - American Indian/Alaskan Native - male
AMKGF98	059-062	4	Kindergarten students - American Indian/Alaskan Native - female
AMKGU98	063-066	4	Kindergarten students - American Indian/Alaskan Native - gender unknown
ASKGM98	067-070	4	Kindergarten students - Asian/Pacific Islander - male
ASKGF8	071-074	4	Kindergarten students - Asian/Pacific Islander - female
ASKGU98	075-078	4	Kindergarten students - Asian/Pacific Islander - gender unknown
HIKGM98	079-082	4	Kindergarten students - Hispanic - male
HIKGF98	083-086	4	Kindergarten students - Hispanic - female
HIKGU98	087-090	4	Kindergarten students - Hispanic - gender unknown
BLKGM98	091-094	4	Kindergarten students - Black, not Hispanic - male
BLKGF98	095-098	4	Kindergarten students - Black, not Hispanic - female
BLKGU98	099-102	4	Kindergarten students - Black, not Hispanic - gender unknown
WHKGM98	103-106	4	Kindergarten students - White, not Hispanic - male
WHKGF98	107-110	4	Kindergarten students - White, not Hispanic - female
WHKGU98	111-114	4	Kindergarten students - White, not Hispanic - gender unknown

## APPENDIX D-1: SCHOOL MULTIPLE UNIVERSE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
RECTYPE	001-004	4	Record Type Code ( <b>SG01</b> )
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
SCHNO	026-030	5	NCES School ID
SEASCH98	031-050	20	State School ID
TOT0198	051-054	4	Total Grade 1 students
AM01M98	055-058	4	Grade 1 students - American Indian/Alaskan Native - male
AM01F98	059-062	4	Grade 1 students - American Indian/Alaskan Native - female
AM01U98	063-066	4	Grade 1 students - American Indian/Alaskan Native - gender unknown
AS01M98	067-070	4	Grade 1 students - Asian/Pacific Islander - male
AS01F98	071-074	4	Grade 1 students - Asian/Pacific Islander - female
AS01U98	075-078	4	Grade 1 students - Asian/Pacific Islander - gender unknown
HI01M98	079-082	4	Grade 1 students - Hispanic - male
HI01F98	083-086	4	Grade 1 students - Hispanic - female
HI01U98	087-090	4	Grade 1 students - Hispanic - gender unknown
BL01M98	091-094	4	Grade 1 students - Black, not Hispanic - male
BL01F98	095-098	4	Grade 1 students - Black, not Hispanic - female
BL01U98	099-102	4	Grade 1 students - Black, not Hispanic - gender unknown
WH01M98	103-106	4	Grade 1 students - White, not Hispanic - male
WH01F98	107-110	4	Grade 1 students - White, not Hispanic - female
WH01U98	111-114	4	Grade 1 students - White, not Hispanic - gender unknown
RECTYPE	001-004	4	Record Type Code ( <b>SG02</b> )
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
SCHNO	026-030	5	NCES School ID
SEASCH98	031-050	20	State School ID
TOT0298	051-054	4	Total Grade 2 students
AM02M98	055-058	4	Grade 2 students - American Indian/Alaskan Native - male
AM02F98	059-062	4	Grade 2 students - American Indian/Alaskan Native - female
AM02U98	063-066	4	Grade 2 students - American Indian/Alaskan Native - gender unknown
AS02M98	067-070	4	Grade 2 students - Asian/Pacific Islander - male
AS02F98	071-074	4	Grade 2 students - Asian/Pacific Islander - female
AS02U98	075-078	4	Grade 2 students - Asian/Pacific Islander - gender unknown
HI02M98	079-082	4	Grade 2 students - Hispanic - male
HI02F98	083-086	4	Grade 2 students - Hispanic - female
HI02U98	087-090	4	Grade 2 students - Hispanic - gender unknown
BL02M98	091-094	4	Grade 2 students - Black, not Hispanic - male
BL02F98	095-098	4	Grade 2 students - Black, not Hispanic - female
BL02U98	099-102	4	Grade 2 students - Black, not Hispanic - gender unknown
WH02M98	103-106	4	Grade 2 students - White, not Hispanic - male
WH02F98	107-110	4	Grade 2 students - White, not Hispanic - female
WH02U98	111-114	4	Grade 2 students - White, not Hispanic - gender unknown

Same record layout for grades 3 through 12  
Record Type Codes are SG03 through SG12  
You may omit records for which the grade is not within the grade span of the school

## APPENDIX D-1: SCHOOL MULTIPLE UNIVERSE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
RECTYPE	001-004	4	Record Type Code - <b>(SGUG)</b>
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
SCHNO	026-030	5	NCES School ID
SEASCH98	031-050	20	State School ID
TOTUG98	051-054	4	Total Ungraded students
AMUGM98	055-058	4	Ungraded students - American Indian/Alaskan Native - male
AMUGF98	059-062	4	Ungraded students - American Indian/Alaskan Native - female
AMUGU98	063-066	4	Ungraded students - American Indian/Alaskan Native - gender unknown
ASUGM98	067-070	4	Ungraded students - Asian/Pacific Islander - male
ASUGF98	071-074	4	Ungraded students - Asian/Pacific Islander - female
ASUGU98	075-078	4	Ungraded students - Asian/Pacific Islander - gender unknown
HIUGM98	079-082	4	Ungraded students - Hispanic - male
HIUGF98	083-086	4	Ungraded students - Hispanic - female
HIUGU98	087-090	4	Ungraded students - Hispanic - gender unknown
BLUGM98	091-094	4	Ungraded students - Black, not Hispanic - male
BLUGF98	095-098	4	Ungraded students - Black, not Hispanic - female
BLUGU98	099-102	4	Ungraded students - Black, not Hispanic - gender unknown
WHUGM98	103-106	4	Ungraded students - White, not Hispanic - male
WHUGF98	107-110	4	Ungraded students - White, not Hispanic - female
WHUGU98	111-114	4	Ungraded students - White, not Hispanic - gender unknown
RECTYPE	001-004	4	Record Type Code <b>(SGAL)</b>
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
SCHNO	026-030	5	NCES School ID
SEASCH98	031-050	20	State School ID
TOTAL98	051-054	4	Total students, All Grades
AMALM98	055-058	4	Total students, All Grades - American Indian/Alaskan Native - male
AMALF98	059-062	4	Total students, All Grades - American Indian/Alaskan Native - female
AMALU98	063-066	4	Total students, All Grades - American Indian/Alaskan Native - gender unknown
ASALM98	067-070	4	Total students, All Grades - Asian/Pacific Islander - male
ASALF98	071-074	4	Total students, All Grades - Asian/Pacific Islander - female
ASALU98	075-078	4	Total students, All Grades - Asian/Pacific Islander - gender unknown
HALM98	079-082	4	Total students, All Grades - Hispanic - male
HALF98	083-086	4	Total students, All Grades - Hispanic - female
HALU98	087-090	4	Total students, All Grades - Hispanic - gender unknown
BLALM98	091-094	4	Total students, All Grades - Black, not Hispanic - male
BLALF98	095-098	4	Total students, All Grades - Black, not Hispanic - female
BLALU98	099-102	4	Total students, All Grades - Black, not Hispanic - gender unknown
WHALM98	103-106	4	Total students, All Grades - White, not Hispanic - male
WHALF98	107-110	4	Total students, All Grades - White, not Hispanic - female
WHALU98	111-114	4	Total students, All Grades - White, not Hispanic - gender unknown

## APPENDIX D-1: SCHOOL UNIVERSE LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
LEAID	0001-0007	7	NCES Education Agency ID
STID98	0008-0021	14	State Education Agency ID
SCHNO	0022-0026	5	NCES School ID
SEASCH98	0027-0046	20	State School ID
LEANM98	0047-0106	60	Name of Education Agency
SCHNAM98	0107-0156	50	Name of School
PHONE98	0157-0166	10	Area Code + Phone Number
MSTREE98	0167-0196	30	Mailing Address
MCITY98	0197-0226	30	City
MSTATE98	0227-0228	2	State (PO Abbreviation)
MZIP98	0229-0237	9	ZIP Code + 4
LSTREE98	0238-0267	30	Location Address
LCITY98	0268-0297	30	City
LSTATE98	0298-0299	2	State (PO Abbreviation)
LZIP98	0300-0308	9	ZIP Code + 4
SCHTYP98	0309-0309	1	School Type Code
STATUS98	0310-0310	1	Operational Status Code
GRSPAN98	0311-0314	4	Grade Span Offered
TITLE198	0315-0315	1	Title 1 School?
STITL198	0316-0316	1	If yes, school-wide Title 1?
MAGNET98	0317-0317	1	Magnet school?
CHARTR98	0318-0318	1	Charter school?
FTE98	0319-0323	5	Classroom Teachers (1 explicit decimal place)
FRELCH98	0324-0327	4	Students eligible for Free Lunch
REDLCH98	0328-0331	4	Students eligible for Reduced-Price Lunch
FLE98	0332-0335	4	Total of Free Lunch Eligible and Reduced-Price Lunch Eligible
MIGRNT98	0336-0339	4	Migrant students enrolled in previous year

**APPENDIX D-1: SCHOOL UNIVERSE LONG RECORD LAYOUT**

Field Name	Field Position	Field Length	Description
<b>Students by Grade, by Race/Ethnicity, and by Gender:</b>			
TOTPK98	0340-0343	4	Total Prekindergarten students
AMPKM98	0344-0347	4	Prekindergarten students - American Indian/Alaskan Native - male
AMPKF98	0348-0351	4	Prekindergarten students - American Indian/Alaskan Native - female
AMPKU98	0352-0355	4	Prekindergarten students - American Indian/Alaskan Native - gender unknown
ASPKM98	0356-0359	4	Prekindergarten students - Asian/Pacific Islander - male
ASPKF98	0360-0363	4	Prekindergarten students - Asian/Pacific Islander - female
ASPKU98	0364-0367	4	Prekindergarten students - Asian/Pacific Islander - gender unknown
HIPKM98	0368-0371	4	Prekindergarten students - Hispanic - male
HIPKF98	0372-0375	4	Prekindergarten students - Hispanic - female
HIPKU98	0376-0379	4	Prekindergarten students - Hispanic - gender unknown
BLPKM98	0380-0383	4	Prekindergarten students - Black, not Hispanic - male
BLPKF98	0384-0387	4	Prekindergarten students - Black, not Hispanic - female
BLPKU98	0388-0391	4	Prekindergarten students - Black, not Hispanic - gender unknown
WHPKM98	0392-0395	4	Prekindergarten students - White, not Hispanic - male
WHPKF98	0396-0399	4	Prekindergarten students - White, not Hispanic - female
WHPKU98	0400-0403	4	Prekindergarten students - White, not Hispanic - gender unknown
TOTKG98	0404-0407	4	Total Kindergarten students
AMKGM98	0408-0411	4	Kindergarten students - American Indian/Alaskan Native - male
AMKGF98	0412-0415	4	Kindergarten students - American Indian/Alaskan Native - female
AMKGU98	0416-0419	4	Kindergarten students - American Indian/Alaskan Native - gender unknown
ASKGM98	0420-0423	4	Kindergarten students - Asian/Pacific Islander - male
ASKGF98	0424-0427	4	Kindergarten students - Asian/Pacific Islander - female
ASKGU98	0428-0431	4	Kindergarten students - Asian/Pacific Islander - gender unknown
HIKGM98	0432-0435	4	Kindergarten students - Hispanic - male
HIKGF98	0436-0439	4	Kindergarten students - Hispanic - female
HIKGU98	0440-0443	4	Kindergarten students - Hispanic - gender unknown
BLKGM98	0444-0447	4	Kindergarten students - Black, not Hispanic - male
BLKGF98	0448-0451	4	Kindergarten students - Black, not Hispanic - female
BLKGU98	0452-0455	4	Kindergarten students - Black, not Hispanic - gender unknown
WHKGM98	0456-0459	4	Kindergarten students - White, not Hispanic - male
WHKGF98	0460-0463	4	Kindergarten students - White, not Hispanic - female
WHKGU98	0464-0467	4	Kindergarten students - White, not Hispanic - gender unknown
TOT0198	0468-0471	4	Total Grade 1 students
AM01M98	0472-0475	4	Grade 1 students - American Indian/Alaskan Native - male
AM01F98	0476-0479	4	Grade 1 students - American Indian/Alaskan Native - female
AM01U98	0480-0483	4	Grade 1 students - American Indian/Alaskan Native - gender unknown
AS01M98	0484-0487	4	Grade 1 students - Asian/Pacific Islander - male
AS01F98	0488-0491	4	Grade 1 students - Asian/Pacific Islander - female
AS01U98	0492-0495	4	Grade 1 students - Asian/Pacific Islander - gender unknown
HI01M98	0496-0499	4	Grade 1 students - Hispanic - male
HI01F98	0500-0503	4	Grade 1 students - Hispanic - female
HI01U98	0504-0507	4	Grade 1 students - Hispanic - gender unknown
BL01M98	0508-0511	4	Grade 1 students - Black, not Hispanic - male
BL01F98	0512-0515	4	Grade 1 students - Black, not Hispanic - female
BL01U98	0516-0519	4	Grade 1 students - Black, not Hispanic - gender unknown
WH01M98	0520-0523	4	Grade 1 students - White, not Hispanic - male
WH01F98	0524-0527	4	Grade 1 students - White, not Hispanic - female
WH01U98	0528-0531	4	Grade 1 students - White, not Hispanic - gender unknown

**APPENDIX D-1: SCHOOL UNIVERSE LONG RECORD LAYOUT**

Field Name	Field Position	Field Length	Description
TOT0298	0532-0535	4	Total Grade 2 students
AM02M98	0536-0539	4	Grade 2 students - American Indian/Alaskan Native - male
AM02F98	0540-0543	4	Grade 2 students - American Indian/Alaskan Native - female
AM02U98	0544-0547	4	Grade 2 students - American Indian/Alaskan Native - gender unknown
AS02M98	0548-0551	4	Grade 2 students - Asian/Pacific Islander - male
AS02F98	0552-0555	4	Grade 2 students - Asian/Pacific Islander - female
AS02U98	0556-0559	4	Grade 2 students - Asian/Pacific Islander - gender unknown
HI02M98	0560-0563	4	Grade 2 students - Hispanic - male
HI02F98	0564-0567	4	Grade 2 students - Hispanic - female
HI02U98	0568-0571	4	Grade 2 students - Hispanic - gender unknown
BL02M98	0572-0575	4	Grade 2 students - Black, not Hispanic - male
BL02F98	0576-0579	4	Grade 2 students - Black, not Hispanic - female
BL02U98	0580-0583	4	Grade 2 students - Black, not Hispanic - gender unknown
WH02M98	0584-0587	4	Grade 2 students - White, not Hispanic - male
WH02F98	0588-0591	4	Grade 2 students - White, not Hispanic - female
WH02U98	0592-0595	4	Grade 2 students - White, not Hispanic - gender unknown
TOT0398	0596-0599	4	Total Grade 3 students
AM03M98	0600-0603	4	Grade 3 students - American Indian/Alaskan Native - male
AM03F98	0604-0607	4	Grade 3 students - American Indian/Alaskan Native - female
AM03U98	0608-0611	4	Grade 3 students - American Indian/Alaskan Native - gender unknown
AS03M98	0612-0615	4	Grade 3 students - Asian/Pacific Islander - male
AS03F98	0616-0619	4	Grade 3 students - Asian/Pacific Islander - female
AS03U98	0620-0623	4	Grade 3 students - Asian/Pacific Islander - gender unknown
HI03M98	0624-0627	4	Grade 3 students - Hispanic - male
HI03F98	0628-0631	4	Grade 3 students - Hispanic - female
HI03U98	0632-0635	4	Grade 3 students - Hispanic - gender unknown
BL03M98	0636-0639	4	Grade 3 students - Black, not Hispanic - male
BL03F98	0640-0643	4	Grade 3 students - Black, not Hispanic - female
BL03U98	0644-0647	4	Grade 3 students - Black, not Hispanic - gender unknown
WH03M98	0648-0651	4	Grade 3 students - White, not Hispanic - male
WH03F98	0652-0655	4	Grade 3 students - White, not Hispanic - female
WH03U98	0656-0659	4	Grade 3 students - White, not Hispanic - gender unknown
TOT0498	0660-0663	4	Total Grade 4 students
AM04M98	0664-0667	4	Grade 4 students - American Indian/Alaskan Native - male
AM04F98	0668-0671	4	Grade 4 students - American Indian/Alaskan Native - female
AM04U98	0672-0675	4	Grade 4 students - American Indian/Alaskan Native - gender unknown
AS04M98	0676-0679	4	Grade 4 students - Asian/Pacific Islander - male
AS04F98	0680-0683	4	Grade 4 students - Asian/Pacific Islander - female
AS04U98	0684-0687	4	Grade 4 students - Asian/Pacific Islander - gender unknown
HI04M98	0688-0691	4	Grade 4 students - Hispanic - male
HI04F98	0692-0695	4	Grade 4 students - Hispanic - female
HI04U98	0696-0699	4	Grade 4 students - Hispanic - gender unknown
BL04M98	0700-0703	4	Grade 4 students - Black, not Hispanic - male
BL04F98	0704-0707	4	Grade 4 students - Black, not Hispanic - female
BL04U98	0708-0711	4	Grade 4 students - Black, not Hispanic - gender unknown
WH04M98	0712-0715	4	Grade 4 students - White, not Hispanic - male
WH04F98	0716-0719	4	Grade 4 students - White, not Hispanic - female
WH04U98	0720-0723	4	Grade 4 students - White, not Hispanic - gender unknown

**APPENDIX D-1: SCHOOL UNIVERSE LONG RECORD LAYOUT**

Field Name	Field Position	Field Length	Description
TOT0598	0724-0727	4	Total Grade 5 students
AM05M98	0728-0731	4	Grade 5 students - American Indian/Alaskan Native - male
AM05F98	0732-0735	4	Grade 5 students - American Indian/Alaskan Native - female
AM05U98	0736-0739	4	Grade 5 students - American Indian/Alaskan Native - gender unknown
AS05M98	0740-0743	4	Grade 5 students - Asian/Pacific Islander - male
AS05F98	0744-0747	4	Grade 5 students - Asian/Pacific Islander - female
AS05U98	0748-0751	4	Grade 5 students - Asian/Pacific Islander - gender unknown
HI05M98	0752-0755	4	Grade 5 students - Hispanic - male
HI05F98	0756-0759	4	Grade 5 students - Hispanic - female
HI05U98	0760-0763	4	Grade 5 students - Hispanic - gender unknown
BL05M98	0764-0767	4	Grade 5 students - Black, not Hispanic - male
BL05F98	0768-0771	4	Grade 5 students - Black, not Hispanic - female
BL05U98	0772-0775	4	Grade 5 students - Black, not Hispanic - gender unknown
WH05M98	0776-0779	4	Grade 5 students - White, not Hispanic - male
WH05F98	0780-0783	4	Grade 5 students - White, not Hispanic - female
WH05U98	0784-0787	4	Grade 5 students - White, not Hispanic - gender unknown
TOT0698	0788-0791	4	Total Grade 6 students
AM06M98	0792-0795	4	Grade 6 students - American Indian/Alaskan Native - male
AM06F98	0796-0799	4	Grade 6 students - American Indian/Alaskan Native - female
AM06U98	0800-0803	4	Grade 6 students - American Indian/Alaskan Native - gender unknown
AS06M98	0804-0807	4	Grade 6 students - Asian/Pacific Islander - male
AS06F98	0808-0811	4	Grade 6 students - Asian/Pacific Islander - female
AS06U98	0812-0815	4	Grade 6 students - Asian/Pacific Islander - gender unknown
HI06M98	0816-0819	4	Grade 6 students - Hispanic - male
HI06F98	0820-0823	4	Grade 6 students - Hispanic - female
HI06U98	0824-0827	4	Grade 6 students - Hispanic - gender unknown
BL06M98	0828-0831	4	Grade 6 students - Black, not Hispanic - male
BL06F98	0832-0835	4	Grade 6 students - Black, not Hispanic - female
BL06U98	0836-0839	4	Grade 6 students - Black, not Hispanic - gender unknown
WH06M98	0840-0843	4	Grade 6 students - White, not Hispanic - male
WH06F98	0844-0847	4	Grade 6 students - White, not Hispanic - female
WH06U98	0848-0851	4	Grade 6 students - White, not Hispanic - gender unknown
TOT0798	0852-0855	4	Total Grade 7 students
AM07M98	0856-0859	4	Grade 7 students - American Indian/Alaskan Native - male
AM07F98	0860-0863	4	Grade 7 students - American Indian/Alaskan Native - female
AM07U98	0864-0867	4	Grade 7 students - American Indian/Alaskan Native - gender unknown
AS07M98	0868-0871	4	Grade 7 students - Asian/Pacific Islander - male
AS07F98	0872-0875	4	Grade 7 students - Asian/Pacific Islander - female
AS07U98	0876-0879	4	Grade 7 students - Asian/Pacific Islander - gender unknown
HI07M98	0880-0883	4	Grade 7 students - Hispanic - male
HI07F98	0884-0887	4	Grade 7 students - Hispanic - female
HI07U98	0888-0891	4	Grade 7 students - Hispanic - gender unknown
BL07M98	0892-0895	4	Grade 7 students - Black, not Hispanic - male
BL07F98	0896-0899	4	Grade 7 students - Black, not Hispanic - female
BL07U98	0900-0903	4	Grade 7 students - Black, not Hispanic - gender unknown
WH07M98	0904-0907	4	Grade 7 students - White, not Hispanic - male
WH07F98	0908-0911	4	Grade 7 students - White, not Hispanic - female
WH07U98	0912-0915	4	Grade 7 students - White, not Hispanic - gender unknown

## APPENDIX D-1: SCHOOL UNIVERSE LONG RECORD LAYOUT

Field Name	Field Position	Field Length	Description
TOT0898	0916-0919	4	Total Grade 8 students
AM08M98	0920-0923	4	Grade 8 students - American Indian/Alaskan Native - male
AM08F98	0924-0927	4	Grade 8 students - American Indian/Alaskan Native - female
AM08U98	0928-0931	4	Grade 8 students - American Indian/Alaskan Native - gender unknown
AS08M98	0932-0935	4	Grade 8 students - Asian/Pacific Islander - male
AS08F98	0936-0939	4	Grade 8 students - Asian/Pacific Islander - female
AS08U98	0940-0943	4	Grade 8 students - Asian/Pacific Islander - gender unknown
HI08M98	0944-0947	4	Grade 8 students - Hispanic - male
HI08F98	0948-0951	4	Grade 8 students - Hispanic - female
HI08U98	0952-0955	4	Grade 8 students - Hispanic - gender unknown
BL08M98	0956-0959	4	Grade 8 students - Black, not Hispanic - male
BL08F98	0960-0963	4	Grade 8 students - Black, not Hispanic - female
BL08U98	0964-0967	4	Grade 8 students - Black, not Hispanic - gender unknown
WH08M98	0968-0971	4	Grade 8 students - White, not Hispanic - male
WH08F98	0972-0975	4	Grade 8 students - White, not Hispanic - female
WH08U98	0976-0979	4	Grade 8 students - White, not Hispanic - gender unknown
TOT0998	0980-0983	4	Total Grade 9 students
AM09M98	0984-0987	4	Grade 9 students - American Indian/Alaskan Native - male
AM09F98	0988-0991	4	Grade 9 students - American Indian/Alaskan Native - female
AM09U98	0992-0995	4	Grade 9 students - American Indian/Alaskan Native - gender unknown
AS09M98	0996-0999	4	Grade 9 students - Asian/Pacific Islander - male
AS09F98	1000-1003	4	Grade 9 students - Asian/Pacific Islander - female
AS09U98	1004-1007	4	Grade 9 students - Asian/Pacific Islander - gender unknown
HI09M98	1008-1011	4	Grade 9 students - Hispanic - male
HI09F98	1012-1015	4	Grade 9 students - Hispanic - female
HI09U98	1016-1019	4	Grade 9 students - Hispanic - gender unknown
BL09M98	1020-1023	4	Grade 9 students - Black, not Hispanic - male
BL09F98	1024-1027	4	Grade 9 students - Black, not Hispanic - female
BL09U98	1028-1031	4	Grade 9 students - Black, not Hispanic - gender unknown
WH09M98	1032-1035	4	Grade 9 students - White, not Hispanic - male
WH09F98	1036-1039	4	Grade 9 students - White, not Hispanic - female
WH09U98	1040-1043	4	Grade 9 students - White, not Hispanic - gender unknown
TOT1098	1044-1047	4	Total Grade 10 students
AM10M98	1048-1051	4	Grade 10 students - American Indian/Alaskan Native - male
AM10F98	1052-1055	4	Grade 10 students - American Indian/Alaskan Native - female
AM10U98	1056-1059	4	Grade 10 students - American Indian/Alaskan Native - gender unknown
AS10M98	1060-1063	4	Grade 10 students - Asian/Pacific Islander - male
AS10F98	1064-1067	4	Grade 10 students - Asian/Pacific Islander - female
AS10U98	1068-1071	4	Grade 10 students - Asian/Pacific Islander - gender unknown
HI10M98	1072-1075	4	Grade 10 students - Hispanic - male
HI10F98	1076-1079	4	Grade 10 students - Hispanic - female
HI10U98	1080-1083	4	Grade 10 students - Hispanic - gender unknown
BL10M98	1084-1087	4	Grade 10 students - Black, not Hispanic - male
BL10F98	1088-1091	4	Grade 10 students - Black, not Hispanic - female
BL10U98	1092-1095	4	Grade 10 students - Black, not Hispanic - gender unknown
WH10M98	1096-1099	4	Grade 10 students - White, not Hispanic - male
WH10F98	1100-1103	4	Grade 10 students - White, not Hispanic - female
WH10U98	1104-1107	4	Grade 10 students - White, not Hispanic - gender unknown

**APPENDIX D-1: SCHOOL UNIVERSE LONG RECORD LAYOUT**

Field Name	Field Position	Field Length	Description
TOT1198	1108-1111	4	Total Grade 11 students
AM11M98	1112-1115	4	Grade 11 students - American Indian/Alaskan Native - male
AM11F98	1116-1119	4	Grade 11 students - American Indian/Alaskan Native - female
AM11U98	1120-1123	4	Grade 11 students - American Indian/Alaskan Native - gender unknown
AS11M98	1124-1127	4	Grade 11 students - Asian/Pacific Islander - male
AS11F98	1128-1131	4	Grade 11 students - Asian/Pacific Islander - female
AS11U98	1132-1135	4	Grade 11 students - Asian/Pacific Islander - gender unknown
HI11M98	1136-1139	4	Grade 11 students - Hispanic - male
HI11F98	1140-1143	4	Grade 11 students - Hispanic - female
HI11U98	1144-1147	4	Grade 11 students - Hispanic - gender unknown
BL11M98	1148-1151	4	Grade 11 students - Black, not Hispanic - male
BL11F98	1152-1155	4	Grade 11 students - Black, not Hispanic - female
BL11U98	1156-1159	4	Grade 11 students - Black, not Hispanic - gender unknown
WH11M98	1160-1163	4	Grade 11 students - White, not Hispanic - male
WH11F98	1164-1167	4	Grade 11 students - White, not Hispanic - female
WH11U98	1168-1171	4	Grade 11 students - White, not Hispanic - gender unknown
TOT1298	1172-1175	4	Total Grade 12 students
AM12M98	1176-1179	4	Grade 12 students - American Indian/Alaskan Native - male
AM12F98	1180-1183	4	Grade 12 students - American Indian/Alaskan Native - female
AM12U98	1184-1187	4	Grade 12 students - American Indian/Alaskan Native - gender unknown
AS12M98	1188-1191	4	Grade 12 students - Asian/Pacific Islander - male
AS12F98	1192-1195	4	Grade 12 students - Asian/Pacific Islander - female
AS12U98	1196-1199	4	Grade 12 students - Asian/Pacific Islander - gender unknown
HI12M98	1200-1203	4	Grade 12 students - Hispanic - male
HI12F98	1204-1207	4	Grade 12 students - Hispanic - female
HI12U98	1208-1211	4	Grade 12 students - Hispanic - gender unknown
BL12M98	1212-1215	4	Grade 12 students - Black, not Hispanic - male
BL12F98	1216-1219	4	Grade 12 students - Black, not Hispanic - female
BL12U98	1220-1223	4	Grade 12 students - Black, not Hispanic - gender unknown
WH12M98	1224-1227	4	Grade 12 students - White, not Hispanic - male
WH12F98	1228-1231	4	Grade 12 students - White, not Hispanic - female
WH12U98	1232-1235	4	Grade 12 students - White, not Hispanic - gender unknown
TOTUG98	1236-1239	4	Total Ungraded students
AMUGM98	1240-1243	4	Ungraded students - American Indian/Alaskan Native - male
AMUGF98	1244-1247	4	Ungraded students - American Indian/Alaskan Native - female
AMUGU98	1248-1251	4	Ungraded students - American Indian/Alaskan Native - gender unknown
ASUGM98	1252-1255	4	Ungraded students - Asian/Pacific Islander - male
ASUGF98	1256-1259	4	Ungraded students - Asian/Pacific Islander - female
ASUGU98	1260-1263	4	Ungraded students - Asian/Pacific Islander - gender unknown
HIUGM98	1264-1267	4	Ungraded students - Hispanic - male
HIUGF98	1268-1271	4	Ungraded students - Hispanic - female
HIUGU98	1272-1275	4	Ungraded students - Hispanic - gender unknown
BLUGM98	1276-1279	4	Ungraded students - Black, not Hispanic - male
BLUGF98	1280-1283	4	Ungraded students - Black, not Hispanic - female
BLUGU98	1284-1287	4	Ungraded students - Black, not Hispanic - gender unknown
WHUGM98	1288-1291	4	Ungraded students - White, not Hispanic - male
WHUGF98	1292-1295	4	Ungraded students - White, not Hispanic - female
WHUGU98	1296-1299	4	Ungraded students - White, not Hispanic - gender unknown

**APPENDIX D-1: SCHOOL UNIVERSE LONG RECORD LAYOUT**

Field Name	Field Position	Field Length	Description
TOTAL98	1300-1303	4	Total students, All Grades
AMALM98	1304-1307	4	Total students, All Grades - American Indian/Alaskan Native - male
AMALF98	1308-1311	4	Total students, All Grades - American Indian/Alaskan Native - female
AMALU98	1312-1315	4	Total students, All Grades - American Indian/Alaskan Native - gender unknown
ASALM98	1316-1319	4	Total students, All Grades - Asian/Pacific Islander - male
ASALF98	1320-1323	4	Total students, All Grades - Asian/Pacific Islander - female
ASALU98	1324-1327	4	Total students, All Grades - Asian/Pacific Islander - gender unknown
HIALM98	1328-1331	4	Total students, All Grades - Hispanic - male
HIALF98	1332-1335	4	Total students, All Grades - Hispanic - female
HIALU98	1336-1339	4	Total students, All Grades - Hispanic - gender unknown
BLALM98	1340-1343	4	Total students, All Grades - Black, not Hispanic - male
BLALF98	1344-1347	4	Total students, All Grades - Black, not Hispanic - female
BLALU98	1348-1351	4	Total students, All Grades - Black, not Hispanic - gender unknown
WHALM98	1352-1355	4	Total students, All Grades - White, not Hispanic - male
WHALF98	1356-1359	4	Total students, All Grades - White, not Hispanic - female
WHALU98	1360-1363	4	Total students, All Grades - White, not Hispanic - gender unknown



**APPENDIX D-2: AGENCY UNIVERSE MULTIPLE RECORD LAYOUT**

Field Name	Field Position	Field Length	Description
RECTYPE	001-004	4	Record Type Code ( <b>AGID</b> )
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
NAME98	026-085	60	Name of Education Agency
PHONE98	086-095	10	Area Code + Phone Number
MSTREE98	096-125	30	Mailing Address
MCITY98	126-155	30	City
MSTATE98	156-157	2	State (PO Abbreviation)
MZIP98	158-166	9	ZIP Code + 4
LSTREE98	167-196	30	Location Address
LCITY98	197-226	30	City
LSTATE98	227-228	2	State (PO Abbreviation)
LZIP98	229-237	9	ZIP + 4
AGTYPE98	238-238	1	Education Agency Type Code
UNION98	239-241	3	Supervisory Union ID Number
CONAME98	242-271	30	County Name
CONUM98	272-276	5	FIPS County Code
BOUND98	277-277	1	Operational Status Code
GSPAN98	278-281	4	Grade Span Offered
<b>Students:</b>			
UG98	282-288	7	Ungraded
PK1298	289-295	7	PK-12
MIGRNT98	296-302	7	Migrant Students served in a Summer Program
SPECED98	303-309	7	Individual Education Program (IEP)
LEP98	310-316	7	Limited-English-Proficient
<b>Staff (one explicit decimal place):</b>			
RECTYPE	001-004	4	Record type code ( <b>ASTF</b> )
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
PKTCH98	026-032	7	Prekindergarten Teachers
KGTCH98	033-039	7	Kindergarten Teachers
ELMTCH98	040-046	7	Elementary Teachers
SECTCH98	047-053	7	Secondary Teachers
UGTCH98	054-060	7	Teachers of Ungraded Classes
TOTTCH98	061-067	7	Total FTE Teachers
AIDES98	068-074	7	Instructional Aides
CORSUP98	075-081	7	Instructional Coordinators & Supervisors
ELMGUI98	082-088	7	Elementary Guidance Counselors
SECGUI98	089-095	7	Secondary Guidance Counselors
TOTGUI98	096-102	7	Total Guidance
LIBSPE98	103-109	7	Librarians/Media Specialists
LIBSUP98	110-116	7	Library/Media Support Staff
LEAADM	117-123	7	LEA Administrators
LEASUP98	124-130	7	LEA Administrative Support Staff
SCHADM98	131-137	7	School Administrators
SCHSUP98	138-144	7	School Administrative Support Staff
STUSUP98	145-151	7	Student Support Services Staff
OTHSUP98	152-158	7	All Other Support Staff

## APPENDIX D-2: AGENCY UNIVERSE MULTIPLE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>Diploma Recipients by Race/Ethnicity, and by Gender:</b>			
RECTYPE	001-004	4	Record Type Code (ADPL)
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
TOTDIPL98	026-031	6	Total Diploma Recipients
AMDPLM98	032-037	6	Diploma Recipients - American Indian/Alaskan Native - male
AMDPLF98	038-043	6	Diploma Recipients - American Indian/Alaskan Native - female
AMDPLU98	044-049	6	Diploma Recipients - American Indian/Alaskan Native - gender unknown
ASDPLM98	050-055	6	Diploma Recipients - Asian/Pacific Islander - male
ASDPLF98	056-061	6	Diploma Recipients - Asian/Pacific Islander - female
ASDPLU98	062-067	6	Diploma Recipients - Asian/Pacific Islander - gender unknown
HIDPLM98	068-073	6	Diploma Recipients - Hispanic - male
HIDPLF98	074-079	6	Diploma Recipients - Hispanic - female
HIDPLU98	080-085	6	Diploma Recipients - Hispanic - gender unknown
BLDPLM98	086-091	6	Diploma Recipients - Black, not Hispanic - male
BLDPLF98	092-097	6	Diploma Recipients - Black, not Hispanic - female
BLDPLU98	098-103	6	Diploma Recipients - Black, not Hispanic - gender unknown
WHDPLM98	104-109	6	Diploma Recipients - White, not Hispanic - male
WHDPLF98	110-115	6	Diploma Recipients - White, not Hispanic - female
WHDPLU98	116-121	6	Diploma Recipients - White, not Hispanic - gender unknown
<b>Other High School Completers by Race/Ethnicity, and by Gender:</b>			
RECTYPE	001-004	4	Record Type Code (AOHC)
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
TOTOHC98	026-031	6	Total Other High School Completers
AMOHCM98	032-037	6	Other High School Completers - American Indian/Alaskan Native - male
AMOHCF98	038-043	6	Other High School Completers - American Indian/Alaskan Native - female
AMOHCU98	044-049	6	Other High School Completers - American Indian/Alaskan Native - gender unkn
ASOHCM98	050-055	6	Other High School Completers - Asian/Pacific Islander - male
ASOHCF98	056-061	6	Other High School Completers - Asian/Pacific Islander - female
ASOHCU98	062-067	6	Other High School Completers - Asian/Pacific Islander - gender unknown
HIOHCM98	068-073	6	Other High School Completers - Hispanic - male
HIOHCF98	074-079	6	Other High School Completers - Hispanic - female
HIOHCU98	080-085	6	Other High School Completers - Hispanic - gender unknown
BLOHCM98	086-091	6	Other High School Completers - Black, not Hispanic - male
BLOHCF98	092-097	6	Other High School Completers - Black, not Hispanic - female
BLOHCU98	098-103	6	Other High School Completers - Black, not Hispanic - gender unknown
WHOHCM98	104-109	6	Other High School Completers - White, not Hispanic - male
WHOHCF98	110-115	6	Other High School Completers - White, not Hispanic - female
WHOHCU98	116-121	6	Other High School Completers - White, not Hispanic - gender unknown

## APPENDIX D-2: AGENCY UNIVERSE MULTIPLE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>Dropouts by Grade, by Race/Ethnicity, and by Gender:</b>			
RECTYPE	001-004	4	Record Type Code ( <b>AD07</b> )
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
TOTD0798	026-031	6	Total Grade 7 dropouts
AMD07M98	032-037	6	Grade 7 dropouts - American Indian/Alaskan Native - male
AMD07F98	038-043	6	Grade 7 dropouts - American Indian/Alaskan Native - female
AMD07U98	044-049	6	Grade 7 dropouts - American Indian/Alaskan Native - gender unknown
ASD07M98	050-055	6	Grade 7 dropouts - Asian/Pacific Islander - male
ASD07F98	056-061	6	Grade 7 dropouts - Asian/Pacific Islander - female
ASD07U98	062-067	6	Grade 7 dropouts - Asian/Pacific Islander - gender unknown
HID07M98	068-073	6	Grade 7 dropouts - Hispanic - male
HID07F98	074-079	6	Grade 7 dropouts - Hispanic - female
HID07U98	080-085	6	Grade 7 dropouts - Hispanic - gender unknown
BLD07M98	086-091	6	Grade 7 dropouts - Black, not Hispanic - male
BLD07F98	092-097	6	Grade 7 dropouts - Black, not Hispanic - female
BLD07U98	098-103	6	Grade 7 dropouts - Black, not Hispanic - gender unknown
WHD07M98	104-109	6	Grade 7 dropouts - White, not Hispanic - male
WHD07F98	110-115	6	Grade 7 dropouts - White, not Hispanic - female
WHD07U98	116-121	6	Grade 7 dropouts - White, not Hispanic - gender unknown
RECTYPE	001-004	4	Record Type Code ( <b>AD08</b> )
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
TOTD0898	026-031	6	Total Grade 8 dropouts
AMD08M98	032-037	6	Grade 8 dropouts - American Indian/Alaskan Native - male
AMD08F98	038-043	6	Grade 8 dropouts - American Indian/Alaskan Native - female
AMD08U98	044-049	6	Grade 8 dropouts - American Indian/Alaskan Native - gender unknown
ASD08M98	050-055	6	Grade 8 dropouts - Asian/Pacific Islander - male
ASD08F98	056-061	6	Grade 8 dropouts - Asian/Pacific Islander - female
ASD08U98	062-067	6	Grade 8 dropouts - Asian/Pacific Islander - gender unknown
HID08M98	068-073	6	Grade 8 dropouts - Hispanic - male
HID08F98	074-079	6	Grade 8 dropouts - Hispanic - female
HID08U98	080-085	6	Grade 8 dropouts - Hispanic - gender unknown
BLD08M98	086-091	6	Grade 8 dropouts - Black, not Hispanic - male
BLD08F98	092-097	6	Grade 8 dropouts - Black, not Hispanic - female
BLD08U98	098-103	6	Grade 8 dropouts - Black, not Hispanic - gender unknown
WHD08M98	104-109	6	Grade 8 dropouts - White, not Hispanic - male
WHD08F98	110-115	6	Grade 8 dropouts - White, not Hispanic - female
WHD08U98	116-121	6	Grade 8 dropouts - White, not Hispanic - gender unknown

## APPENDIX D-2: AGENCY UNIVERSE MULTIPLE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
RECTYPE	001-004	4	Record Type Code ( <b>AD09</b> )
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
TOTD0998	026-031	6	Total Grade 9 dropouts
AMD09M98	032-037	6	Grade 9 dropouts - American Indian/Alaskan Native - male
AMD09F98	038-043	6	Grade 9 dropouts - American Indian/Alaskan Native - female
AMD09U98	044-049	6	Grade 9 dropouts - American Indian/Alaskan Native - gender unknown
ASD09M98	050-055	6	Grade 9 dropouts - Asian/Pacific Islander - male
ASD09F98	056-061	6	Grade 9 dropouts - Asian/Pacific Islander - female
ASD09U98	062-067	6	Grade 9 dropouts - Asian/Pacific Islander - gender unknown
HID09M98	068-073	6	Grade 9 dropouts - Hispanic - male
HID09F98	074-079	6	Grade 9 dropouts - Hispanic - female
HID09U98	080-085	6	Grade 9 dropouts - Hispanic - gender unknown
BLD09M98	086-091	6	Grade 9 dropouts - Black, not Hispanic - male
BLD09F98	092-097	6	Grade 9 dropouts - Black, not Hispanic - female
BLD09U98	098-103	6	Grade 9 dropouts - Black, not Hispanic - gender unknown
WHD09M98	104-109	6	Grade 9 dropouts - White, not Hispanic - male
WHD09F98	110-115	6	Grade 9 dropouts - White, not Hispanic - female
WHD09U98	116-121	6	Grade 9 dropouts - White, not Hispanic - gender unknown
RECTYPE	001-004	4	Record Type Code ( <b>AD10</b> )
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
TOTD1098	026-031	6	Total Grade 10 dropouts
AMD10M98	032-037	6	Grade 10 dropouts - American Indian/Alaskan Native - male
AMD10F98	038-043	6	Grade 10 dropouts - American Indian/Alaskan Native - female
AMD10U98	044-049	6	Grade 10 dropouts - American Indian/Alaskan Native - gender unknown
ASD10M98	050-055	6	Grade 10 dropouts - Asian/Pacific Islander - male
ASD10F98	056-061	6	Grade 10 dropouts - Asian/Pacific Islander - female
ASD10U98	062-067	6	Grade 10 dropouts - Asian/Pacific Islander - gender unknown
HID10M98	068-073	6	Grade 10 dropouts - Hispanic - male
HID10F98	074-079	6	Grade 10 dropouts - Hispanic - female
HID10U98	080-085	6	Grade 10 dropouts - Hispanic - gender unknown
BLD10M98	086-091	6	Grade 10 dropouts - Black, not Hispanic - male
BLD10F98	092-097	6	Grade 10 dropouts - Black, not Hispanic - female
BLD10U98	098-103	6	Grade 10 dropouts - Black, not Hispanic - gender unknown
WHD10M98	104-109	6	Grade 10 dropouts - White, not Hispanic - male
WHD10F98	110-115	6	Grade 10 dropouts - White, not Hispanic - female
WHD10U98	116-121	6	Grade 10 dropouts - White, not Hispanic - gender unknown

## APPENDIX D-2: AGENCY UNIVERSE MULTIPLE RECORD LAYOUT

Field Name	Field Position	Field Length	Description
RECTYPE	001-004	4	Record Type Code ( <b>AD11</b> )
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
TOTD1198	026-031	6	Total Grade 11 dropouts
AMD11M98	032-037	6	Grade 11 dropouts - American Indian/Alaskan Native - male
AMD11F98	038-043	6	Grade 11 dropouts - American Indian/Alaskan Native - female
AMD11U98	044-049	6	Grade 11 dropouts - American Indian/Alaskan Native - gender unknown
ASD11M98	050-055	6	Grade 11 dropouts - Asian/Pacific Islander - male
ASD11F98	056-061	6	Grade 11 dropouts - Asian/Pacific Islander - female
ASD11U98	062-067	6	Grade 11 dropouts - Asian/Pacific Islander - gender unknown
HID11M98	068-073	6	Grade 11 dropouts - Hispanic - male
HID11F98	074-079	6	Grade 11 dropouts - Hispanic - female
HID11U98	080-085	6	Grade 11 dropouts - Hispanic - gender unknown
BLD11M98	086-091	6	Grade 11 dropouts - Black, not Hispanic - male
BLD11F98	092-097	6	Grade 11 dropouts - Black, not Hispanic - female
BLD11U98	098-103	6	Grade 11 dropouts - Black, not Hispanic - gender unknown
WHD11M98	104-109	6	Grade 11 dropouts - White, not Hispanic - male
WHD11F98	110-115	6	Grade 11 dropouts - White, not Hispanic - female
WHD11U98	116-121	6	Grade 11 dropouts - White, not Hispanic - gender unknown
RECTYPE	001-004	4	Record Type Code ( <b>AD12</b> )
LEAID	005-011	7	NCES Education Agency ID
STID98	012-025	14	State Education Agency ID
TOTD1298	026-031	6	Total Grade 12 dropouts
AMD12M98	032-037	6	Grade 12 dropouts - American Indian/Alaskan Native - male
AMD12F98	038-043	6	Grade 12 dropouts - American Indian/Alaskan Native - female
AMD12U98	044-049	6	Grade 12 dropouts - American Indian/Alaskan Native - gender unknown
ASD12M98	050-055	6	Grade 12 dropouts - Asian/Pacific Islander - male
ASD12F98	056-061	6	Grade 12 dropouts - Asian/Pacific Islander - female
ASD12U98	062-067	6	Grade 12 dropouts - Asian/Pacific Islander - gender unknown
HID12M98	068-073	6	Grade 12 dropouts - Hispanic - male
HID12F98	074-079	6	Grade 12 dropouts - Hispanic - female
HID12U98	080-085	6	Grade 12 dropouts - Hispanic - gender unknown
BLD12M98	086-091	6	Grade 12 dropouts - Black, not Hispanic - male
BLD12F98	092-097	6	Grade 12 dropouts - Black, not Hispanic - female
BLD12U98	098-103	6	Grade 12 dropouts - Black, not Hispanic - gender unknown
WHD12M98	104-109	6	Grade 12 dropouts - White, not Hispanic - male
WHD12F98	110-115	6	Grade 12 dropouts - White, not Hispanic - female
WHD12U98	116-121	6	Grade 12 dropouts - White, not Hispanic - gender unknown



**APPENDIX D-2: AGENCY UNIVERSE LONG RECORD LAYOUT**

Field Name	Field Position	Field Length	Description
LEAID	0001-0007	7	NCES Education Agency ID
STID98	0008-0021	14	State Education Agency ID
NAME98	0022-0081	60	Name of Education Agency
PHONE98	0082-0091	10	Area Code + Phone Number
MSTREE98	0092-0121	30	Mailing Address
MCITY98	0122-0151	30	City
MSTATE98	0152-0153	2	State (PO Abbreviation)
MZIP98	0154-0162	9	ZIP Code + 4
LSTREE98	0163-0192	30	Location Address
LCITY98	0193-0222	30	City
LSTATE98	0223-0224	2	State (PO Abbreviation)
LZIP98	0225-0233	9	ZIP Code + 4
AGTYPE98	0234-0234	1	Agency Type Code
UNION98	0235-0237	3	Supervisory Union Number
CONAME98	0238-0267	30	County Name
CONUM98	0268-0272	5	FIPS County Code
BOUND98	0273-0273	1	Operational Status Code
GSPAN98	0274-0277	4	Grade Span Offered
<b>Students:</b>			
UG98	0278-0284	7	Ungraded
PK1298	0285-0291	7	PK - 12
MIGRNT98	0292-0298	7	Migrant Students served in a Summer Program
SPECED98	0299-0305	7	Individual Education Program (IEP)
LEP98	0306-0312	7	Limited English Proficient Students
<b>Staff (one explicit decimal place):</b>			
PKTCH98	0313-0319	7	Prekindergarten Teachers
KG TCH98	0320-0326	7	Kindergarten Teachers
ELMTCH98	0327-0333	7	Elementary Teachers
SECTCH98	0334-0340	7	Secondary Teachers
UGTCH98	0341-0347	7	Teachers of Ungraded Classes
TOTTCH98	0348-0354	7	Total FTE Teachers
AIDES98	0355-0361	7	Instructional Aides
CORSUP98	0362-0368	7	Instructional Coordinators & Supervisors
ELMGUI98	0369-0375	7	Elementary Guidance Counselors
SECGUI98	0376-0382	7	Secondary Guidance Counselors
TOTGUI98	0383-0389	7	Total Guidance Counselors
LIBSPE98	0390-0396	7	Librarians/Media Specialists
LIBSUP98	0397-0403	7	Library/Media Support Staff
LEAADM98	0404-0410	7	LEA Administrators
LEASUP98	0411-0417	7	LEA Administrative Support Staff
SCHADM98	0418-0424	7	School Administrators
SCHSUP98	0425-0431	7	School Administrative Support Staff
STUSUP98	0432-0438	7	Student Support Services Staff
OTHSUP98	0439-0445	7	All Other Support Services Staff

**APPENDIX D-2: AGENCY UNIVERSE LONG RECORD LAYOUT**

Field Name	Field Position	Field Length	Description
<b>Diploma Recipients by Race/Ethnicity, and by Gender:</b>			
TOTDIPL98	0446-0451	6	Total Diploma Recipients
AMDPLM98	0452-0457	6	Diploma Recipients - American Indian/Alaskan Native - male
AMDPLF98	0458-0463	6	Diploma Recipients - American Indian/Alaskan Native - female
AMDPLU98	0464-0469	6	Diploma Recipients - American Indian/Alaskan Native - gender unknown
ASDPLM98	0470-0475	6	Diploma Recipients - Asian/Pacific Islander - male
ASDPLF98	0476-0481	6	Diploma Recipients - Asian/Pacific Islander - female
ASDPLU98	0482-0487	6	Diploma Recipients - Asian/Pacific Islander - gender unknown
HIDPLM98	0488-0493	6	Diploma Recipients - Hispanic - male
HIDPLF98	0494-0499	6	Diploma Recipients - Hispanic - female
HIDPLU98	0500-0505	6	Diploma Recipients - Hispanic - gender unknown
BLDPLM98	0506-0511	6	Diploma Recipients - Black, not Hispanic - male
BLDPLF98	0512-0517	6	Diploma Recipients - Black, not Hispanic - female
BLDPLU98	0518-0523	6	Diploma Recipients - Black, not Hispanic - gender unknown
WHDPLM98	0524-0529	6	Diploma Recipients - White, not Hispanic - male
WHDPLF98	0530-0535	6	Diploma Recipients - White, not Hispanic - female
WHDPLU98	0536-0541	6	Diploma Recipients - White, not Hispanic - gender unknown
<b>Other High School Completers by Race/Ethnicity, and by Gender:</b>			
TOTOHC98	0542-0547	6	Total Other High School Completers
AMOHCM98	0548-0553	6	Other High School Completers - American Indian/Alaskan Native - male
AMOHCF98	0554-0559	6	Other High School Completers - American Indian/Alaskan Native - female
AMOHCU98	0560-0565	6	Other High School Completers - American Indian/Alaskan Native - gender unkn
ASOHCM98	0566-0571	6	Other High School Completers - Asian/Pacific Islander - male
ASOHCF98	0572-0577	6	Other High School Completers - Asian/Pacific Islander - female
ASOHCU98	0578-0583	6	Other High School Completers - Asian/Pacific Islander - gender unknown
HIOHCM98	0584-0589	6	Other High School Completers - Hispanic - male
HIOHCF98	0590-0595	6	Other High School Completers - Hispanic - female
HIOHCU98	0596-0601	6	Other High School Completers - Hispanic - gender unknown
BLOHCM98	0602-0607	6	Other High School Completers - Black, not Hispanic - male
BLOHCF98	0608-0613	6	Other High School Completers - Black, not Hispanic - female
BLOHCU98	0614-0619	6	Other High School Completers - Black, not Hispanic - gender unknown
WHOHCM98	0620-0625	6	Other High School Completers - White, not Hispanic - male
WHOHCF98	0626-0631	6	Other High School Completers - White, not Hispanic - female
WHOHCU98	0632-0637	6	Other High School Completers - White, not Hispanic - gender unknown

**APPENDIX D-2: AGENCY UNIVERSE LONG RECORD LAYOUT**

Field Name	Field Position	Field Length	Description
<b>Dropouts by Grade, by Race/Ethnicity, and by Gender:</b>			
TOTD0798	0638-0643	6	Total Grade 7 dropouts
AMD07M98	0644-0649	6	Grade 7 dropouts - American Indian/Alaskan Native - male
AMD07F98	0650-0655	6	Grade 7 dropouts - American Indian/Alaskan Native - female
AMD07U98	0656-0661	6	Grade 7 dropouts - American Indian/Alaskan Native - gender unknown
ASD07M98	0662-0667	6	Grade 7 dropouts - Asian/Pacific Islander - male
ASD07F98	0668-0673	6	Grade 7 dropouts - Asian/Pacific Islander - female
ASD07U98	0674-0679	6	Grade 7 dropouts - Asian/Pacific Islander - gender unknown
HID07M98	0680-0685	6	Grade 7 dropouts - Hispanic - male
HID07F98	0686-0691	6	Grade 7 dropouts - Hispanic - female
HID07U98	0692-0697	6	Grade 7 dropouts - Hispanic - gender unknown
BLD07M98	0698-0703	6	Grade 7 dropouts - Black, not Hispanic - male
BLD07F98	0704-0709	6	Grade 7 dropouts - Black, not Hispanic - female
BLD07U98	0710-0715	6	Grade 7 dropouts - Black, not Hispanic - gender unknown
WHD07M98	0716-0721	6	Grade 7 dropouts - White, not Hispanic - male
WHD07F98	0722-0727	6	Grade 7 dropouts - White, not Hispanic - female
WHD07U98	0728-0733	6	Grade 7 dropouts - White, not Hispanic - gender unknown
TOTD0898	0734-0739	6	Total Grade 8 dropouts
AMD08M98	0740-0745	6	Grade 8 dropouts - American Indian/Alaskan Native - male
AMD08F98	0746-0751	6	Grade 8 dropouts - American Indian/Alaskan Native - female
AMD08U98	0752-0757	6	Grade 8 dropouts - American Indian/Alaskan Native - gender unknown
ASD08M98	0758-0763	6	Grade 8 dropouts - Asian/Pacific Islander - male
ASD08F98	0764-0769	6	Grade 8 dropouts - Asian/Pacific Islander - female
ASD08U98	0770-0775	6	Grade 8 dropouts - Asian/Pacific Islander- gender unknown
HID08M98	0776-0781	6	Grade 8 dropouts - Hispanic - male
HID08F98	0782-0787	6	Grade 8 dropouts - Hispanic - female
HID08U98	0788-0793	6	Grade 8 dropouts - Hispanic - gender unknown
BLD08M98	0794-0799	6	Grade 8 dropouts - Black, not Hispanic - male
BLD08F98	0800-0805	6	Grade 8 dropouts - Black, not Hispanic - female
BLD08U98	0806-0811	6	Grade 8 dropouts - Black, not Hispanic - gender unknown
WHD08M98	0812-0817	6	Grade 8 dropouts - White, not Hispanic - male
WHD08F98	0818-0823	6	Grade 8 dropouts - White, not Hispanic - female
WHD08U98	0824-0829	6	Grade 8 dropouts - White, not Hispanic - gender unknown
TOTD0998	0830-0835	6	Total Grade 9 dropouts
AMD09M98	0836-0841	6	Grade 9 dropouts - American Indian/Alaskan Native - male
AMD09F98	0842-0847	6	Grade 9 dropouts - American Indian/Alaskan Native - female
AMD09U98	0848-0853	6	Grade 9 dropouts - American Indian/Alaskan Native - gender unknown
ASD09M98	0854-0859	6	Grade 9 dropouts - Asian/Pacific Islander - male
ASD09F98	0860-0865	6	Grade 9 dropouts - Asian/Pacific Islander - female
ASD09U98	0866-0871	6	Grade 9 dropouts - Asian/Pacific Islander - gender unknown
HID09M98	0872-0877	6	Grade 9 dropouts - Hispanic - male
HID09F98	0878-0883	6	Grade 9 dropouts - Hispanic - female
HID09U98	0884-0889	6	Grade 9 dropouts - Hispanic - gender unknown
BLD09M98	0890-0895	6	Grade 9 dropouts - Black, not Hispanic - male
BLD09F98	0896-0901	6	Grade 9 dropouts - Black, not Hispanic - female
BLD09U98	0902-0907	6	Grade 9 dropouts - Black, not Hispanic - gender unknown
WHD09M98	0908-0913	6	Grade 9 dropouts - White, not Hispanic - male
WHD09F98	0914-0919	6	Grade 9 dropouts - White, not Hispanic - female
WHD09U98	0920-0925	6	Grade 9 dropouts - White, not Hispanic - gender unknown

**APPENDIX D-2: AGENCY UNIVERSE LONG RECORD LAYOUT**

Field Name	Field Position	Field Length	Description
TOTD1098	0926-0931	6	Total Grade 10 dropouts
AMD10M98	0932-0937	6	Grade 10 dropouts - American Indian/Alaskan Native - male
AMD10F98	0938-0943	6	Grade 10 dropouts - American Indian/Alaskan Native - female
AMD10U98	0944-0949	6	Grade 10 dropouts - American Indian/Alaskan Native - gender unknown
ASD10M98	0950-0955	6	Grade 10 dropouts - Asian/Pacific Islander - male
ASD10F98	0956-0961	6	Grade 10 dropouts - Asian/Pacific Islander - female
ASD10U98	0962-0967	6	Grade 10 dropouts - Asian/Pacific Islander - gender unknown
HID10M98	0968-0973	6	Grade 10 dropouts - Hispanic - male
HID10F98	0974-0979	6	Grade 10 dropouts - Hispanic - female
HID10U98	0980-0985	6	Grade 10 dropouts - Hispanic - gender unknown
BLD10M98	0986-0991	6	Grade 10 dropouts - Black, not Hispanic - male
BLD10F98	0992-0997	6	Grade 10 dropouts - Black, not Hispanic - female
BLD10U98	0998-1003	6	Grade 10 dropouts - Black, not Hispanic - gender unknown
WHD10M98	1004-1009	6	Grade 10 dropouts - White, not Hispanic - male
WHD10F98	1010-1015	6	Grade 10 dropouts - White, not Hispanic - female
WHD10U98	1016-1021	6	Grade 10 dropouts - White, not Hispanic - gender unknown
TOTD1198	1022-1027	6	Total Grade 11 dropouts
AMD11M98	1028-1033	6	Grade 11 dropouts - American Indian/Alaskan Native - male
AMD11F98	1034-1039	6	Grade 11 dropouts - American Indian/Alaskan Native - female
AMD11U98	1040-1045	6	Grade 11 dropouts - American Indian/Alaskan Native - gender unknown
ASD11M98	1046-1051	6	Grade 11 dropouts - Asian/Pacific Islander - male
ASD11F98	1052-1057	6	Grade 11 dropouts - Asian/Pacific Islander - female
ASD11U98	1058-1063	6	Grade 11 dropouts - Asian/Pacific Islander - gender unknown
HID11M98	1064-1069	6	Grade 11 dropouts - Hispanic - male
HID11F98	1070-1075	6	Grade 11 dropouts - Hispanic - female
HID11U98	1076-1081	6	Grade 11 dropouts - Hispanic - gender unknown
BLD11M98	1082-1087	6	Grade 11 dropouts - Black, not Hispanic - male
BLD11F98	1088-1093	6	Grade 11 dropouts - Black, not Hispanic - female
BLD11U98	1094-1099	6	Grade 11 dropouts - Black, not Hispanic - gender unknown
WHD11M98	1100-1105	6	Grade 11 dropouts - White, not Hispanic - male
WHD11F98	1106-1111	6	Grade 11 dropouts - White, not Hispanic - female
WHD11U98	1112-1117	6	Grade 11 dropouts - White, not Hispanic - gender unknown
TOTD1298	1118-1123	6	Total Grade 12 dropouts
AMD12M98	1124-1129	6	Grade 12 dropouts - American Indian/Alaskan Native - male
AMD12F98	1130-1135	6	Grade 12 dropouts - American Indian/Alaskan Native - female
AMD12U98	1136-1141	6	Grade 12 dropouts - American Indian/Alaskan Native - gender unknown
ASD12M98	1142-1147	6	Grade 12 dropouts - Asian/Pacific Islander - male
ASD12F98	1148-1153	6	Grade 12 dropouts - Asian/Pacific Islander - female
ASD12U98	1154-1159	6	Grade 12 dropouts - Asian/Pacific Islander - gender unknown
HID12M98	1160-1165	6	Grade 12 dropouts - Hispanic - male
HID12F98	1166-1171	6	Grade 12 dropouts - Hispanic - female
HID12U98	1172-1177	6	Grade 12 dropouts - Hispanic - gender unknown
BLD12M98	1178-1183	6	Grade 12 dropouts - Black, not Hispanic - male
BLD12F98	1184-1189	6	Grade 12 dropouts - Black, not Hispanic - female
BLD12U98	1190-1195	6	Grade 12 dropouts - Black, not Hispanic - gender unknown
WHD12M98	1196-1201	6	Grade 12 dropouts - White, not Hispanic - male
WHD12F98	1202-1207	6	Grade 12 dropouts - White, not Hispanic - female
WHD12U98	1208-1213	6	Grade 12 dropouts - White, not Hispanic - gender unknown

## APPENDIX D-3: STATE NONFISCAL RECORD LAYOUT

Field Name	Field Position	Field Length	Description
SURVYEAR	001-004	4	Starting Year of Survey (1998)
STFIPS	005-006	2	Fed Info Processing Std (FIPS)Code (0 -78)
STABR	007-008	2	State (PO Abbreviation)
SEANAME	009-043	35	Name of State Education Agency
STREET	044-068	25	Mailing Address
CITY	069-086	18	City
STNAME	087-111	25	Name of the State
ZIP	112-116	5	First Five Digits of the Zip Code
ZIP4	117-121	5	a Dash and Four Digits
PHONE	122-135	14	Area Code and Local Phone Number
<b>Instructional Staff:</b>			
B01	136-140	5	Prekindergarten Teachers
B02	141-145	5	Kindergarten Teachers
B03	146-151	6	Elementary Teachers
B04	152-157	6	Secondary Teachers
B05	158-162	5	Teachers of Ungraded Classes
B06	163-168	6	Total FTE Teachers
B07	169-173	5	Instructional Aides
B08	174-178	5	Instructional Coordinators & Supervisors
<b>Support Services Staff Counts:</b>			
C01	179-182	4	Elementary Guidance Counselors/Directors
C02	183-186	4	Secondary Guidance Counselors/Directors
C03	187-190	4	Total Guidance Counselors/Directors
C04	191-194	4	Librarians
C05	195-198	4	Library Support Staff
C06	199-203	5	Lea Administrators
C07	204-208	5	Administrative Support Staff
C08	209-213	5	School Administrators
C09	214-218	5	School Administrative Support Staff
C10	219-223	5	Student Support Services
C11	224-229	6	All Other Support Services Staff
<b>Students by Grade:</b>			
D01	230-235	6	Prekindergarten Students
D02	236-241	6	Kindergarten Students
D03	242-247	6	Grade 1 students
D04	248-253	6	Grade 2 students
D05	254-259	6	Grade 3 students
D06	260-265	6	Grade 4 students
D07	266-271	6	Grade 5 students
D08	272-277	6	Grade 6 students
D09	278-283	6	Grade 7 students
D10	284-289	6	Grade 8 students
D11	290-295	6	Grade 9 students
D12	296-301	6	Grade 10 students
D13	302-307	6	Grade 11 students
D14	308-313	6	Grade 12 students
D15	314-319	6	Ungraded students
D16	320-327	8	Total students

## APPENDIX D-3: STATE NONFISCAL RECORD LAYOUT

Field Name	Field Position	Field Length	Description
<b>High School Completers:</b>			
E01	328-333	6	Diploma Recipients
E02	334-339	6	Other Diploma Recipients (“N” not applicable)
E03	340-345	6	H.S. Equivalency Recipients
E04	346-351	6	Other H.S. Completers
<b>Students by Grade, and by Race/Ethnicity:</b>			
D01AMIN	352-357	6	Prekindergarten students - American Indian/Alaskan Native
D01ASIN	358-363	6	Prekindergarten students - Asian/Pacific Islander
D01HISP	364-369	6	Prekindergarten students - Hispanic
D01BLK	370-375	6	Prekindergarten students - Black, not Hispanic
D01WHT	376-381	6	Prekindergarten students - White, not Hispanic
D02AMIN	382-387	6	Kindergarten students - American Indian/Alaskan Native
D02ASIN	388-393	6	Kindergarten students - Asian/Pacific Islander
D02HISP	394-399	6	Kindergarten students - Hispanic
D02BLK	400-405	6	Kindergarten students -Black, not Hispanic
D02WHT	406-411	6	Kindergarten students - White, not Hispanic
D03AMIN	412-417	6	Grade 1 students - American Indian/Alaskan Native
D03ASIN	418-423	6	Grade 1 students - Asian/Pacific Islander
D03HISP	424-429	6	Grade 1 students - Hispanic
D03BLK	430-435	6	Grade 1 students - Black, not Hispanic
D03WHT	436-441	6	Grade 1 students - White, not Hispanic
D04AMIN	442-447	6	Grade 2 students - American Indian/Alaskan Native
D04ASIN	448-453	6	Grade 2 students - Asian/Pacific Islander
D04HISP	454-459	6	Grade 2 students - Hispanic
D04BLK	460-465	6	Grade 2 students - Black, not Hispanic
D04WHT	466-471	6	Grade 2 students - White, not Hispanic
D05AMIN	472-477	6	Grade 3 students - American Indian/Alaskan Native
D05ASIN	478-483	6	Grade 3 students - Asian/Pacific Islander
D05HISP	484-489	6	Grade 3 students - Hispanic
D05BLK	490-495	6	Grade 3 students - Black, not Hispanic
D05WHT	496-501	6	Grade 3 students - White, not Hispanic
D06AMIN	502-507	6	Grade 4 students - American Indian/Alaskan Native
D06ASIN	508-513	6	Grade 4 students - Asian/Pacific Islander
D06HISP	514-519	6	Grade 4 students - Hispanic
D06BLK	520-525	6	Grade 4 students - Black, not Hispanic
D06WHT	526-531	6	Grade 4 students - White, not Hispanic
D07AMIN	532-537	6	Grade 5 students - American Indian/Alaskan Native
D07ASIN	538-543	6	Grade 5 students - Asian/Pacific Islander
D07HISP	544-549	6	Grade 5 students - Hispanic
D07BLK	550-555	6	Grade 5 students - Black, not Hispanic
D07WHT	556-561	6	Grade 5 students - White, not Hispanic

## APPENDIX D-3: STATE NONFISCAL RECORD LAYOUT

Field Name	Field Position	Field Length	Description
D08AMIN	562-567	6	Grade 6 students - American Indian/Alaskan Native
D08ASIN	569-573	6	Grade 6 students - Asian/Pacific Islander
D08HISP	574-579	6	Grade 6 students - Hispanic
D08BLK	580-585	6	Grade 6 students - Black, not Hispanic
D08WHT	586-591	6	Grade 6 students - White, not Hispanic
D09AMIN	592-597	6	Grade 7 students - American Indian/Alaskan Native
D09ASIN	598-603	6	Grade 7 students - Asian/Pacific Islander
D09HISP	604-609	6	Grade 7 students - Hispanic
D09BLK	610-615	6	Grade 7 students - Black, not Hispanic
D09WHT	616-621	6	Grade 7 students - White, not Hispanic
D10AMIN	622-627	6	Grade 8 students - American Indian/Alaskan Native
D10ASIN	628-633	6	Grade 8 students - Asian/Pacific Islander
D10HISP	634-639	6	Grade 8 students - Hispanic
D10BLK	640-645	6	Grade 8 students - Black, not Hispanic
D10WHT	646-651	6	Grade 8 students - White, not Hispanic
D11AMIN	652-657	6	Grade 9 students - American Indian/Alaskan Native
D11ASIN	658-663	6	Grade 9 students - Asian/Pacific Islander
D11HISP	664-669	6	Grade 9 students - Hispanic
D11BLK	670-675	6	Grade 9 students - Black, not Hispanic
D11WHT	676-681	6	Grade 9 students - White, not Hispanic
D12AMIN	682-687	6	Grade 10 students - American Indian/Alaskan Native
D12ASIN	688-693	6	Grade 10 students - Asian/Pacific Islander
D12HISP	694-699	6	Grade 10 students - Hispanic
D12BLK	700-705	6	Grade 10 students - Black, not Hispanic
D12WHT	706-711	6	Grade 10 students - White, not Hispanic
D13AMIN	712-717	6	Grade 11 students - American Indian/Alaskan Native
D13ASIN	718-723	6	Grade 11 students - Asian/Pacific Islander
D13HISP	724-729	6	Grade 11 students - Hispanic
D13BLK	730-735	6	Grade 11 students - Black, not Hispanic
D13WHT	736-741	6	Grade 11 students - White, not Hispanic
D14AMIN	742-747	6	Grade 12 students - American Indian/Alaskan Native
D14ASIN	748-753	6	Grade 12 students - Asian/Pacific Islander
D14HISP	754-759	6	Grade 12 students - Hispanic
D14BLK	760-765	6	Grade 12 students - Black, not Hispanic
D14WHT	766-771	6	Grade 12 students - White, not Hispanic
D15AMIN	772-777	6	Ungraded students - American Indian/Alaskan Native
D15ASIN	778-783	6	Ungraded students - Asian/Pacific Islander
D15HISP	784-789	6	Ungraded students - Hispanic
D15BLK	790-795	6	Ungraded students - Black, not Hispanic
D15WHT	796-801	6	Ungraded students - White, not Hispanic
D16AMIN	802-809	8	Total students - American Indian/Alaskan Native
D16ASIN	810-817	8	Total students - Asian/Pacific Islander
D16HISP	818-825	8	Total students - Hispanic
D16BLK	826-833	8	Total students - Black, not Hispanic
D16WHT	834-841	8	Total students - White, not Hispanic

## APPENDIX D-3: STATE NONFISCAL RECORD LAYOUT

			<b>Diploma Recipients by Race/Ethnicity:</b>
E01AMIN	842-847	6	Diploma Recipients - American Indian/Alaskan Native
E01ASIN	848-853	6	Diploma Recipients - Asian/Pacific Islander
E01HISP	854-859	6	Diploma Recipients - Hispanic
E01BLK	860-865	6	Diploma Recipients - Black, not Hispanic
E01WHT	866-871	6	Diploma Recipients - White, not Hispanic
			<b>Other Diploma Recipients by Race/Ethnicity:</b>
E02AMIN	872-877	6	Other diploma recipients - American Indian/Alaskan Native (“N” not app.)
E02ASIN	878-883	6	Other diploma recipients - Asian/Pacific Islander (“N” not applicable)
E02HISP	884-889	6	Other diploma recipients - Hispanic (“N” not applicable)
E02BLK	890-895	6	Other diploma recipients - Black, not Hispanic (“N” not applicable)
E02WHT	896-901	6	Other diploma recipients - White, not Hispanic (“N” not applicable)
			<b>H.S. Equivalency Recipients by Race/Ethnicity:</b>
E03AMIN	902-907	6	H.S. Equivalency Recipients - American Indian/Alaskan Native
E03ASIN	908-913	6	H.S. Equivalency Recipients - Asian/Pacific Islander
E03HISP	914-919	6	H.S. Equivalency Recipients - Hispanic
E03BLK	920-925	6	H.S. Equivalency Recipients - Black, not Hispanic
E03WHT	926-931	6	H.S. Equivalency Recipients - White, not Hispanic
			<b>Other H.S. Completers by Race/Ethnicity:</b>
E04AMIN	932-937	6	Other H.S. Completers - American Indian/Alaskan Native
E04ASIN	938-943	6	Other H.S. Completers - Asian/Pacific Islander
E04HISP	944-949	6	Other H.S. Completers - Hispanic
E04BLK	950-955	6	Other H.S. Completers - Black, not Hispanic
E04WHT	956-961	6	Other H.S. Completers - White, not Hispanic

You may put an “N” for all “Other Diploma Recipients” fields.

## APPENDIX E-1: SCHOOL UNIVERSE EDIT SYSTEM MESSAGES

If the operational status code equals "2", the record will not be edited.

ADDRESS blank, M or less than 3 char

The mailing address is blank, "M" (missing) or less than three characters in length.

*The following variable will be displayed: ADDR1 (first 15 characters)*

AGENCY NAME different between files

The education agency name on the school file does not agree with the respective name on the education agency file.

*The following variables will be displayed: AGNMESC1 (first 15 characters) AGNMESC2 (last 15 characters) AGNMEAG1 (first 15 characters) AGNMEAG2 (last 15 characters)*

AGENCY NAME invalid or less than 3 char

The agency name field is blank, "M," "N" or less than three characters in length.

*The following variable will be displayed: AGNAME1 (first 15 characters)*

CITY NAME blank or less than 3 character

The name of the city is blank or less than three characters in length.

*The following variable will be displayed: CITY1 (first 15 characters)*

CLASSROOM TEACHERS invalid

This field contains an entry other than numeric, blank, "M" or "N." All decimals must be implied.

*The following variable will be displayed: FTE*

CLASSROOM TEACHERS not reported

This field is blank, "0," "M" or "N."

FREE-LUNCH ELIGIBLE > 94.5% membership

The free-lunch eligible count is greater than 94.5% of all members.

*The following variables will be displayed: FLE STUDENTS*

FREE-LUNCH ELIGIBLE invalid

This field contains an entry other than numeric, "M" or "N."

*The following variable will be displayed: FLE*

FREE-LUNCH ELIGIBLE is blank

The free-lunch eligible count is blank.

GRADE fields - one or more invalid

One or more of the grade fields contain an entry other than numeric, blank, "M" or "N."

GRADE sequence gaps

Between the lowest and highest grades, one or more grades have no students.

NCES ID not blank for new/added school

The operational status code is 3 (new) or 4 (added), and the NCES school ID is not blank for this record.

*The following variable will be displayed: SCHNO*

Operational school with no valid NCES ID

Operational status code = 1 and NCES Education Agency ID or NCES School ID is blank, "M" or "N."

*The following variable will be displayed: LEAID SCHNO*

OPERATIONAL STATUS CODE invalid

Valid codes are 1-4.

*The following variable will be displayed: STATUS*

PUPIL/TEACHER ratio CY/PY > 20%

The current year pupil/teacher ratio (FTE), in a regular-type school compared to the prior year exceeds a 20% difference.

*The following variable will be displayed: CYRATIO PYRATIO*

RACE data not provided but has STUDENTS

Students enrolled, but no students reported in any racial category. All fields are blank, "0," "M" or "N." This edit is critical for regular schools and a warning for all other types.

RACE fields - one or more invalid

One or more of the racial categories contain an entry other than numeric, blank, "M" or "N."

RACIAL categories CY/PY > 25%

Current year individual racial categories are compared to prior year. Based on this comparison, an individual category exceeds a 25% difference. This edit is critical for regular schools and a warning for all other schools.

*The following variables will be displayed: CATEG CYRACE PYRACE*

SCHOOL NAME = AGENCY NAME

The school name is identical to the agency name.

*The following variables will be displayed: AGNAME1 (first 15 characters) AGNAME2 (last 15 characters)*

SCHOOL NAME invalid or less than 3 char

The school name is blank, "M," "N" or less than three characters in length.

*The following variable will be displayed: SCNAME1 (first 15 characters)*

SCHOOL RECORDS WITH THE SAME IDS

There are two or more records with the same Agency and School IDs.

## APPENDIX E-1: SCHOOL UNIVERSE EDIT SYSTEM MESSAGES

### SCHOOL TYPE CODE changed from PY

The school type code has changed since last year.  
*The following variables will be displayed: TYPE  
PYTYPE*

### SCHOOL TYPE CODE invalid

Valid codes are 1-4.  
*The following variable will be displayed: TYPE*

### School with 250+ TEACHERS

All schools with 250 or more teachers are listed for review.  
*The following variable will be displayed: FTE*

### School with 4,000+ STUDENTS

All schools with 4,000 or more students are listed for review.  
*The following variable will be displayed: STUDENTS*

### STATE ABBREVIATION does not match ZIP

The state abbreviation does not contain the expected letter abbreviation for the state when matched to the zip code.  
*The following variables will be displayed: ST ZIP*

### STATE ABBREVIATION invalid

The state abbreviation for this record is blank, "M" or "N." *The following variable will be displayed: ST*

### STATE AGENCY ID not on agency file

The school record did not match with a record on the agency file.  
*The following variable will be displayed: STID*

### STATE EDUC AGENCY ID is blank or missing

The state education agency ID is blank or "M."

### STATE SCH ID not on PY; OPER STATUS = 1

The status code indicates that this school was operational last year, but there is no record on the prior year file with this State School ID. The State School ID and the operational Status Code must be compatible.  
*The following variable will be displayed: STID*

### STATE SCHOOL ID is blank or missing

The state school ID is blank or "M."

### STUDENT TOTAL BY GRADE CY/PY > 25%

The current year student by grade total compared to the prior year student by grade total exceeds a 25% difference. This edit is critical for regular schools and a warning for all other types.  
*The following variables will be displayed: CYMEMBER  
PYMEMBER*

### STUDENT TOTAL BY RACE CY/PY > 25%

The current year student by race total compared to the prior year student by race total exceeds a 25% difference. This edit is critical for regular schools and a warning for all other types.  
*The following variables will be displayed: CYTOTAL  
PYTOTAL*

### STUDENT TOTALS BY GRADE/RACE > 25%

The total number of students by grade and total number of students by race exceed a 25% difference.  
*The following variables will be displayed: STUDENTS  
RACECNTS*

### STUDENTS not reported in any GRADE

No students reported in any grade (Ungraded - Grade 12). All fields are blank, "0," "M" or "N."

### TEACHER difference CY/PY > 25%

The difference of the classroom teacher count from last year to this year exceeds a 25% difference.  
*The following variables will be displayed: FTE PYFTE*

### TEACHERS and STUDENTS not reported

No teachers or students reported for this school. All regular schools (Type 1) are expected to have student and teacher data.

### TELEPHONE NUMBER invalid

Telephone numbers must be ten numeric digits, "M" or "N."  
*The following variable will be displayed: PHONE*

### ZIP CODE invalid

The zip code must provide a five-digit or nine-digit numeric code. It is acceptable for field positions 6-9 to be blank.  
*The following variables will be displayed: ZIP ZIP4*

## APPENDIX E-2: AGENCY UNIVERSE EDIT SYSTEM MESSAGES

If the boundary change code equals "2," the record will not be edited.

ADDRESS blank, M or less than 3 char

The mailing address is blank, "M" (missing) or less than three characters in length.

*The following variable will be displayed: ADDR1 (first 15 characters)*

AGENCY ID conflict with PY

This agency is not reported as new and no agency with this ID exists on the prior year file.

AGENCY NAME invalid or less than 3 char

The education agency name is blank, "M," "N" or less than three characters in length.

*The following variable will be displayed: AGNAME1 (first 15 characters)*

Agency records with same IDs

There are two or more records with the same Agency IDs.

AGENCY TYPE CODE changed

The education agency type has changed since last year.

*The following variables will be displayed: TYPE  
PYTYPE*

AGENCY TYPE CODE invalid

Valid codes are 1-7.

*The following variable will be displayed: TYPE*

Agency with no schools or data

This agency is not associated with any schools and there are zeros or "N's" in all data fields (students, graduates, dropouts and staffing).

BOUNDARY CHANGE CODE invalid

Valid codes are 1, 2, 3 or 4.

*The following variable will be displayed: BOUND*

BOUNDARY CODE new but has NCES ID

The boundary change code is 3 (new), and the NCES Agency ID is not blank, "0" (includes zero filled), "M" or "N."

*The following variables will be displayed: BOUND  
LEAID*

CITY NAME blank or less than 3 character

The name of the city is blank or less than three characters in length.

*The following variable will be displayed: CITY1 (first 15 characters)*

CLASSROOM TEACHERS not on school file

This agency has no classroom teachers on the school file.

*The following variables will be displayed: TYPE  
NUMOFSCH*

DIPLOMA RECIPIENTS invalid

This field contains an entry other than numeric, blank, "M" or "N."

DROPOUT - Data in UNKNOWN fields only

Dropout data for this agency has been provided for the unknown category only.

DROPOUT - No data by GENDER

Dropout data by gender not reported.

DROPOUT - No data by GRADE

Dropout data for each grade (7-12) are blank or "M."

DROPOUT - No data by RACE

Dropout data for racial/ethnic categories are blank or "M."

DROPOUT - No data by RACE or GENDER

No data in any other dropout categories except ethnicity unknown/gender unknown for grades 7-12 (blank or "M").

DROPOUT fields invalid

One or more dropout fields contain an entry other than numeric, blank, "M" or "N."

FIPS CODE changed

The FIPS county code has changed since last year.

*The following variables will be displayed: CONUM  
PYCONUM*

FIPS CODE not valid for state

The first two digits of the FIPS county code (FIPS state code) are not applicable to the state.

*The following variables will be displayed: FIPST ST*

FIPS COUNTY CODE blank or invalid

The FIPS county code for this record is blank, missing or not five numeric digits.

*The following variable will be displayed: FIPSCNTY*

INSTRUCTIONAL STAFF not provided

All instructional staff fields are blank, "M," "N" or "0."

NCES EDUC AGENCY ID blank, M, N or 0

Boundary change code is "1" or "2" and the NCES Education Agency ID is blank, "M," "N" or "0" (includes zero filled).

*The following variables will be displayed: LEAID  
BOUND*

OTHER H.S. COMPLETERS > DIPLOMA RECIPIENTS

This agency has more other high school completers than regular diploma recipients.

*The following variables will be displayed: OTHCOM  
REGDIP*

## APPENDIX E-2: AGENCY UNIVERSE EDIT SYSTEM MESSAGES

### OTHER H.S. COMPLETERS CY/PY > 25%

The number of other high school completers on the current year file compared with the prior year file exceeds a 25% difference.

*The following variables will be displayed: OTHCOM  
PYOTHCOM*

### OTHER H.S. COMPLETERS invalid

This field contains an entry other than numeric, blank, "M" or "N."

### PK-12 student count invalid

This field contains an entry other than numeric, blank, "M" or "N".

### PK-12 students CY/PY > 25%

The PK-12 student total on the current year file compared with the prior year file exceeds a 25% difference.

*The following variables will be displayed: PK12 PYPK12*

### PUPIL/TEACHER ratio CY/PY > 20%

The pupil/teacher ratio (FTE) on the current year file compared to the prior year file exceeds a 20% difference.

*The following variables will be displayed: CYRATIO  
PYRATIO*

### SCHOOLS NOT REPORTED ON SCHOOL FILE

This education agency has no schools on the school file.

*The following variable will be displayed: TYPE*

### SPECIAL ED IEP > 20% of membership

The special education IEP student count exceeds 20% of the membership count.

*The following variables will be displayed: SPECED  
CYSTUDEN*

### SPECIAL EDUC IEP blank, 0, M or N

Special education IEP is blank, "0," "M" or "N" for this agency.

*The following variable will be displayed: TYPE*

### SPECIAL EDUC IEP invalid

This field contains an entry other than numeric, blank, "M" or "N."

### SPEC ED IEP student count CY/PY > 25%

Special education IEP student count in the current year file compared with the prior year file exceeds a 25% difference.

*The following variables will be displayed: SPECED  
PYSPECED*

### STAFF fields invalid

One or more fields contain an entry other than numeric, blank, "M" or "N." All decimals must be implied.

### STATE ABBREVIATION does not match ZIP

The state abbreviation does not contain the expected letter abbreviation for the state when matched to the zip code.

*The following variables will be displayed: ST ZIP*

### STATE ABBREVIATION invalid

The state abbreviation for this record is blank, "M" or "N."

*The following variable will be displayed: ST*

### STATE EDUC AGENCY ID is blank or missing

The state education agency ID is blank or "M."

### STATE EDUC AGN ID not found on sch file

The state education agency ID does not agree with the respective ID on the school file.

*The following variable will be displayed: STID*

### STUDENT counts blank, M, N or 0

The student counts (ungraded and PK-12) for this education agency are blank, "M," "N" or "0."

*The following variable will be displayed: TYPE*

### STUDENT counts agency/school > 25%

Reported student counts on the agency file compared to the sum of the students in the associated schools exceeds a 25% difference.

*The following variables will be displayed: AGNCNTS  
SCHCNTS*

### STUDENTS not reported by GRADE-sch file

This agency has no students by grade on the school file.

*The following variables will be displayed: TYPE  
NUMOFSCH*

### Sum of TEACHERS/TOTAL FTE > 5%

The sum of individual teachers reported compared with the Total FTE reported exceeds a 5% difference.

*The following variables will be displayed: SUMOFTCH  
RPTTEACH*

### SUPERVISORY UNION ID blank

The supervisory union ID number for this record is blank.

### SUPERVISORY UNION ID/ TYPE CODE conflict

The supervisory union code is blank, "N," or zero filled. If education agency type code = 2 or 3, there should be a supervisory union ID.

*The following variables will be displayed: UNION TYPE*

### SUPPORT STAFF not provided

All support services staff fields are blank, "M", "N" or "0."

## APPENDIX E-2: AGENCY UNIVERSE EDIT SYSTEM MESSAGES

### TEACHERS on school file/TOTAL FTE > 10%

The total number of teachers reported in schools associated with this agency exceeds 10% of the Total FTE reported.

*The following variables will be displayed: SCTCHCNT  
TOTTC*

### TELEPHONE NUMBER invalid

Telephone numbers must be ten numeric digits, "M" or "N."

*The following variable will be displayed: PHONE*

### TOTAL FTE teacher CY/PY > 25%

Total FTE teacher count on the current year file compared with the prior year file exceeds a 25% difference.

*The following variables will be displayed: TOTTC  
PYTOTTC*

### TOTAL STUDENT COUNT CY/PY > 25%

Total student count on the current year file compared with the prior year file exceeds a 25% difference.

*The following variables will be displayed: CYSTUDEN  
PYSTUDEN*

### UNGRADED students CY/PY > 25%

Ungraded students on the current year file compared with the prior year file exceeds a 25% difference.

*The following variables will be displayed: UG PYUG*

### UNGRADED students invalid

This field contains an entry other than numeric, blank, "M" or "N."

### UNGRADED students not provided

Ungraded student field is blank or "M."

### ZIP CODE invalid

The zip code must provide a five-digit or nine-digit numeric code. It is acceptable for field positions 6-9 to be blank.

*The following variables will be displayed: ZIP ZIP4*



## APPENDIX F-1: STATE ABBREVIATIONS USED IN CCD SURVEYS

AL	Alabama	MP	Northern Mariana
AK	Alaska	MT	Montana
AS	American Samoa	NE	Nebraska
AZ	Arizona	NV	Nevada
AR	Arkansas	NH	New Hampshire
CA	California	NJ	New Jersey
CO	Colorado	NM	New Mexico
CT	Connecticut	NY	New York
DC	District of Columbia	NC	North Carolina
DE	Delaware	ND	North Dakota
DD	Dept of Defense Dependents Schools	OH	Ohio
FL	Florida	OK	Oklahoma
GA	Georgia	OR	Oregon
GU	Guam	PA	Pennsylvania
HI	Hawaii	PR	Puerto Rico
ID	Idaho	RI	Rhode Island
IL	Illinois	SC	South Carolina
IN	Indiana	SD	South Dakota
IA	Iowa	TN	Tennessee
KS	Kansas	TX	Texas
KY	Kentucky	UT	Utah
LA	Louisiana	VT	Vermont
ME	Maine	VA	Virginia
MD	Maryland	VI	Virgin Islands
MA	Massachusetts	WA	Washington
MI	Michigan	WV	West Virginia
MN	Minnesota	WI	Wisconsin
MS	Mississippi	WY	Wyoming
MO	Missouri		

## APPENDIX F-2: OTHER ABBREVIATIONS USED IN CCD SURVEYS

ACAD	Academic	MUN	Municipal
ADM	Administration, Administrative		
AG	Agriculture	NRS	Nursing
AGY	Agency		
		OP	Operations
BD	Board	ORG	Organization
BL	Blind		
BOR	Borough	PAR	Parish
		PLT	Plantation
CAR	Career		
CITY	City	PROG	Program
CLD	Child	PUB	Public
CLDN	Children		
CMTE	Committee	REORG	Reorganized
CNSM	Consortium	RES	Resource
CNT	Central	RGN	Region
CTR	Center	RGNL	Regional
COM	Community	RGT	Regents
COMM	Commission	RNH	Ranch
COMP	Computer		
COMPHEN	Comprehensive	SCH	School
CON	Consolidated	SEC	Secondary
COOP	Cooperative	SEP	Separate
CORP	Corporation	SOC	Social
CORR	Correction	SPEC	Special
CO	County	SR	Senior
CUR	Curriculum	SRV	Service
		ST	State
DEPT	Department	SUPT	Superintendent
DF	Deaf	SUPV	Supervisor
DIST	District		
DVL	Development	TECH	Technical
ED	Education	TERR	Territory
EDL	Educational	TRD	Trade
ELEM	Elementary	TRN	Training
ELEM SCH	Elementary School	TWN	Town
EXM	Exempted	TWP	Township
FAM	Family	UNF	Unified
		UNIV	University
HLT	Health	UNORG	Unorganized
HM	Home	UNT	United
HND	Handicap/Handicapped		
HS	High School	VIL	Village
		VLY	Valley
IMP	Improvement	VOC	Vocational
IND	Independent	VOCTECH	Vocational Technical School
INST	Institution		
INT	Intermediate	VOED	Vocational Education
JCT	Junction	YTH	Youth
JHS	Junior High School		
JR	Junior		
LOC	Local		
LRN	Learning		
MIDSCH	Middle School		
METRO	Metropolitan		
MUL	Multi		

## **VII. GLOSSARY OF TERMS**



## GLOSSARY OF TERMS

### Agency

See Education Agency.

### All Other Support Staff

Support staff not reported in other categories, such as, data processing, health, plant and equipment maintenance, bus drivers, security, and food service workers.

### Alternative Education School

A public elementary/secondary school that:

- Address needs of students that typically cannot be met in a regular school,
- provides nontraditional education,
- serves as an adjunct to a regular school, or
- falls outside of the categories of regular, special education, or vocational education.

### American Indian/Alaskan Native

A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

### 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, China, India, Japan, Korea, the Philippine Islands, and Samoa.

### Black

A person having origins in any of the black racial groups of Africa.

### Central City

A city that:

- Is within a Metropolitan Statistical Area (MSA),
- has a Census Urbanized Area Code.

### Charter School

A school providing free public elementary and/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.

### Classroom Teachers (FTE)

Total number of classroom teachers stated on a full-time equivalency basis for all graded and/or ungraded classes in a school. See also FTE (Full-time Equivalency).

### Consolidated Metropolitan Statistical Area (CMSA)

An area that meets the requirements to qualify as a MSA and has a population of one million or more becomes a CMSA if component parts are recognized as Primary Metropolitan Statistical Areas (PMSAs).

### Diploma, High School

Formal document certifying the successful completion of a secondary school program prescribed by the state agency or other appropriate body.

### Diploma Recipients

Graduates who received a regular diploma during the previous school year and subsequent summer school.

### Dropout

A dropout is an individual who:

- Was enrolled in school at some time during the previous school year and was not enrolled on October 1 of the current school year; or
- was not enrolled on October 1 of the previous school year although expected to be in membership (i.e., was not reported as a dropout the year before); and
- 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:
  - transfer to another public school district, private school, or state- or district-approved educational program;
  - temporary school-recognized absence due to suspension or illness; or
  - death.

### Education Agency

Government agency administratively responsible for providing public elementary and/or secondary instruction or educational support services.

## GLOSSARY OF TERMS

### Elementary

General levels of instruction classified by state and local practice as elementary, that is composed of any span of grades not above grade 8. Preschool or kindergarten instruction is included **only** if these programs are an integral part of an elementary school or a regularly established school system.

### Elementary Guidance Counselors

Professional staff assigned specific duties and school time for any of the following activities in an elementary setting:

- Counseling with students and parents;
- consulting with other staff members on learning problems;
- evaluating student abilities;
- assisting students in making educational and career choices;
- assisting students in personal and social development;
- providing referral assistance; and/or
- working with other staff members in planning and conducting guidance programs for students.

The state should apply its own standards in apportioning the aggregate of guidance counselors/directors into the elementary and secondary level components.

### Elementary Teachers

Teachers of general level instruction classified by state and local practice as elementary and composed of any span of grades not above grade 8. *Exclude Prekindergarten and kindergarten teachers.*

### Federally Operated Education Agency

Federally operated agency charged at least in part with providing elementary and/or secondary instruction or support services.

### FIPS County Code

This is a standard number that identifies each county and county-type area in the United States. Taken from the National Institute of Standards and Technology publication, FIPS Pub. 6-4, the code indicates the county where the office of the education agency's chief executive officer is located. The code number is a 5-digit number that can be obtained from the Census Bureau.

### Free Lunch Program

A program under the National School Lunch Act that provides cash subsidies for free and reduced-price lunches to students based on family size and income criteria.

### FTE (Full-time Equivalency)

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 Education Development Test (GED)

Comprehensive test used primarily to appraise the educational development of students who:

- Have not completed their formal high school education, and
- may earn a high school equivalency certificate through achievement of satisfactory scores.

### Grade Span Offered

The span of grades intended to be served by this school or agency, whether or not there are students currently enrolled in all grades.

### Graduate, High School

Individual who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed course of studies at the secondary level school. **Does not include other high school completers, high school equivalency recipients, or other diploma recipients.**

### 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 a local education agency.

### High School Completion Count

A count of graduates and other high school completers including regular diploma recipients, other diploma recipients, other high school completers, and high school equivalency recipients

## GLOSSARY OF TERMS

(State Nonfiscal Survey only).

### High School Diploma

A formal document certifying the successful completion of a prescribed secondary school program of studies.

### 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 state education agency or other appropriate body.

### High School Equivalency Recipients

Individuals age 19 years or younger who received a high school equivalency certificate during the previous school year or subsequent summer.

### Hispanic

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

### Individualized Educational Program (IEP)

As used here, refers to written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA-Part B) which includes:

- Statement of present levels of educational performance of a child;
- statement of annual goals, including short-term instructional objectives;
- statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs;
- projected date for initiation and anticipated duration of services; and
- appropriate objectives, criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

### Instructional Aides

Instructional aides are staff members assigned to assist a teacher in activities requiring minor decisions regarding students, and in such activities as monitoring, conducting rote exercises, operating equipment and clerking. *Includes only paid staff, and excludes volunteer aides.*

### Instructional Coordinators and Supervisors

Staff supervising instructional programs at the school district or subdistrict level. Includes curriculum coordinators or supervisors and in-service training staff; Chapter 1 supervisors; home economics supervisors; educational television staff; coordinators and supervisors of audiovisual services; and staff engaged in development of computer-assigned instruction. *Excludes school-based department chairperson.*

### Kindergarten

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

### Kindergarten Teachers

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

### Large City

A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000. See also "Locale Code."

### Large Town

An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA. See also "Locale Code."

### Local Education Agency (LEA) Administrative Support Staff

Staff members who provide direct support to LEA administrators, *including secretarial and other clerical staff.*

### Local Education Agency (LEA) Administrators

Local education agency superintendents, deputy and assistant superintendents, and other persons with district-wide responsibilities such as business managers and administrative assistants. *Exclude supervisors of instructional or student support staff.*

## GLOSSARY OF TERMS

### Locale Code

The locale code is the designation of each school's "locale" based on its geographic location and population attributes such as density. School locale codes are coded by Census from school addresses in CCD files. The classifications are:

- 1 Large City: A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000.
- 2 Mid-size City: A central city of a CMSA or MSA, with the city having a population less than 250,000.
- 3 Urban Fringe of a Large City: Any incorporated place, Census designated place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.
- 4 Urban Fringe of a Mid-size City: Any incorporated place, Census designated place, or non-place territory within a CMSA or MSA of a Mid-Size City and defined as urban by the Census Bureau.
- 5 Large Town: An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.
- 6 Small Town: An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.
- 7 Rural: Any incorporated place, Census designated place, or non-place territory designated as rural by the Census Bureau.

### Librarians and Media Specialists

Professional staff members and supervisors who are assigned specific duties and school time for professional library and media service activities (*including selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of library and media services by students, teachers and other members of the instructional staff; and guiding individuals in their use of media services and library materials, whether maintained separately or as part of an instructional materials center*).

### Library and Media Support Staff

Staff members who render other library or media services, such as preparing, caring for, and making available to members of the instructional staff the equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials (whether maintained separately as part of an instructional materials center).

### Limited-English-Proficient (LEP) Students

- Individuals who were not born in the United States or whose native language is a language other than English; or
- Individuals who come from environments where a language other than English is dominant; or
- Individuals who are American Indians and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language, to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

### Limited-English-Proficient (LEP) Students

LEP students are students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Do not count pupils enrolled in a class to learn a language other than English.

### Magnet School or Program

A magnet school or program is a special school or program designed

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

### Media Specialists

Directors, coordinators, and supervisors of media centers (see Librarians and Media Specialists).

## GLOSSARY OF TERMS

### Membership Count

Total student enrollment on October 1 (or the closest school day to October 1) for all grade levels and ungraded pupils. *Include students both present and absent on the measurement day.*

### Metropolitan Status Codes

This is the classification of an education agency's service area relative to a Metropolitan Statistical Area. If the instructional or service area includes a central core city of an MSA and extends into a large geographic area, select code 1 or 2 depending on the location of the largest population served. Every education agency should be classified into only one category. The classifications are:

- 1 Primarily serves a central city of an MSA;
- 2 Serves an MSA but not primarily its central city
- 3 Does not serve an MSA

### Metropolitan Areas

The term Metropolitan Area (MA) refers collectively to Metropolitan Statistical Areas, Consolidated Metropolitan Statistical Areas, Primary Metropolitan Statistical Areas, and New England County Metropolitan Areas. The Office of Management and Budget (OMB) defines new MA's and revised definitions of existing MA's by applying published standards to decennial census data.

### 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. The core area must include a city with a population of 50,000 or more, or an urbanized area (UA). If a MSA qualifies on the basis of a UA (and no city of 50,000) the total MSA population must be at least 100,000 (75,000 in New England).

### Mid-size City

A central city of a CMSA or MSA, with the city having a population less than 250,000. See also "Locale Code."

### Migrant Student

A migrant student is defined under 34 CFR 200.40. If further information is needed on the definition of a migrant child, consult your State Migrant Program Director.

### Non-MSA City

A city or place, not in a Metropolitan Statistical Area, with a minimum population of 25,000 inhabitants and a population density of at least 1,000 per square mile. Such city or place does not have a Census Urbanized Area Code.

### Operational Status

Classification of the operational condition of a school. Classifications include currently operational, closed, and opened.

### Other High School Completers

Individuals who 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

All education agency support services staff not reported in other categories, (e.g., data processing, health, building and equipment maintenance, bus drivers, security, and food service workers, etc.)

### Prekindergarten

A group or class that is part of a public school program, and is taught during the year or years preceding kindergarten.

### Prekindergarten Teachers

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

### Primary Metropolitan Statistical Area (PMSA)

If an area meets the requirements to qualify as a MSA and has a population of one million or more, one or more PMSAs may be defined within it if statistical criteria are met and local opinion also is in favor. A PMSA consists of a large urbanized county, or a cluster of such counties (cities and towns in New England) that have substantial commuting interchange. When one or more PMSAs have been recognized the larger area of which they are component parts then is designated a CMSA.

## GLOSSARY OF TERMS

### Public School

Institution that provides educational services, has one or more grade groups (PK-12) or is ungraded, and

- Has one or more teachers to provide instruction;
- is located in one or more buildings;
- has an assigned administrator;
- receives public funds as primary support; and
- is operated by an education agency.

### Regional Education Service Agency (RESA)

Agency providing services to a variety of local education agencies, or a county superintendent serving the same purposes.

### Regular School

A public elementary/secondary school that does not focus primarily on vocational, special, or alternative education.

### Rural

Any incorporated place, Census designated place, or non-place territory designated as rural by the Census Bureau. See also "Locale Code."

### School Administrative Support Staff

Persons whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons, *including clerical staff and secretaries.*

### School Administrators

Staff members whose activities are concerned with directing and managing the operation of a particular school. Includes:

- Principals, assistant principals, and other assistants;
- 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; and
- department chairpersons.

### School District

Education agency or administrative unit that operates under a public board of education.

### Secondary

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 Guidance Counselors

Professional staff assigned specific duties and school time for any of the following activities in a secondary school setting:

- Counseling with students and parents;
- consulting with other staff members on learning problems;
- evaluating student abilities;
- assisting students in making educational and career choices;
- assisting students in personal and social development;
- providing referral assistance; and/or
- working with other staff members in planning and conducting guidance programs for students.

The state should apply its own standards in apportioning the aggregate of guidance counselors/directors into the elementary and secondary level components.

### Secondary Teachers

Teachers of a 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.

### Small Town

An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA. See also "Locale Code."

## GLOSSARY OF TERMS

### **Special Education School**

A public elementary/secondary school that:

- Focuses primarily on special education, including instruction for any of the following: hard of hearing, deaf, speech-impaired, health-impaired, orthopedically impaired, mentally retarded, seriously emotionally disturbed, multi-handicapped, visually handicapped, deaf and blind; and
- adapts curriculum, materials or instruction for students served.

### **State Education Agency**

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

### **State-Operated Agency**

An education agency or program operated by a state/territorial government. Examples include elementary/secondary programs operated by the state for the deaf or blind; and programs operated by state correctional facilities.

### **Student**

Individual for whom instruction is provided in an elementary or secondary educational program under the jurisdiction of a school, school system, or other educational institution.

### **Student Support Services Staff**

Professional and supervisory staff providing noninstructional services to 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.

### **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 and maintains daily student attendance records.

### **Teachers of Ungraded Classes**

Teachers of classes or programs to which students are assigned without standard grade designation.

### **Title 1 School**

A school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title 1 of Public Law 103-382.

### **Title 1 School-wide Program**

A program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title 1 of Public Law 103-382.

### **Ungraded**

Classes or programs to which students are assigned without standard grade designation.

### **Urban Fringe of a Large City**

Any incorporated place, Census designated place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau. See also "Locale Code."

### **Urban Fringe of a Mid-size City**

Any incorporated place, Census designated place, or non-place territory within a CMSA or MSA of a Mid-Size City and defined as urban by the Census Bureau. See also "Locale Code."

### **Vocational Education School**

A public elementary/secondary school that focuses primarily on vocational education, and provides education and training in one or more semi-skilled or technical operations.

### **White**

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.



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