

**Documentation to the NCES Common Core of Data
Local Education Agency Universe Survey:
School Year 2001-02**

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**I. Introduction to the NCES Common Core of Data Local Education Agency Universe Survey:
School year 2001-02**

The Common Core of Data (CCD) Nonfiscal surveys consist of data submitted annually to NCES by state education agencies (SEAs) in the 50 states, the District of Columbia, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, the Virgin Islands, the Department of Defense, and the Bureau of Indian Affairs. In order to provide data comparable across states, common data items and definitions have been developed and accepted by NCES and by representatives of SEAs over a period of time from the 1950's to the present. CCD data are sent to NCES by SEA personnel acting as CCD Coordinators, are edited and maintained in machine-readable data sets by NCES, and are used to produce general-purpose publications and specialized reports. The principal users of CCD Nonfiscal data are the Federal Government, the education research community, state and local government officials (including school boards and LEA administrators, and the general public).

The purpose of the Common Core of Data (CCD) Nonfiscal surveys is to provide a listing of all schools (96,197) and agencies (17,140) providing free public elementary and secondary education in the United States and its outlying areas, along with basic descriptive statistical information on each school or agency (unit) listed. The CCD includes all settings in which free public education is provided to children. (Some SEAs do not provide information on education outside of the traditional public school system such as schools that reside in correctional facilities or hospitals while others do provide the information.)

In the 2001-02 Common Core of Data Local Education Agency Universe survey there were 17,276 records, one for each public elementary and secondary education agency in the 50 states, District of Columbia, five outlying areas, the Department of Defense Dependent (overseas and domestic) Schools, and the Bureau of Indian Affairs. Agencies that were open on last year's files (2000-01), but are closed for the 2001-02 school year (136) are kept on the file for one year. They are indicated by a value of 2 under the variable BOUND01 on the agency file. Once these closed agencies are stripped off the file, 17,140 open agencies remain. Of the 17,140 open local education agencies, 14,564 are regular local school districts, 1,302 are supervisory unions or regional educational centers, 158 are state-operated agencies, and 1,116 are Federally-operated or other agencies.

The CCD system was developed and is designed to be inclusive rather than exclusive. In accordance with this purpose, CCD files contain a substantial number of records representing administrative and operating units that are unlike typical public schools and school districts. The CCD system provides features that enable the data provider and the data user to identify and select records according to the categories of interest to them. Definitions and categories used in the CCD are deliberately generic so that they may accommodate the many and varied organizational structures used in the provision of public elementary and secondary education across the nation.

Local Education Agency Universe data include the following variables: NCES agency ID number, state agency ID number, agency name, phone number, mailing address, location address, agency

type code, supervisory union number, county name, FIPS county code, CMSA/PMSA/MSA code, metropolitan status code, district locale code, operational status code, low/high grade span offered, number of ungraded students, number of PK-12 students, number of migrant students served in special programs, number of special education-IEP students, instructional staff fields, support staff fields, number of limited-English-proficient students, number of diploma recipients (by race/ethnicity, and by gender), and number of other high school completers (by race/ethnicity, and by gender). Dropout counts by grade, by race/ethnicity, and by gender are published separately from the rest of the agency universe data.

The remainder of this document contains a User's Guide and five appendices. The User's Guide contains information on methodology including certain conditions that are unique to the data file.

Appendix A - **Record Layout** gives the variable names and labels of the data elements discussed throughout the documentation, as well as their location on the data file.

Appendix B - **Value Distribution and Flag Frequencies** indicates the minimum, maximum, and mean values for each continuous variable, as well as the frequency, percent, cumulative frequency, and cumulative percent of all categorical variables.

Appendix C - **Glossary** defines all of the CCD data items.

Appendix D - **State Notes** provides comments for data users on individual states including information on when and how the data files were submitted by each state.

Appendix E - **Agency Universe Shuttle** is the paper copy of the agency survey form.

II. User's Guide

A. Methodology

Information at all levels of aggregation--school, agency, and state--is provided to NCES by officials in each SEA. Since it is understood that local education staff has already provided information to SEA officials in conjunction with established administrative records systems, it is not the policy of CCD survey staff to contact local personnel for data verification except in unusual circumstances. Certain edits are performed by survey staff and referred to SEA respondents for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

Although every public school must be administered by an education agency, it is not true that every education agency must operate schools. Some agencies provide support to other agencies and do not have teachers or students permanently assigned to them. In the event that a student is served by more than one agency, there may be some question about where to count the student's membership. Because the CCD asked for a headcount and not an FTE student count, the decision on where to report students is left up to the reporting officials unless it becomes clear to CCD staff that CCD survey rules are not being properly applied.

Comments about the Data File

Users of the data file need to be aware of certain conditions that are unique to the data file.

Undercoverage and Vertical Consistency - Although CCD coverage of traditional (i.e., regular; see Glossary for definition) public schools and school districts is virtually 100 percent, the same cannot be said for publicly-funded education outside of the traditional setting and organization. The CCD asks states to report all free public education in their state regardless of who administers the schools or districts. There are states that do not report schools that are administered by other state organizations besides the SEA (such as Health and Human Services or Department of Corrections). These schools include schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the state education agency. Conversely, when these institutions are reported on the school and agency universe files, the students and teachers may not be included in the count of persons for whom the state assumes responsibility in its official report.

Longitudinal Consistency - Although longitudinal consistency is a key principle of CCD, it is impossible for NCES to guarantee that state coordinators follow CCD conventions with regard to the deletion of closed schools or agencies and the addition of new ones. Confusion is particularly likely when local agencies merge.

Imputation Flag Options - Care has been taken to provide a meaningful value for every variable of this data file. In order to achieve this result, it was necessary in some cases for NCES to assign a value other than that reported - including a blank response - by the state coordinator responding to the CCD surveys. For each variable, there is a companion imputation variable containing a flag indicating whether the value in the variable was reported by the state or was edited by NCES using one of several methodologies.

- A - Adjustment
- N - Not applicable
- R - As reported by the state
- T - Total based on sum of internal or external detail

On the record layout, the imputation variable in each case is identified by the name of the variable preceded by an "I". The documentation explains any action taken by NCES in regard to each variable. A frequency distribution of the values of each imputation flag is attached in appendix B.

Missing Value Options - All data elements are either completed by the state or they have been filled with "0", "M", or "N".

0 - There are no occurrences of this data element. A value was expected and measured, but there were 0 (zero) cases found in the category. (For example, a district having no 12th graders would report 0.)

M - Data are missing. A value was expected and none was measured. (For example, a district that has at least one 12th grader but cannot measure the number of 12th graders would report M.)

N - Data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report N for 12th graders.)

Comments about the Data Fields

Data users should also take note of certain conditions regarding each variable on the file. The code in parentheses before the variable name indicates the field name, which is also referenced in appendix A. Counts are based on open units only.

(FIPST) FIPS Codes - A list of the Federal Information Processing Standards (FIPS) codes for each state and outlying area is attached. The Common Core of Data Public Education Agency and School Universe files used the "old" FIPS codes for the outlying areas prior to the 1991-92 survey year.

(LEAID) NCES Education Agency ID - Each record contains a unique NCES agency identification number. The first two characters of this number are the FIPS code.

(STID01) State Education Agency ID - State Local Education Agency ID contains an "N" for 1 agency record.

(NAME01) Name of Education Agency - Each record contains an agency name. NCES reviewed any record filling the 60 characters assigned, and may have adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(MSTREE01) Mailing Street - This field may contain a street address or a PO Box number. Also, some mailing addresses consist solely of a city and state, indicated by an "N" in the street address field. This field contains an "M" or an "N" for 17 records on the agency file. If the mailing street, city, state, and zip code fields were left blank or missing, data from the corresponding location

address fields were inserted.

(MCITY01) Mailing City - There may be some valid cases in which an agency may be located in one city and have a mailing address in another city. Mailing City contains an "M" for 3 records on the agency file.

(MSTATE01) Mailing State (PO Abbreviation) - There are valid cases in which an agency may be located in one state and have a mailing address in another state. A list of the 16 agencies that have a mailing state code different from their FIPS state is included at the end of this document.

(MZIP01, MZIP401) Mailing Zip Code + 4 - Mailing Zip contains an "M" for 3 records on the agency file. The last four digits may be blank if unknown.

(PHONE01) Area Code + Telephone Number - Telephone number was reported as "M" for 39 agencies.

(LSTREE01) Location Street - If the location street, city, state, and zip code fields were left blank, data from the corresponding mailing address fields were inserted.

(LCITY01) Location City - Location city contains an "M" for 3 records on the agency file.

(LSTATE01) Location State (PO Abbreviation) - Each record displays a location state in this field.

(LZIP00, LZIP401) Location Zip Code + 4 - Location zip code contains an "M" for 3 records on the agency file.

(TYPE01) Education Agency Type Code - Each record has an education agency type code. Agencies classified as supervisory union administrative centers (Type 3) generally do not report student membership, although Massachusetts and Vermont are exceptions, and report students in membership for such agencies. The Agency Type Codes are:

- 1 = Local school district that is not a component of a supervisory union.
- 2 = Local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.
- 3 = Supervisory union administrative center, or a county superintendent serving the same purpose.
- 4 = Regional education services agency, or a county superintendent serving the same purpose.
- 5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special need population.
- 6 = Federally-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special need population.
- 7 = Other education agencies that do not fit into the first six categories.

(UNION01) Supervisory Union ID - Supervisory Union ID contains an "M" for 174 supervisory union components (Type 2) and supervisory union (Type 3) records on the agency file.

(CONAME01) County Name - Each record, except for the Department of Defense overseas, has county name on the agency file.

(CONUM01) FIPS County Code - A small number of supervisory unions in New England states have a FIPS county code that differs from the county in which the agency is physically located. Each record, except for the Department of Defense overseas, has a county code on the agency file.

(CMSA01) CMSA/PMSA/MSA Code - Each record has a valid entry for this field. A value in this field indicates that the agency's address is associated with a large population nucleus designated by the U.S. Government as a metropolitan statistical area (MSA). If the agency is not in any type of metropolitan statistical area the field is zero filled. For all states but those in New England, the assignment was made using a file of FIPS county codes matched to metropolitan area codes. For the New England states, the assignment was made using the metropolitan area codes of the schools within the corresponding agency. The metropolitan area definitions used were those issued by the Office of Management and Budget (OMB) as of July, 1999.

(MSC01) Metropolitan (Metro) Status Code - Metro Status Code contains an "N" for 15 open records for the outlying areas and the Department of Defense records. This code is based upon the locale codes of the schools within the agency. Local education agencies in which all schools have a locale code of 5,6 or 7 (large town, small town, or rural) are assigned a Metro Status code of "3" (not a Metropolitan Statistical Area). Within this code, any agency with a value other than 000000 in the CMSA field, i.e., any agency whose address is within a CMSA/PMSA/MSA, is assigned a Metro Status Code of "2" (other Metropolitan Statistical Area). For agencies whose schools have locale codes of 1-4 or 8 (large city; mid-sized city; urban fringe of large city; urban fringe of mid-sized city; rural within a Metropolitan Statistical Area) enrollments are aggregated by locale code and the agency is assigned a Metro Status Code of "1" (central city) or "2" (other Metropolitan Statistical Area). Note that this procedure differs from the years prior to 1998-99 in which Metro Status Code was assigned solely on the basis of the agency's mailing address. (See a more detailed description of the Metro Status Code methodology at the end of this section).

(LOCALE01) District Locale Code - A District Locale Code was added to the file starting with the 2000-01 file. It is an NCES code to indicate the location of the district in relation to populous areas. (See a more detailed description of the District Locale Code methodology at the end of this section).

(BOUND01) Operational Status Code - All agencies are coded to reflect their status as reported for the 2001-02 school year. The valid responses include:

- 1 - No significant boundary change for this agency since the last report
- 2 - Agency closed with no effect on another agency's boundaries
- 3 - New agency formed with no effect on another agency's boundaries
- 4 - Agency is being added to the report for the first time, but has been in existence
- 5 - Agency has undergone a significant change in geographical boundaries

(GSLO01, GSHI01) Low/High Grade span offered - If low/high grade span was not reported, it was calculated using the low/high grade spans of the associated schools on the school universe file. Reported grade spans were adjusted when grades spans of the associated schools were found outside of the district grade span that was reported.

(UG01) Ungraded Membership - Ungraded students are reported as "N" for states in which students are not assigned to this grade category.

(PK1201) Prekindergarten-Grade 12 Membership - There are valid agency records that do not include students. Some regular school districts contract with other agencies to provide services for some of their students rather than operate schools for these students directly (such as special education students). These student counts are not reported for the receiving district to avoid duplication. Conversely, in cases where all services are provided by a contracting district, no student counts are reported for the sending district. Student counts are also not generally attributed to supervisory union administrative centers or regional education service agencies.

(MIGRNT01) Migrant Students Served in a Summer Program – Collected for the previous (2000-01) school year.

(SPECED01) Special Education - IEP Students - Individually written instructional plan for students with disabilities designated as special education students under IDEA-Part B.

Diploma Recipients by Race/Ethnicity, and by Gender - Diploma Recipients includes regular diploma recipients and other diploma recipients. Diploma recipient total counts that were not reported were calculated using reported diploma recipient detail. Collected for the previous (2000-01) school year.

Other High School Completers by Race/Ethnicity, and by Gender - Some states grant a certificate of attendance or completion in lieu of a diploma, as reported in these fields. Other high school completer total fields that were not reported were calculated using reported other high school completer detail. Collected for the previous (2000-01) school year.

Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Total FTE Teachers, Instructional Aides and Instructional Coordinators and Supervisors, Elementary Guidance Counselors, Secondary Guidance Counselors, Total Guidance, Librarians/Media Specialists, Librarians/Media Support Staff, LEA Administrators, LEA Administrative Support Staff, School Administrators, School Administrative Support Staff, Student Support Services Staff, All Other Support Staff - These data items were added to the Public Education Agency for the 1992-93 school year, having been reported previously only at the state level. Not all states are able to report each of these items.

Derived Variables - Number of Schools and Full-Time Equivalent (FTE) Teachers were derived from the individual school records on the Public School Universe file.

- (SCH01) Number of Schools - This variable is constructed from the Public School Universe file. It sums the number of schools on that file affiliated with the district.
- (TCH01) FTE Teachers - This variable is constructed from the Public School Universe file. It sums the FTE teachers reported on that file for schools affiliated with the district. FTE teachers are reported to the nearest tenth on the Public School and Agency Universe files. This is not necessarily the total number of teachers employed by the agency, since some teachers, often those providing special education or services to homebound students, may not be assigned to a

particular school. Thus FTE counts may be less than the total teacher counts obtained from agency staff reports for each state.

Metro Status Code (MSC) methodology

The metro status codes were assigned primarily through the use of existing locale codes using the following methods:

1. The agency file was matched to the school file. Agencies that did not have any associated schools assigned had their previous year's metro status codes pulled forward. If the prior year code was N, the code was assigned based on the city listed in the location address (or mailing address where no location address was provided).
2. Agencies with at least one associated school, but no enrollment, were separated from the main file.
3. The main file was then matched to the school file, and a count of locale codes by agency was obtained. (A list of the school locale codes is in the section, "District Locale Code Methodology".)
4. Any agency that had an associated school with a locale code of 1, 2, 3, 4, or 8 was then separated out for further analysis. The remaining agencies were assigned a locale code of 3.
5. Agencies having schools with a locale code of 1, 2, 3, 4, or 8 were then matched back to the school file. Enrollment numbers were aggregated up by locale code for each group of schools belonging to a specific locale code in the agency using the following two sets of groupings: 1) Locale codes 1 and 2 and 2) Locale codes 3, 4, 5, 6, 7, and 8. Those agencies whose schools in the first grouping had a greater enrollment number than those in the second grouping were assigned a metropolitan status code of 1. The remaining agencies were assigned a metro status code of 2. There were no ties.
6. Agencies with at least one associated school, but no enrollment, were then queried by the number of schools within each locale code. Those agencies that had an equal or greater number of schools in the first group "locale codes 1 and 2" were assigned a metro status code of 1. Those that had a predominance of schools in the second group were assigned a metro status code of 2 if any school in the agency had a locale code other than 5, 6, or 7. Otherwise they were assigned a code of 3.
7. Agencies that had only one school with no enrollment were assigned a metro status code of 1 if the school had a locale code of 1 or 2, a code of 2 if the school had a locale code of 3, 4, or 8, and a code of 3 if the school had a locale code of 5, 6, or 7.
8. Agencies with no associated schools and no prior year code were assigned a code based on the city listed in the location address (or mailing address where no location address was provided.)

9. Outlying areas and Department of Defense overseas agencies were assigned a code of “N” as they administer education in foreign countries. Their county codes and county numbers are also coded as “N.”

10. Metro Status Codes of 3 are changed to a 2 if the district has a numeric value other than 000000 in the CMSA field.

Metropolitan Status Code

Metropolitan status code is the classification of an education agency's service area relative to a Metropolitan Statistical Area. The agency 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.

District Locale Code methodology

Locale Code is a variable that NCES has created for general description, sampling, and other statistical purposes. It is based upon the location of the students and school buildings of the district, and in some cases may not reflect the entire attendance area or residences of enrolled students.

The district locale codes were assigned primarily through the use of school locale codes using the following methods. Once a district meets the criteria for assigning a code, it is removed from consideration:

1. If 50 percent or more of students attend schools in a single locale code, that code is assigned to the district.
2. Schools are grouped with locale codes 1 and 2 in one group; 3, 4, and 8 in another group; and 5, 6 and 7 in another group. The group that has the largest number of students is determined, and a district locale code is assigned based on the largest number of students in that group. If the number of students between two or more groups is the same, then the largest (i.e. most rural) locale code is assigned.
3. Districts with no schools or students were given a locale code of “N”.

District Locale Codes

- 1 = Large City
- 2 = Mid-size City
- 3 = Urban Fringe of a Large City
- 4 = Urban Fringe of a Mid-size City
- 5 = Large Town
- 6 = Small Town
- 7 = Rural, outside Metropolitan Statistical Area (MSA)
- 8 = Rural, inside MSA

Agencies with Mailing Address in Another State

NCES Agency ID	Agency Name	City	State
<u>Arizona Agencies</u>			
0400188	ADVANCED EDUCATION SVCS, INC	COLTON	CA
0400234	ACADEMY OF ARIZONA	SOUTHFIELD	MI
0400286	ADVANCED EDUCATION SERVICES	COLTON	CA
0400324	NEW EDUC. IN THE WORKPLACE	VISTA	CA
<u>Idaho Agencies</u>			
1602610	PLEASANT VALLEY SCH DIST 364	JORDAN VALLEY	OR
<u>Oregon Agencies</u>			
4100042	MCDERMITT SCH DIST 051	MCDERMITT	NV
<u>North Dakota Agencies</u>			
3803150	BOWLINE BUTTE 19	SIDNEY	MT
3805670	EARL 18	SIDNEY	MT
3818690	UNION 12	POLLOCK	SD
3820340	YELLOWSTONE 14	FAIRVIEW	MT
<u>South Dakota Agencies</u>			
4635010	GREATER HOYT 61-4	HAWARDEN	IA
4639740	LAKE HENDRICKS 05-4	HENDRICKS	MN
4665250	GREATER SCOTT 61-5	HAWARDEN	IA
<u>Vermont Agencies</u>			
5000010	RIVENDELL SUPERVISORY UNION	ORFORD	NH
5000024	RIVENDELL INTERSTATE SCH DIST	ORFORD	NH
5099955	SAU 70	HANOVER	NH

State FIPS Codes and Abbreviations Used in CCD Datasets

<u>STATE NAME</u>	<u>FIPS¹</u>	<u>STABBREV²</u>	<u>STATE NAME</u>	<u>FIPS¹</u>	<u>STABBREV²</u>
Alabama	01	AL	Oklahoma	40	OK
Alaska	02	AK	Oregon	41	OR
Arizona	04	AZ	Pennsylvania	42	PA
Arkansas	05	AR	Rhode Island	44	RI
California	06	CA	South Carolina	45	SC
Colorado	08	CO	South Dakota	46	SD
Connecticut	09	CT	Tennessee	47	TN
Delaware	10	DE	Texas	48	TX
District of Columbia	11	DC	Utah	49	UT
Florida	12	FL	Vermont	50	VT
Georgia	13	GA	Virginia	51	VA
Hawaii	15	HI	Washington	53	WA
Idaho	16	ID	West Virginia	54	WV
Illinois	17	IL	Wisconsin	55	WI
Indiana	18	IN	Wyoming	56	WY
Iowa	19	IA			
Kansas	20	KS	Department of Defense		
Kentucky	21	KY	Dependents Schools		
Louisiana	22	LA	(overseas)	58	DO ³
Maine	23	ME			
Maryland	24	MD	Department of Defense		
Massachusetts	25	MA	Dependents Schools		
Michigan	26	MI	(domestic)	61	DD ³
Minnesota	27	MN			
Mississippi	28	MS	Bureau of		
Missouri	29	MO	Indian Affairs	59	BI ³
Montana	30	MT			
Nebraska	31	NE			
Nevada	32	NV			
New Hampshire	33	NH	<u>OUTLYING AREAS</u>		
New Jersey	34	NJ	American Samoa	60	AS
New Mexico	35	NM	Guam	66	GU
New York	36	NY	Northern Marianas	69	MP
North Carolina	37	NC	Puerto Rico	72	PR
North Dakota	38	ND	Virgin Islands	78	VI
Ohio	39	OH			

¹ Federal Information Processing STD Codes (01-78).

² Postal State Abbreviation Codes.

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

B. User Guidelines for Processing the Local Education Agency Universe

Starting in 1999-2000, CCD data file names were changed to include a two-digit version number. The 2001-02 Local Education Agency Universe Survey SAS file is called AG011A.SD2 and the flat ASCII file is called AG011A.DAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (01 = 2001-02 CCD collection), the fifth and sixth characters indicate the version number (1 = Public File, A = first version). The record layout for the file is contained in appendix A.

Approximately one year after the release of the 1a files, NCES will release a revised data file. The purpose of the revised data file is to allow State Education Agencies to resubmit any corrections to their data. The revised file will be labeled 1b unless another revision of the original file has occurred sometime in that year due to an NCES error found on the file.

APPENDIX A - Record Layout

Common Core of Data, Local Education Agency Universe Survey, 2001-02

LRECL = 725

(*) Fields have one explicit decimal place

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

The file contains data for the school year 2001-2002 sorted by the NCES assigned local education agency identification code (LEAID).

Variable Name	Start Position	End Position	Field Length	Data Type	Description
LEAID	0001	0007	7	AN	NCES Local Education Agency ID. The first two positions of this field is also the FIPS state code.
+FIPST	0001	0002	2	AN	Federal Information Processing Standards, FIPS state code.
STID01	0008	0021	14	AN	State's own ID for the education agency.
NAME01	0022	0081	60	AN	Name of the education agency.
PHONE01	0082	0091	10	AN	Telephone number of education agency. NOTE: Position # 0082-0084 is the area code, and position # 0085-0091 is the exchange and number.
MSTREE01	0092	0121	30	AN	Mailing address of the agency -- may be a street address, a Post Office box number, or, if there is no address beyond CITY, STATE, and ZIP, the character "N".
MCITY01	0122	0151	30	AN	Name of the mailing address city.
MSTATE01	0152	0153	2	AN	Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP01	0154	0158	5	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP401	0159	0162	4	AN	Four-digit ZIP+4, if assigned; if none, field is blank.
LSTREE01	0163	0192	30	AN	Location Address.
LCITY01	0193	0222	30	AN	Location City.
LSTATE01	0223	0224	2	AN	Location State (PO abbreviation).
LZIP01	0225	0229	5	AN	Location 5 digit ZIP Code.
LZIP401	0230	0233	4	AN	Location +4 ZIP Code.

APPENDIX A - Record Layout

Common Core of Data, Local Education Agency Universe Survey, 2001-02

TYPE01	0234	0234	1	AN	<p>NCES code for type of agency :</p> <p>1 = Local school district that is not a component of a supervisory union.</p> <p>2 = Local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.</p> <p>3 = Supervisory union administrative center, or a county superintendent serving the same purpose.</p> <p>4 = Regional education services agency, or a county superintendent serving the same purpose.</p> <p>5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special need population.</p> <p>6 = Federally-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special need population.</p> <p>7 = Other education agencies that do not fit into the first six categories.</p>
UNION01	0235	0237	3	AN	<p>Supervisory Union Number. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the FIPS county number. If no number was reported, the field will contain "000".</p>
CONUM01	0238	0242	5	AN	<p>FIPS county number. NOTE: Position #0268-0269 is the FIPS state number, and position #0270-0271 is the FIPS number for county within state.</p>
CONAME01	0243	0272	30	AN	<p>Name of county.</p>
CMSA01	0273	0278	6	AN	<p>Unique numeric code assigned by U.S. Office of Management and Budget which identifies a geographic area consisting of a large population nucleus and social integration with that nucleus. If the agency is not located within one of these areas, the field will contain "000000".</p> <p>CMSA = Consolidated Metropolitan Statistical Area PMSA = Primary Metropolitan Statistical Area MSA = Metropolitan Statistical Area</p>
MSC01	0279	0279	1	AN	<p>NCES classification of the agency's service area relative to a Metropolitan Statistical Area.</p> <p>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</p>

APPENDIX A - Record Layout
Common Core of Data, Local Education Agency Universe Survey, 2001-02

LOCALE01	0280	0280	1	AN	<p>NCES code for location of the agency relative to populous areas:</p> <p>1 = Large City - A central city of Consolidated Metropolitan Statistical Area (CMSA) with the city having a population greater than or equal to 250,000.</p> <p>2 = Mid-size City - A central city of a CMSA or Metropolitan Statistical Area (MSA), with the city having a population less than 250,000.</p> <p>3 = Urban Fringe of 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.</p> <p>4 = Urban Fringe of 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.</p> <p>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.</p> <p>6 = Small Town - An incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA.</p> <p>7 = Rural, outside MSA - Any incorporated place, Census Designated Place, or non-place territory not within a CMSA or MSA of a Large or Mid-size City and defined as rural by the Census Bureau.</p> <p>8 = Rural, inside MSA - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large or Mid-size City and defined as rural by the Census Bureau.</p>
BOUND01	0281	0281	1	AN	<p>The boundary change indicator is a classification of changes in an education agency's boundaries since the last report to NCES. The options are:</p> <p>1 = No change since last report.</p> <p>2 = Education agency has closed with no effect on another agency's boundaries.</p> <p>3 = This is a new education agency formed with no effect on another agency's boundaries.</p> <p>4 = Agency was in existence, but not reported on previous year's CCD agency universe, and is now being added.</p> <p>5 = Agency has undergone a significant change in geographical boundaries or instructional responsibility.</p>
GSLO01	0282	0283	2	AN	<p>Agency low grade offered. If grade span data were not reported, this field was calculated from the low grade spans of the associated schools on the CCD School Universe file.</p>

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GSHI01	0284	0285	2	AN	Agency high grade offered. If grade span data were not reported, this field was calculated from the high grade spans of the associated schools on the CCD School Universe file. When combined, GSLO01 and GSHI01 are the Grade Span of the school.
SCH01	0286	0290	5	N	Aggregate number of schools associated with this agency on the CCD Public School file.
TEACH01	0291	0297	7*	N	Aggregate FTE classroom teachers reported for schools associated with this agency on the CCD Public School file, reported to the nearest tenth; field includes one explicit decimal point. This is NOT necessarily the total number of teachers employed by this agency.
UG01	0298	0304	7	N	Total students in classes or programs without standard grade designations.
PK1201	0305	0311	7	N	Total students in classes from prekindergarten through 12th grade that are part of the public school program.
MEMBER01	0312	0318	7	N	Calculated total student membership of the Local Education Agency: The Sum of the fields UG01 and PK1201.
MIGRNT01	0319	0325	7	N	The number of migrant students, as defined under 34 CFR 200.40, enrolled in summer programs during the summer immediately prior to the 2001-2002 school year.
SPECED01	0326	0332	7	N	Count of all students having a written Individual Education Program (IEP) under IDEA – Part B.
LEP01	0333	0339	7	N	The number of Limited-English Proficient students served in appropriate programs (ELL, for English Language Learner, is the new term for this field and will be used in the 2002-03 file).
PKTCH01	0340	0346	7*	N	Prekindergarten Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
KGTCH01	0347	0353	7*	N	Kindergarten Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
ELMTCH01	0354	0360	7*	N	Elementary Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SECTCH01	0361	0367	7*	N	Secondary Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
UGTCH01	0368	0374	7*	N	Teachers of classes or programs to which students are assigned without standard grade designation. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTTCH01	0375	0381	7*	N	Total Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
AIDES01	0382	0388	7*	N	Instructional Aides. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
CORSUP01	0389	0395	7*	N	Instructional Coordinators & Supervisors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.

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ELMGUI01	0396	0402	7*	N	Elementary Guidance Counselors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
SECGUI01	0403	0409	7*	N	Secondary Guidance Counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTGUI01	0410	0416	7*	N	Total Guidance Counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSPE01	0417	0423	7*	N	Librarians/Media Specialists. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSUP01	0424	0430	7*	N	Library/Media Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEAADM01	0431	0437	7*	N	LEA Administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEASUP01	0438	0444	7*	N	LEA Administrative Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHADM01	0445	0451	7*	N	School Administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHSUP01	0452	0458	7*	N	School Administrative Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
STUSUP01	0459	0465	7*	N	Student Support Services Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
OTHSUP01	0466	0472	7*	N	All Other Support Services Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTDPL01	0473	0478	6	N	Total Diploma Recipients. Includes both regular and other diploma recipients, comparable to adding REGDIP and OTHDIP from previous year's agency file.
AMDPLM01	0479	0484	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - male.
AMDPLF01	0485	0490	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - female.
AMDPLU01	0491	0496	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - gender unknown.
ASDPLM01	0497	0502	6	N	Diploma Recipients - Asian/Pacific Islander - male.
ASDPLF01	0503	0508	6	N	Diploma Recipients - Asian/Pacific Islander - female.
ASDPLU01	0509	0514	6	N	Diploma Recipients - Asian/Pacific Islander - gender unknown.
HIDPLM01	0515	0520	6	N	Diploma Recipients - Hispanic - male.
HIDPLF01	0521	0526	6	N	Diploma Recipients - Hispanic - female.
HIDPLU01	0527	0532	6	N	Diploma Recipients - Hispanic - gender unknown.
BLDPLM01	0533	0538	6	N	Diploma Recipients - Black, not Hispanic - male.
BLDPLF01	0539	0544	6	N	Diploma Recipients - Black, not Hispanic - female.

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BLDPLU01	0545	0550	6	N	Diploma Recipients - Black, not Hispanic - gender unknown.
WHDPLM01	0551	0556	6	N	Diploma Recipients - White, not Hispanic - male.
WHDPLF01	0557	0562	6	N	Diploma Recipients - White, not Hispanic - female.
WHDPLU01	0563	0568	6	N	Diploma Recipients - White, not Hispanic - gender unknown.
TOTOHC01	0569	0574	6	N	Total Other High School Completers. Comparable to OTHCOM from previous year's agency file.
AMOHCM01	0575	0580	6	N	Other High School Completers - Amer. Indian/Alaskan Native - male.
AMOHCF01	0581	0586	6	N	Other High School Completers - Amer. Indian/Alaskan Native - female.
AMOHCU01	0587	0592	6	N	Other High School Completers - Amer. Indian/Alaskan Native - gender unknown.
ASOHCM01	0593	0598	6	N	Other High School Completers - Asian/Pacific Islander - male.
ASOHCF01	0599	0604	6	N	Other High School Completers - Asian/Pacific Islander - female.
ASOHCU01	0605	0610	6	N	Other High School Completers - Asian/Pacific Islander - gender unknown.
HIOHCM01	0611	0616	6	N	Other High School Completers - Hispanic - male.
HIOHCF01	0617	0622	6	N	Other High School Completers - Hispanic - female.
HIOHCU01	0623	0628	6	N	Other High School Completers - Hispanic - gender unknown.
BLOHCM01	0629	0634	6	N	Other High School Completers - Black, not Hispanic - male.
BLOHCF01	0635	0640	6	N	Other High School Completers - Black, not Hispanic - female.
BLOHCU01	0641	0646	6	N	Other High School Completers - Black, not Hispanic - gender unknown.
WHOHCM01	0647	0652	6	N	Other High School Completers - White, not Hispanic - male.
WHOHCF01	0653	0658	6	N	Other High School Completers - White, not Hispanic - female.
WHOHCU01	0659	0664	6	N	Other High School Completers - White, not Hispanic - gender unknown.
IGSLO01	0665	0665	1	AN	If this field contains anything other than "R", the GSLO value originally submitted was adjusted.
IGSHI01	0666	0666	1	AN	If this field contains anything other than "R", the GSHI value originally submitted was adjusted.
ISCH01	0667	0667	1	AN	If this field contains anything other than "T", the aggregate number of schools associated with this agency on the school universe file was adjusted.
ITEACH01	0668	0668	1	AN	If this field contains anything other than "T", the aggregate FTE classroom teacher count reported for schools associated with this agency on the school universe file was adjusted.
IUG01	0669	0669	1	AN	If this field contains anything other than "R", the Ungraded Student count originally submitted was adjusted.

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IPK1201	0670	0670	1	AN	If this field contains anything other than "R", the PK through 12 Student count originally submitted was adjusted.
IMEMB01	0671	0671	1	AN	If this field contains anything other than "T", the Total Student count (Ungraded + PK through 12) was adjusted.
IMIGRN01	0672	0672	1	AN	If this field contains anything other than "R", the Migrant Student count originally submitted was adjusted.
ISPEC01	0673	0673	1	AN	If this field contains anything other than "R", the Special Education - IEP count originally submitted was adjusted.
ILEP01	0674	0674	1	AN	If this field contains anything other than "R", the Limited-English-Proficient Student count originally submitted was adjusted.
IPKTCH01	0675	0675	1	AN	If this field contains anything other than "R", the Prekindergarten Teacher count originally submitted was adjusted.
IKGTCH01	0676	0676	1	AN	If this field contains anything other than "R", the Kindergarten Teacher count originally submitted was adjusted.
IELTCH01	0677	0677	1	AN	If this field contains anything other than "R", the Elementary Teacher count originally submitted was adjusted.
ISETCH01	0678	0678	1	AN	If this field contains anything other than "R", the Secondary Teacher count originally submitted was adjusted.
IUGTCH01	0679	0679	1	AN	If this field contains anything other than "R", the Teachers of Ungraded Classes count originally submitted was adjusted.
ITOTCH01	0680	0680	1	AN	If this field contains anything other than "R", the Total FTE Teacher count originally submitted was adjusted.
IAIDES01	0681	0681	1	AN	If this field contains anything other than "R", the Instructional Aides count originally submitted was adjusted.
ICOSUP01	0682	0682	1	AN	If this field contains anything other than "R", the Instructional Coordinators & Supervisors count originally submitted was adjusted.
IELGUI01	0683	0683	1	AN	If this field contains anything other than "R", the Elementary Guidance Counselors count originally submitted was adjusted.
ISEGUI01	0684	0684	1	AN	If this field contains anything other than "R", the Secondary Guidance Counselors count originally submitted was adjusted.
ITOGUI01	0685	0685	1	AN	If this field contains anything other than "R", the Total Guidance Counselors count originally submitted was adjusted.
ILISPE01	0686	0686	1	AN	If this field contains anything other than "R", the Librarians/Media Specialists count originally submitted was adjusted.
ILISUP01	0687	0687	1	AN	If this field contains anything other than "R", the Library/Media Support Staff count originally submitted was adjusted.
ILEADM01	0688	0688	1	AN	If this field contains anything other than "R", the LEA Administrators count originally submitted was adjusted.
ILESUP01	0689	0689	1	AN	If this field contains anything other than "R", the LEA Administrative Support Staff count originally submitted was adjusted.

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ISCADM01	0690	0690	1	AN	If this field contains anything other than "R", the School Administrative Support Staff count originally submitted was adjusted.
ISCSUP01	0691	0691	1	AN	If this field contains anything other than "R", the School Administrative Support Staff count originally submitted was adjusted.
ISTSUP01	0692	0692	1	AN	If this field contains anything other than "R", the Student Support Services Staff count originally submitted was adjusted.
IOTSUP01	0693	0693	1	AN	If this field contains anything other than "R", the All Other Support Services Staff count originally submitted was adjusted.
ITDPL01	0694	0694	1	AN	If this field contains anything other than "R", the Total Diploma Recipients count originally submitted was adjusted.
IAMDPM01	0695	0695	1	AN	If this field contains anything other than "R", the Diploma Recipients - Amer. Indian/Alaskan Native - male count originally submitted was adjusted.
IAMDPF01	0696	0696	1	AN	If this field contains anything other than "R", the Diploma Recipients - Amer. Indian/Alaskan Native - female count originally submitted was adjusted.
IAMDPU01	0697	0697	1	AN	If this field contains anything other than "R", the Diploma Recipients - Amer. Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IASDPM01	0698	0698	1	AN	If this field contains anything other than "R", the Diploma Recipients - Asian/Pacific Islander - male count originally submitted was adjusted.
IASDPF01	0699	0699	1	AN	If this field contains anything other than "R", the Diploma Recipients - Asian/Pacific Islander - female count originally submitted was adjusted.
IASDPU01	0700	0700	1	AN	If this field contains anything other than "R", the Diploma Recipients - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHIDPM01	0701	0701	1	AN	If this field contains anything other than "R", the Diploma Recipients - Hispanic - male count originally submitted was adjusted.
IHIDPF01	0702	0702	1	AN	If this field contains anything other than "R", the Diploma Recipients - Hispanic - female count originally submitted was adjusted.
IHIDPU01	0703	0703	1	AN	If this field contains anything other than "R", the Diploma Recipients - Hispanic - gender unknown count originally submitted was adjusted.
IBLDPM01	0704	0704	1	AN	If this field contains anything other than "R", the Diploma Recipients - Black, not Hispanic - male count originally submitted was adjusted.
IBLDPF01	0705	0705	1	AN	If this field contains anything other than "R", the Diploma Recipients - Black, not Hispanic - female count originally submitted was adjusted.
IBLDPU01	0706	0706	1	AN	If this field contains anything other than "R", the Diploma Recipients - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWHDPM01	0707	0707	1	AN	If this field contains anything other than "R", the Diploma Recipients - White, not Hispanic - male count originally submitted was adjusted.

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IWHDPF01	0708	0708	1	AN	If this field contains anything other than "R", the Diploma Recipients - White, not Hispanic - female count originally submitted was adjusted.
IWHDFU01	0709	0709	1	AN	If this field contains anything other than "R", the Diploma Recipients - White, not Hispanic - gender unknown count originally submitted was adjusted.
ITOHC01	0710	0710	1	AN	If this field contains anything other than "R", the Total Other High School Completers count originally submitted was adjusted.
IAMOCM01	0711	0711	1	AN	If this field contains anything other than "R", the Other High School Completers - Amer. Indian/Alaskan Native - male count originally submitted was adjusted.
IAMOCF01	0712	0712	1	AN	If this field contains anything other than "R", the Other High School Completers - Amer. Indian/Alaskan Native - female count originally submitted was adjusted.
IAMOCU01	0713	0713	1	AN	If this field contains anything other than "R", the Other High School Completers - Amer. Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IASOCM01	0714	0714	1	AN	If this field contains anything other than "R", the Other High School Completers - Asian/Pacific Islander - male count originally submitted was adjusted.
IASOCF01	0715	0715	1	AN	If this field contains anything other than "R", the Other High School Completers - Asian/Pacific Islander - female count originally submitted was adjusted.
IASOCU01	0716	0716	1	AN	If this field contains anything other than "R", the Other High School Completers - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHIOCM01	0717	0717	1	AN	If this field contains anything other than "R", the Other High School Completers - Hispanic - male count originally submitted was adjusted.
IHIOCF01	0718	0718	1	AN	If this field contains anything other than "R", the Other High School Completers - Hispanic - female count originally submitted was adjusted.
IHIOCU01	0719	0719	1	AN	If this field contains anything other than "R", the Other High School Completers - Hispanic - gender unknown count originally submitted was adjusted.
IBLOCM01	0720	0720	1	AN	If this field contains anything other than "R", the Other High School Completers - Black, not Hispanic - male count originally submitted was adjusted.
IBLOCF01	0721	0721	1	AN	If this field contains anything other than "R", the Other High School Completers - Black, not Hispanic - female count originally submitted was adjusted.
IBLOCU01	0722	0722	1	AN	If this field contains anything other than "R", the Other High School Completers - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWHOCM01	0723	0723	1	AN	If this field contains anything other than "R", the Other High School Completers - White, not Hispanic - male count originally submitted was

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adjusted.

IWHOCF01	0724	0724	1	AN	If this field contains anything other than "R", the Other High School Completers - White, not Hispanic - female count originally submitted was adjusted.
IWHOCU01	0725	0725	1	AN	If this field contains anything other than "R", the Other High School Completers - White, not Hispanic - gender unknown count originally submitted was adjusted.

APPENDIX B – Value Distribution and Field Frequencies
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Variable	Label	Minimum	Maximum	Mean	N
SCH01	Number Of Schools (School Univ)	0.0	1538.0	5.6	17140
TEACH01	Total Classroom Teachers (School Univ)	0.0	42882.0	172.6	14833
UG01	Total Ungraded Students	0.0	72116.0	44.1	10750
PK1201	Total PK thru 12 Students	0.0	977715.0	3003.9	15944
MEMBER01	Total Calculated Students	0.0	1049831.0	3030.7	15959
MIGRNT01	Migrant Students	0.0	5221.0	29.6	7836
SPECED01	Count Of Special Ed IEP Students	0.0	146328.0	404.6	15806
LEP01	Limited-English-Proficient Students	0.0	307594.0	289.2	13406
PKTCH01	Prekindergarten Teachers	0.0	894.5	2.1	12692
KGTCH01	Kindergarten Teachers	0.0	4616.0	10.2	13882
ELMTCH01	Elementary Teachers	0.0	31887.0	93.7	16351
SECTCH01	Secondary Teachers	0.0	19037.7	68.6	16055
UGTCH01	Teachers Of Ungraded Classes	0.0	9820.9	19.7	12137
TOTTCH01	Total Fte Teachers	0.0	65803.5	185.6	16408
AIDES01	Instructional Aides	0.0	15321.0	42.8	14794
CORSUP01	Instructional Coordinators/Supervisors	0.0	1022.2	2.9	15493
ELMGUI01	Elementary Guidance Counselors	0.0	725.3	2.7	14947
SECGUI01	Secondary Guidance Counselors	0.0	1254.3	3.7	14935
TOTGUI01	Total Guidance	0.0	1979.7	6.3	16080
LIBSPE01	Librarians/Media Specialists	0.0	1006.0	3.5	16076
LIBSUP01	Library Media Support Staff	0.0	310.6	2.7	11473
LEAADM01	Lea Administrators	0.0	1602.0	4.0	16197
LEASUP01	Lea Administrators Support Staff	0.0	6053.5	11.6	13837
SCHADM01	School Administrators	0.0	3035.6	10.0	16351
SCHSUP01	School Administrators Support Staff	0.0	10811.6	17.6	12768
STUSUP01	Student Support Services Staff	0.0	3854.0	11.8	15674
OTHSUP01	All Other Support Staff	0.0	45371.1	77.7	14904
TOTDPL01	Diploma Recip (Total)	0.0	39577.0	217.2	12020
AMDPLM01	Diploma Recip (Amer Ind/AK Nat-Male)	0.0	327.0	1.0	11453
AMDPLF01	Diploma Recip (Amer Ind/AK Nat-Female)	0.0	412.0	1.1	11453
AMDPLU01	Diploma Recip (Amer Ind/AK Nat-Unknown)	0.0	0.0	0.0	11453
ASDPLM01	Diploma Recip (Asian/Pac Isl-Male)	0.0	3732.0	5.4	11437
ASDPLF01	Diploma Recip (Asian/Pac Isl-Female)	0.0	3802.0	5.6	11437
ASDPLU01	Diploma Recip (Asian/Pac Isl-Unknown)	0.0	724.0	0.1	11453
HIDPLM01	Diploma Recip (Hispanic-Male)	0.0	13521.0	13.0	11438
HIDPLF01	Diploma Recip (Hispanic-Female)	0.0	16633.0	14.5	11438
HIDPLU01	Diploma Recip (Hispanic-Unknown)	0.0	231.0	0.4	11453
BLDPLM01	Diploma Recip (Black-Male)	0.0	5405.0	12.4	11438
BLDPLF01	Diploma Recip (Black-Female)	0.0	7392.0	15.1	11438
BLDPLU01	Diploma Recip (Black-Unknown)	0.0	92.0	#	11453
WHDPLM01	Diploma Recip (White-Male)	0.0	4187.0	73.3	11437
WHDPLF01	Diploma Recip (White-Female)	0.0	4384.0	74.2	11437

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Variable	Label	Minimum	Maximum	Mean	N
WHDPLU01	Diploma Recip (White-Unknown)	0.0	234.0	0.1	11453
TOTOHC01	Other HS Completers (Total)	0.0	2420.0	9.1	5430
AMOHCM01	Other HS Complet (Amer Ind/AK Nat-Male)	0.0	12.0	#	5089
AMOHCF01	Other HS Complet (Amer Ind/AK Nat-Female)	0.0	12.0	#	5089
AMOHCU01	Other HS Complet (Amer Ind/AK Nat-Unknow)	0.0	2.0	#	5096
ASOHCM01	Other HS Complet (Asian/Pac Isl-Male)	0.0	112.0	0.1	5089
ASOHCF01	Other HS Complet (Asian/Pac Isl-Female)	0.0	58.0	0.1	5089
ASOHCU01	Other HS Complet (Asian/Pac Isl-Unknown)	0.0	2.0	#	5096
HIOHCM01	Other HS Complet (Hispanic-Male)	0.0	1297.0	0.6	5077
HIOHCF01	Other HS Complet (Hispanic-Female)	0.0	1123.0	0.6	5077
HIOHCU01	Other HS Complet (Hispanic-Unknown)	0.0	6.0	#	5096
BLOHCM01	Other HS Complet (Black-Male)	0.0	426.0	1.5	4996
BLOHCF01	Other HS Complet (Black-Female)	0.0	295.0	1.4	4996
BLOHCU01	Other HS Complet (Black-Unknown)	0.0	39.0	0.1	5096
WHOHCM01	Other HS Complet (White-Male)	0.0	588.0	2.3	4888
WHOHCF01	Other HS Complet (White-Female)	0.0	570.0	1.8	4888
WHOHCU01	Other HS Complet (White-Unknown)	0.0	44.0	0.3	5096

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Agency Type Code

TYPE01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	12847	74.36	12847	74.36
2	1801	10.42	14648	84.79
3	435	2.52	15083	87.31
4	874	5.06	15957	92.37
5	159	0.92	16116	93.29
6	57	0.33	16173	93.62
7	1103	6.38	17276	100.00

Metro Status Code

MSC01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1540	8.91	1540	8.91
2	6985	40.43	8525	49.35
3	8600	49.78	17125	99.13
N	151	0.87	17276	100.00

Agency Locale Code

LOCALE01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	638	3.69	638	3.69
2	828	4.79	1466	8.49
3	2767	16.02	4233	24.50
4	1166	6.75	5399	31.25
5	128	0.74	5527	31.99
6	2227	12.89	7754	44.88
7	5810	33.63	13564	78.51
8	2177	12.60	15741	91.11
N	1535	8.89	17276	100.00

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Operational Status Code

BOUND01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	16811	97.31	16811	97.31
2	136	0.79	16947	98.10
3	241	1.39	17188	99.49
4	43	0.25	17231	99.74
5	45	0.26	17276	100.00

Agency Low Grade Offered

GSLO01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	1035	5.99	1035	5.99
01	84	0.49	1119	6.48
02	9	0.05	1128	6.53
03	16	0.09	1144	6.62
04	19	0.11	1163	6.73
05	45	0.26	1208	6.99
06	146	0.85	1354	7.84
07	198	1.15	1552	8.98
08	34	0.20	1586	9.18
09	695	4.02	2281	13.20
10	20	0.12	2301	13.32
11	17	0.10	2318	13.42
12	3	0.02	2321	13.43
KG	5730	33.17	8051	46.60
N	136	0.79	8187	47.39
PK	8928	51.68	17115	99.07
UG	161	0.93	17276	100.00

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Agency High Grade Offered

GSHI01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	1035	5.99	1035	5.99
01	4	0.02	1039	6.01
02	10	0.06	1049	6.07
03	18	0.10	1067	6.18
04	50	0.29	1117	6.47
05	96	0.56	1213	7.02
06	589	3.41	1802	10.43
07	69	0.40	1871	10.83
08	2659	15.39	4530	26.22
09	54	0.31	4584	26.53
10	32	0.19	4616	26.72
11	41	0.24	4657	26.96
12	12254	70.93	16911	97.89
KG	6	0.03	16917	97.92
N	136	0.79	17053	98.71
PK	62	0.36	17115	99.07
UG	161	0.93	17276	100.00

Agency Low Grade Offered Adj Flag

IGSL001	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3887	22.50	3887	22.50
N	136	0.79	4023	23.29
R	13253	76.71	17276	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Agency High Grade Offered Adj Flag

IGSHI01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3450	19.97	3450	19.97
N	136	0.79	3586	20.76
R	13690	79.24	17276	100.00

Number Of Schools Adj Flag

ISCH01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	136	0.79	136	0.79
T	17140	99.21	17276	100.00

Number Of Teachers Adj Flag

ITEACH01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	136	0.79	136	0.79
T	17140	99.21	17276	100.00

Ungraded Students Adj Flag

IUG01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	983	5.69	983	5.69
N	136	0.79	1119	6.48
R	16157	93.52	17276	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

PK Thru 12 Adj Flag

IPK1201	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	562	3.25	562	3.25
N	136	0.79	698	4.04
R	16578	95.96	17276	100.00

Students Adj Flag

IMEMB01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	136	0.79	136	0.79
T	17140	99.21	17276	100.00

Migrant Students Adj Flag

IMIGRN01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2772	16.05	2772	16.05
N	136	0.79	2908	16.83
R	14368	83.17	17276	100.00

Special Ed Iep Students Adj Flag

ISPEC01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	586	3.39	586	3.39
N	136	0.79	722	4.18
R	16554	95.82	17276	100.00

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Limited-Eng-Proficient Students Adj Flag

ILEP01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	917	5.31	917	5.31
N	136	0.79	1053	6.10
R	16223	93.90	17276	100.00

Prekindergarten Teachers Adj Flag

IPKTCH01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2102	12.17	2102	12.17
N	136	0.79	2238	12.95
R	15038	87.05	17276	100.00

Kindergarten Teachers Adj Flag

IKGTCH01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2045	11.84	2045	11.84
N	136	0.79	2181	12.62
R	15095	87.38	17276	100.00

Elementary Teachers Adj Flag

IELTCH01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	116	0.67	116	0.67
N	136	0.79	252	1.46
R	17024	98.54	17276	100.00

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Secondary Teachers Adj Flag

ISETCH01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	116	0.67	116	0.67
N	136	0.79	252	1.46
R	17024	98.54	17276	100.00

Ungraded Teachers Adj Flag

IUGTCH01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1440	8.34	1440	8.34
N	136	0.79	1576	9.12
R	15700	90.88	17276	100.00

Total FTE Teachers Adj Flag

ITOTCH01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	116	0.67	116	0.67
N	136	0.79	252	1.46
R	17024	98.54	17276	100.00

Instructional Aides Adj Flag

IAIDES01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1364	7.90	1364	7.90
N	136	0.79	1500	8.68
R	15776	91.32	17276	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Instruct Coordinators/Super Adj Flag

ICOSUP01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	309	1.79	309	1.79
N	136	0.79	445	2.58
R	16831	97.42	17276	100.00

Elementary Guidance Counselor Adj Flag

IELGUI01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	597	3.46	597	3.46
N	136	0.79	733	4.24
R	16543	95.76	17276	100.00

Secondary Guidance Counselor Adj Flag

ISEGUI01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	597	3.46	597	3.46
N	136	0.79	733	4.24
R	16543	95.76	17276	100.00

Total Guidance Counselor Adj Flag

ITOGUI01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	116	0.67	116	0.67
N	136	0.79	252	1.46
R	17024	98.54	17276	100.00

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Librarian/Media Specialist Adj Flag

ILISPE01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	117	0.68	117	0.68
N	136	0.79	253	1.46
R	17023	98.54	17276	100.00

Library Media Support Staff Adj Flag

ILISUP01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1427	8.26	1427	8.26
N	136	0.79	1563	9.05
R	15713	90.95	17276	100.00

Lea Administrator Adj Flag

ILEADM01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	119	0.69	119	0.69
N	136	0.79	255	1.48
R	17021	98.52	17276	100.00

Lea Admin Support Staff Adj Flag

ILESUP01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2029	11.74	2029	11.74
N	136	0.79	2165	12.53
R	15111	87.47	17276	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
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School Admin Adj Flag

ISCADM01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	116	0.67	116	0.67
N	136	0.79	252	1.46
R	17024	98.54	17276	100.00

School Admin Support Staff Adj Flag

ISCSUP01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2554	14.78	2554	14.78
N	136	0.79	2690	15.57
R	14586	84.43	17276	100.00

Student Support Serv Staff Adj Flag

ISTSUP01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	254	1.47	254	1.47
N	136	0.79	390	2.26
R	16886	97.74	17276	100.00

All Other Support Staff Adj Flag

IOTSUP01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1261	7.30	1261	7.30
N	136	0.79	1397	8.09
R	15879	91.91	17276	100.00

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Dipl Recip (Total) Adj Flag

ITDPL01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3943	22.82	3943	22.82
N	136	0.79	4079	23.61
R	13197	76.39	17276	100.00

Dipl Recip Amer Ind/AK Nat-Male Adj Flag

IAMDPM01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3530	20.43	3530	20.43
N	136	0.79	3666	21.22
R	13610	78.78	17276	100.00

Dipl Recip Amer Ind/AK Nat-Fem Adj Flag

IAMDPF01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3537	20.47	3537	20.47
N	136	0.79	3673	21.26
R	13603	78.74	17276	100.00

Dipl Recip Amer Ind/AK Nat-Unk Adj Flag

IAMDPU01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	8372	48.46	8372	48.46
N	136	0.79	8508	49.25
R	8768	50.75	17276	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Dipl Recip Asian/Pac Isl-Male Adj Flag

IASDPM01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3508	20.31	3508	20.31
N	136	0.79	3644	21.09
R	13632	78.91	17276	100.00

Dipl Recip Asian/Pac Isl-Fem Adj Flag

IASDPF01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3512	20.33	3512	20.33
N	136	0.79	3648	21.12
R	13628	78.88	17276	100.00

Dipl Recip Asian/Pac Isl-Unk Adj Flag

IASDPU01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	8356	48.37	8356	48.37
N	136	0.79	8492	49.15
R	8784	50.85	17276	100.00

Dipl Recip Hispanic-Male Adj Flag

IHIDPM01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3472	20.10	3472	20.10
N	136	0.79	3608	20.88
R	13668	79.12	17276	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Dipl Recip Hispanic-Female Adj Flag

IHIDPF01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3477	20.13	3477	20.13
N	136	0.79	3613	20.91
R	13663	79.09	17276	100.00

Dipl Recip Hispanic-Unknown Adj Flag

IHIDPU01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	8356	48.37	8356	48.37
N	136	0.79	8492	49.15
R	8784	50.85	17276	100.00

Dipl Recip Black-Male Adj Flag

IBLDPM01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3538	20.48	3538	20.48
N	136	0.79	3674	21.27
R	13602	78.73	17276	100.00

Dipl Recip Black-Female Adj Flag

IBLDPF01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3547	20.53	3547	20.53
N	136	0.79	3683	21.32
R	13593	78.68	17276	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Dipl Recip Black-Unknown Adj Flag

IBLDPU01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	8357	48.37	8357	48.37
N	136	0.79	8493	49.16
R	8783	50.84	17276	100.00

Dipl Recip White-Male Adj Flag

IWHDPM01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3402	19.69	3402	19.69
N	136	0.79	3538	20.48
R	13738	79.52	17276	100.00

Dipl Recip White-Female Adj Flag

IWHDPF01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3404	19.70	3404	19.70
N	136	0.79	3540	20.49
R	13736	79.51	17276	100.00

Dipl Recip White-Unknown Adj Flag

IWHDPU01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	8356	48.37	8356	48.37
N	136	0.79	8492	49.15
R	8784	50.85	17276	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Oth HS Completers (Total) Adj Flag

ITOHC01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9515	55.08	9515	55.08
N	136	0.79	9651	55.86
R	7625	44.14	17276	100.00

Oth HS Compl Am Ind/AK Nat-Male Adj Flag

IAMOCM01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9548	55.27	9548	55.27
N	136	0.79	9684	56.05
R	7592	43.95	17276	100.00

Oth HS Compl Am Ind/AK Nat-Fem Adj Flag

IAMOCF01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9550	55.28	9550	55.28
N	136	0.79	9686	56.07
R	7590	43.93	17276	100.00

Oth HS Compl Am Ind/AK Nat-Unk Adj Flag

IAMOCU01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	11095	64.22	11095	64.22
N	136	0.79	11231	65.01
R	6045	34.99	17276	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Oth HS Compl Asian/Pac Isl-Male Adj Flag

IASOCM01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9527	55.15	9527	55.15
N	136	0.79	9663	55.93
R	7613	44.07	17276	100.00

Oth HS Compl Asian/Pac Isl-Fem Adj Flag

IASOCF01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9515	55.08	9515	55.08
N	136	0.79	9651	55.86
R	7625	44.14	17276	100.00

Oth HS Compl Asian/Pac Isl-Unk Adj Flag

IASOCU01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	11095	64.22	11095	64.22
N	136	0.79	11231	65.01
R	6045	34.99	17276	100.00

Oth HS Compl Hispanic-Male Adj Flag

IHI0CM01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9491	54.94	9491	54.94
N	136	0.79	9627	55.72
R	7649	44.28	17276	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Oth HS Compl Hispanic-Female Adj Flag

IHIOCF01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9518	55.09	9518	55.09
N	136	0.79	9654	55.88
R	7622	44.12	17276	100.00

Oth HS Compl Hispanic-Unknown Adj Flag

IHIUCU01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	11094	64.22	11094	64.22
N	136	0.79	11230	65.00
R	6046	35.00	17276	100.00

Oth HS Compl Black-Male Adj Flag

IBLOCM01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9455	54.73	9455	54.73
N	136	0.79	9591	55.52
R	7685	44.48	17276	100.00

Oth HS Compl Black-Female Adj Flag

IBLOCF01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9454	54.72	9454	54.72
N	136	0.79	9590	55.51
R	7686	44.49	17276	100.00

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2001-02**

Oth HS Compl Black-Unknown Adj Flag

IBLOCU01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	11095	64.22	11095	64.22
N	136	0.79	11231	65.01
R	6045	34.99	17276	100.00

Oth HS Compl White-Male Adj Flag

IWHOCM01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9247	53.53	9247	53.53
N	136	0.79	9383	54.31
R	7893	45.69	17276	100.00

Oth HS Compl White-Female Adj Flag

IWHOCF01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9249	53.54	9249	53.54
N	136	0.79	9385	54.32
R	7891	45.68	17276	100.00

Oth HS Compl White-Unknown Adj Flag

IWHOCU01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	11093	64.21	11093	64.21
N	136	0.79	11229	65.00
R	6047	35.00	17276	100.00

Imputation Flags:

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APPENDIX C - Glossary

Common Core of Data, 2001-02

For CCD to have comparable data across states, all states must abide by the same standard definitions when reporting on schools, students, and staff. To ensure a common understanding, definitions for critical terms are presented below. The glossary contains definitions for all variables and terms found on the CCD school, agency, or state files.

Alternative Education School

A public elementary/secondary school that addresses needs of students which typically cannot be met in a regular school; provides nontraditional education; serves as an adjunct to a regular school; and 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 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.

Boundary Change

See "Operational Status, Agency" for definition. Name of term was changed to "Operational Status, Agency," after 1997-98.

Central City

The largest city of a Metropolitan Statistical Area or a Consolidated Metropolitan Statistical Area, plus additional cities that meet specified statistical criteria. (See also "Locale 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. Item was first collected in 1998-99.

Classroom Teacher

See "Teacher".

Consolidated Metropolitan Statistical Area (CMSA)

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

APPENDIX C - Glossary

Common Core of Data, 2001-02

Diploma, High School

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

Diploma Recipient

A student who has received a diploma during the previous school year or subsequent summer school. This category includes regular diploma recipients and other diploma recipients.

District Locale Code

A code based upon the school locale codes to indicate the location of the district in relation to populous areas. (See also, "Large City", "Mid-size City", "Urban Fringe of Large City", "Urban Fringe of Mid-Size City", "Large Town", "Small Town", "Rural, outside MSA", and "Rural, inside MSA".)

Dropout

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

Education Agency

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

Elementary

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

English Language Learner (ELL)

See "Limited-English Proficient (LEP)".

Federally-Operated Education Agency

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

Free Lunch Program

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

Full-time Equivalency (FTE)

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

APPENDIX C - Glossary

Common Core of Data, 2001-02

General Education Development (GED) Test

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

Grade 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. If a high school also has a prekindergarten program, the grade span of the high school is reported as a high school, not as a PK-12 school. For example, if a school has PK, 09, 10, 11, and 12 grades, the grade span will be reported as Grades 9 through 12 (0912). Also, the ungraded designation (UG) cannot be used in a grade span unless the whole school is ungraded students, and in this case the grade span is reported as UGUG. "Grade span" was calculated from school membership through 1997-98, and first collected as a separate item in 1998-99.

Graduate, High School

A high school graduate is defined as an individual who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance).

Guidance Counselor/Director

Professional staff assigned specific duties and school time for any of the following activities in an elementary or secondary 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 applies its own standards in apportioning the aggregate of guidance counselors/ directors into the elementary and secondary level components.

Head Start Program

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

High School Completion Count

A count of graduates and other high school completers including regular diploma recipients, other diploma recipients, and other high school completers. (The State Nonfiscal Survey also includes high school equivalency recipients in high school completion counts.)

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.

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High School Equivalency Recipient

Individual age 19 years or younger who received a high school equivalency certificate during the previous school year or subsequent summer. Item was last reported on the Local Education Agency Survey in 1990-91, but continues to be collected by the State Nonfiscal Survey.

High School Graduate, Regular Day School

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

High School Graduate, Other Programs

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

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)

A written instructional plan for students with disabilities designated as special education students under IDEA-Part B. The written instructional plan includes a 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; the projected date for initiation and anticipated duration of services; the appropriate objectives, criteria and evaluation procedures; and the schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Instructional Aide

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

Instructional Coordinators and Supervisors

Persons who supervise instructional programs at the school district or sub-district level; category includes educational television staff; coordinators and supervisors of audio-visual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

Kindergarten

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

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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".) Prior to 1994-95, "Large City" was defined as a central city of a metropolitan area with a population of 400,000 or more, or a population density of at least 6,000 people per square mile.

Large Town

An incorporated place or Census Designated Place (CDP) with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

Latitude

Latitude is the north or south angular distance from the equator that when combined with longitude, reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to and are displayed in terms of their decimal equivalent. The first 3 digits of the code represent the number of degrees from the equator; the last 6 digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal. For example, if a school's latitude is 30 degrees, 30 minutes north then it is shown as 030500000.

Local Education Agency (LEA) Administrative Support Staff

All staff members who provide direct support to LEA administrators, business office support, and data processing.

LEA Administrator

Chief executive officer of the education agencies, including superintendents, deputies, and assistant superintendents; other persons with district-wide responsibilities: e.g., business managers, administrative assistants, and professional instructional support staff. *Exclude supervisors of instructional or student support staff.*

Librarian

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

Library and Media Support Staff

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

Limited-English Proficient (LEP)

Students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also Limited-English-Proficient students are 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

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where the language of instruction is English or to participate fully in our society. Item was first collected in 1998-99. The new term for this field is English Language Learner (ELL), and will be used in the 2002-03 file.

Locale Code

Locale code is defined based on how the school is situated in a particular location relative to populous areas, based on the school's address. (See also, "Large City", "Mid-size City", "Urban Fringe of Large City", "Urban Fringe of Mid-Size City", "Large Town", "Small Town", "Rural, outside MSA", and "Rural, inside MSA".)

Longitude

Longitude is the east or west angular distance from the prime meridian that when combined with latitude, reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to and are displayed in terms of their decimal equivalent. The first 3 digits of the code represent the number of degrees from the prime meridian; the last 6 digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal. For example, if a school's longitude is 90 degrees, 15 minutes west then it is shown as -090250000.

Magnet School or Program

A special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing or eliminating racial isolation (50 percent or more minority enrollment); and/or to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). Item was first collected in 1998-99.

Media Specialist

Directors, coordinators, and supervisors of media centers. See "Library and Media Support Staff".

Membership

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

Metropolitan Status (Metro Status)

Metro status is defined as the classification of an education agency's service area relative to an MSA. (See also Metropolitan Statistical Area.)

Metropolitan Areas (MA)

Term refers collectively to MSAs, CMSAs, PMSAs, and New England County Metropolitan Areas. The Office of Management and Budget (OMB) defines new MAs and revises definitions of existing MAs 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. An area is defined as an MSA if: it is the only MSA in the immediate area and it has a city of at least 50,000 population; or it is an urbanized area of at least 50,000 with a total metropolitan population of at least 100,000 (75,000 in New England).

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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".) Prior to 1994-95, term was defined as a central city of a metropolitan area with a population less than 400,000 and a population density less than 6,000 people per square mile.

Migrant Student

Defined under 34 CFR 200.40: 1) (a) Is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate), but (b), if the child is too young to attend school-sponsored educational programs, is old enough to benefit from an organized instructional program; and 2) A migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and 3) Performs, or has a parent, spouse, or guardian who performs qualifying agricultural or fishing employment as a principal means of livelihood; and 4) Has moved within the preceding 36 months to obtain or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work; and 5) Has moved from one school district to another; or in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (Provision 5 currently applies only to Alaska.) Item was first collected in 1998-99.

Officials and Administrators

Chief executive officers of the education agencies, including superintendents, deputies, and assistant superintendents; and other persons with district-wide responsibilities, such as business managers, administrative assistants, etc.

Operational Status, Agency

Classification of changes in an education agency's boundaries or jurisdiction. Classifications include no change; closed with no effect on another agency's boundaries; new agency with no effect on another agency's boundaries; added; and significant change in geographical boundaries or instructional responsibility. Prior to 1998-99 the term "Boundary Change" was used.

Operational Status, School

Classification of the operational condition of a school. Classifications include currently operational, closed, new, added, and changed agency.

Other Diploma Recipient

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

Other High School Completer

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

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Other Support Staff

Staff who serve in a support capacity and who are not included in the categories of central office administrative support, library support, student support, or school administrative support; e.g., data processing staff, bus drivers, and health, building and equipment maintenance, security, and cafeteria workers.

Prekindergarten Student

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

Prekindergarten Teacher

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

Primary Metropolitan Statistical Area (PMSA)

If an area meets the requirements to qualify as a MSA and has a population of 1,000,000 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.

Public School

An institution that provides educational services and has one or more grade groups (PK-12), or which is ungraded; has one or more teachers to give 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.

Reduced-Price Lunch Student

A student who is eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act. (See also, "Free Lunch Eligible.")

Regional Education Service Agency

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

Regular Diploma Recipient

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

Regular School

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

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Rural

Any incorporated place, Census designated place, or non-place territory not defined by the Census Bureau as an urbanized area or urban cluster. From 1998-99 onward, the category was separated into "Rural, Inside MSA" and "Rural, Outside MSA."

Rural, inside MSA

Any incorporated place, Census designated place, or non-place territory within a CMSA or MSA and defined as rural by the Census Bureau. Category represents a subset of "Rural," and was introduced in 1998-99. (See also "Locale Code".)

Rural, outside MSA

Any incorporated place, Census designated place, or non-place territory not within a CMSA or MSA and defined as rural by the Census Bureau. Category represents a subset of "Rural," and was introduced in 1998-99. (See also "Locale Code".)

School Administrative Support Staff

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

School Administrator

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

School District

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

Secondary

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

Small Town

An incorporated place or Census Designated Place (CDP) 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".)

Special Education School

A public elementary/secondary school that focuses primarily on special education; including instruction for any of the following: autism, deaf-blindness, developmental delay, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visually impairment, and other health impairments; and which adapts curriculum, materials or instruction for students served.

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State Education Agency (SEA)

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

State-Operated Agency

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

Student

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

Student Support Services Staff

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

Supervisory Union

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

Teacher

An individual who provides instruction to prekindergarten, kindergarten, grades 1 through 12, or ungraded classes; or individuals who teach in an environment other than a classroom setting; and who maintain daily student attendance records.

Title I Eligible School

A school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. Item was first collected in 1998-99.

Title I School-wide Program

A school in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. Item was first collected in 1998-99.

Ungraded Student

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

Urban Fringe

A closely settled area, contiguous to a central city, outside a central city; with a minimum population of 2,500 inhabitants; with a population density of at least 1,000 per square mile; and has a Census Urbanized Area Code. (See also "Locale Code".)

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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. Prior to 1994-95, defined as any incorporated place, Census designated place, or non-place territory within a CMSA or MSA and defined as urban by the Census Bureau, with a central city with a population of 4000,000 or more or a population density of at least 6,000 people per square mile. (See also “Locale Code”.)

Urban Fringe of a Mid-size City

Any incorporated place, Census Designated Place (CDP), or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau. Prior to 1994-95, defined as any incorporated place, Census designated place, or non-place territory within a CMSA or MSA and defined as urban by the Census Bureau, with a central city with a population less than 4000,000 or a population density less than 6,000 people per square mile. (See also “Locale Code”.)

Urbanized Area

An area with a population concentration of at least 50,000; generally consisting of a central city and the surrounding, closely settled, contiguous territory and with a population density of at least 1,000 inhabitants per square mile.

Vocational Education School

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

White

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

APPENDIX D - State Notes

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This appendix provides comments for data users for individual states on the school and agency files including information on when the data files were submitted by each state. Counts are based on open units only. Sch = School File, Agn = Agency File.

Alabama

Date Received: 06/21/2002

Anomalies: Missing Data: Sch - Migrant Students (1525/1526 records); Agn - Migrant Students, Prekindergarten Teachers. Not Applicable Data: Sch - Charter School, Prekindergarten Students (1415/1526 records), Ungraded Students; Agn - Ungraded Students, Teachers of Ungraded Classes.

Alaska

Date Received: 03/15/2002

Anomalies: Missing Data: Sch - Free Lunch Eligible Students (505/522 records), Reduced-price Lunch Eligible Students (505/522 records); Agn - Instructional Coordinators and Supervisors. Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students, Teachers of Ungraded Classes.

Arizona

Date Received: 08/12/2002

Anomalies: Missing Data: Sch - Title I Eligible School, School-wide Title I School, Magnet School, Migrant Students (1795/1815 records), Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Students; Agn - Migrant Students. Not Applicable Data: Agn - Teachers of Ungraded Classes. Comments: Magnet schools are on the file but indistinguishable from other schools.

Arkansas

Date Received: 04/26/2002

Anomalies: Comments: Arkansas does not collect teacher FTE but rather headcounts.

California

Date Received: 07/22/2002

Anomalies: Missing Data: Agn - Prekindergarten Teachers, Teachers of Ungraded Classes, Library/Media Support Staff. Not Applicable Data: Sch - Prekindergarten Students; Agn - Other High School Completers. Comments: Free Lunch Eligible counts represent participants instead of eligible students. California reports "more than 1 race" students in the grade totals.

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Colorado

Date Received: 10/01/2002

Anomalies: Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students, Teachers of Ungraded Classes. Comments: Colorado reports teachers that teach in more than one school in school records called 'More than one school'. Teachers reported in those schools were then apportioned to all schools in the district. Colorado no longer uses the 'Ungraded' category.

Connecticut

Date Received: 07/23/2002

Anomalies: Missing Data: Sch - Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Students. Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students.

Delaware

Date Received: 03/14/2002

Anomalies: Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students, Teachers of Ungraded Classes. Comments: Several Intensive Learning Center (ILC) schools were not included on the file as they were determined to be out of scope for the survey. Staff and student counts in ILC programs are counted in the main school.

District of Columbia

Date Received: 07/11/2002

Anomalies: Comments: Staff and Completer data are missing for all DC Charter schools.

Florida

Date Received: 05/20/2002

Anomalies: Missing Data: Sch - Magnet School. Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students. Comments: Magnet schools are on the file but indistinguishable from other schools. School universe totals might be higher than State totals because the school universe includes totals from university lab schools. These unique schools are not required to report data electronically to the Florida Department of Education database, from which State totals are derived. Staff data for Charter schools were not available. Beginning with 1998-99, teachers of adult students were not included in the classroom teacher count.

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Georgia

Date Received: 03/15/2002

Anomalies: Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students, Teachers of Ungraded Classes. Comments: Beginning with the 1995-96 data file, the classification of elementary teachers was shifted from PK-7 to PK-5 and the classification of secondary teachers was shifted from 8-12 to 6-12. Georgia allows for six ethnic race categories for students, the five in CCD plus the multi-racial category. Georgia independently reclassifies the multi-racial category for reporting CCD data.

Hawaii

Date Received: 07/05/2002

Anomalies: Missing Data: Agn - Kindergarten Teachers, Elementary Guidance Counselors, Secondary Guidance Counselors.

Not Applicable Data: Sch - Magnet School.

Idaho

Date Received: 04/08/2002

Anomalies: Not Applicable Data: Sch - Magnet School, Ungraded Students; Agn - Ungraded students, Teachers of Ungraded Classes. Comments: Total student enrollment in the agency universe is greater than the school universe. The students counted on the agency file and not in the school file are enrolled under state funded contract in privately administered programs or in schools in another state.

Illinois

Date Received: 08/30/2002

Anomalies: Missing Data: Agn - Instructional Aides, Library\Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, and All Other Support Staff. Not Applicable Data: Agn - Other High School Completers.

Indiana

Date Received: 05/06/2002

Anomalies: Missing Data: Sch - Migrant Students (1923/1980 records); Agn - Migrant Students.

Iowa

Date Received: 02/27/2002

Anomalies: Not Applicable Data: Sch - Magnet School, Charter School.

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Kansas

Date Received: 04/22/2002

Anomalies: Not Applicable Data: Agn - Other High School Completers. Comments: At the state level, only pre-school programs for special education are recognized as Prekindergarten. The pre-school programs operated by some schools are considered private daycare and are licensed by a state social services agency and are not reported. Student counts are from September 20. Enrollments on the school universe will not match the agency enrollment as several thousand pupils (counted in their home agency) attend a school outside their home agency through tuition or a cooperative agreement. Many are special education or at-risk children.

Kentucky

Date Received: 03/22/2002

Anomalies: Not Applicable Data: Sch - Charter School, Prekindergarten Students (917/1459 records). Comments: Kentucky's Primary program includes students in the traditional First - Third grade. The state prorated these students into grades 1-3 for the CCD. Kentucky also collects an "Other" race category which was prorated into the 5 CCD race categories. Prekindergarten students are only collected at the district -level and not by school. Due to new legislation that requires every school to have a school media librarian, the number of Librarians changed. English Language Learner students (formerly known as Limited English Proficient students) are from the previous school year (2000-01). Diploma Recipients and Other High School Completers by race and gender was prorated by Kentucky based upon the percentages in grade 12. Prior to 2001-02, the Ungraded field on the agency universe file may have included Pre-school, Headstart, and Primary students, all of which are now reported in the PK-12 field.

Louisiana

Date Received: 08/30/2002

Anomalies: Comments: Ungraded students are taught with both elementary and secondary teachers. Therefore, the elementary, secondary and Ungraded teachers are combined in the Total FTE teacher count. Alternative schools or new schools that do not have students enrolled prior to the reporting cutoff have no student or teacher counts. Race counts do not always equal membership counts due to Louisiana's reporting procedures. Preschool/Head Start are not required to report student counts or non-certified staff.

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Maine

Date Received: 05/17/2002

Anomalies: Missing Data: Sch - Migrant Students; Agn - Migrant Students, Prekindergarten Teachers, Kindergarten Teachers, LEA Administrative Support Staff, School Administrative Support Staff. Not Applicable Data: Agn - Teachers of Ungraded Classes. Comments: Enrollment counts on the agency file are resident pupils that include pupils tuitioned to other schools/districts. Prior to 1999-2000, Maine reported attending pupils (including pupils received by other school districts) and not those tuitioned out to other districts.

Maryland

Date Received: 05/06/2002

Anomalies: Missing Data: Sch - Magnet School. Not Applicable Data: Sch - Charter School; Agn - Teachers of Ungraded Classes. Comments: In previous years (prior to the 1998-99 submission) Maryland did not report schools that did not have membership.

Massachusetts

Date Received: Sch – 08/20/2002; Agn – 09/19/2002

Anomalies: Missing Data: Sch - Classroom Teachers, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students; Agn - Prekindergarten Teachers, Kindergarten Teachers, Elementary Guidance Counselors, Secondary Guidance Counselors, LEA Administrative Support Staff. Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students, Other High School Completers. Comments: Massachusetts no longer uses the Ungraded category.

Michigan

Date Received: 08/29/2002

Anomalies: Missing Data: Sch - Migrant Students; Agn - Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable Data: Sch - Magnet School. Comments: Only flags for Title I schools that were school-wide were available. Prior to 2000-01, IEP counts only included students in self-contained special education classes.

Minnesota

Date Received: 03/15/2002

Anomalies: Missing Data: Agn - School Administrative Support Staff. Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students, Other High School Completers.

Mississippi

Date Received: 06/24/2002

Anomalies: None.

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Missouri

Date Received: 07/11/2002

Anomalies: None.

Montana

Date Received: 06/11/2002

Anomalies: Missing Data: Sch - Migrant Students; Agn - Migrant Students, Prekindergarten Teachers, Kindergarten Teachers, Instructional Aides, Library/Media Support Staff, LEA Administrative Support Staff, School Administrative Support, All Other Support. Not Applicable Data: Sch - Magnet School, Charter School; Agn - Other High School Completers, Teachers of Ungraded Classes. Comments: Most support staff data fields cannot be reported because the Montana Department of Public Instruction only collects data for certified staff.

Nebraska

Date Received: Sch – 04/25/2002; Agn – 04/23/2002

Anomalies: Missing Data: Sch - Magnet School; Agn - Prekindergarten Teachers, Kindergarten Teachers, School Administrative Support Staff. Not Applicable Data: Sch - Charter School, Ungraded Students; Agn - Ungraded Students, Teachers of Ungraded Classes. Comments: Instructional staff are not broken down into Prekindergarten and Kindergarten. They are included in Elementary Teachers. In the past an FTE was prorated based on Prekindergarten and Kindergarten membership. Total FTE of teachers on the agency file is not the total of elementary plus secondary, it includes teachers assigned to the district level that are not assigned to a specific school. Not all students in the IEP count are included in the total enrollment count. IEP data are the number of students that are "resident" in the LEA -they may not be in membership of the LEA because they may be contracted to another LEA or agency. The undercounted portion of Nebraska's school migrant data was prorated based upon the percentage of students in each district.

Nevada

Date Received: 07/11/2002

Anomalies: None.

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New Hampshire

Date Received: 04/08/2002

Anomalies: Missing Data: Agn - Migrant Students, Other High School Completers (75/257 records), Instructional Coordinators and Supervisors, Student Support Services Staff. Not Applicable Data: Sch - Magnet School; Agn - Teachers of Ungraded Classes. Comments: Charter School was reported with a value of "2". Preschool programs are independent of the school district. School Administrative Units only have LEA Administrators and All Other Support Staff. Rivendell Interstate School District, which consists of the towns: Orford (NH), Fairlee (VT), West Fairlee (VT), and Vershire (VT), was reported as a Vermont District.

New Jersey

Date Received: 03/18/2002

Anomalies: Not Applicable Data: Agn - Other High School Completers.

New Mexico

Date Received: 08/13/2002

Anomalies: Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students. Comments: Head Start Students are only included on the Agency file. Completer data now include students who completed their IEP.

New York

Date Received: 10/01/2002

Anomalies: Missing Data: Sch - Migrant Students (4298/4351 records); Agn - Migrant Students. Comments: In previous years, New York reported "IEP Diplomas" in the Other Diploma Recipients category. IEP diploma's are now reported in the Other High School Completers category. Gradespan offered was calculated for each school and agency record based upon the lowest and highest student by grade fields with counts greater than zero.

North Carolina

Date Received: Sch - 04/01/2002; Agn - 04/02/2002

Anomalies: Missing Data: Agn - Library/Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff. Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students. Comments: Starting in 2000-01, Elementary and Secondary Guidance Counselors are now estimated by North Carolina using their Student Activity Report (SAR).

APPENDIX D - State Notes
Common Core of Data, 2001-02

North Dakota

Date Received: 05/21/2002

Anomalies: Missing Data: Agn - Limited-English-Proficient Students. Not Applicable Data: Sch - Magnet School, Charter School, Ungraded Students; Agn - Ungraded Students, Other High School Completers, Teachers of Ungraded Classes.

Ohio

Date Received: 05/14/2002

Anomalies: Missing Data: Sch - Migrant Students (3817/3912 records); Agn - Migrant Students. Not Applicable Data: Sch - Magnet School.

Oklahoma

Date Received: Sch - 09/16/2002; Agn - 09/03/2002

Anomalies: Missing Data: Sch - Migrant Students (1814/1824 records). Not Applicable Data: Sch - Magnet School; Agn - Other High School Completers. Comments: Other Support Staff includes Library/Media Support Staff.

Oregon

Date Received: Sch - 03/20/2002; Agn - 04/02/2002

Anomalies: None.

Pennsylvania

Date Received: 05/14/2002

Anomalies: Missing Data: Sch - Magnet School; Agn - Limited-English-Proficient Students, Prekindergarten Teachers, Kindergarten Teachers. Not Applicable Data: Agn - Other High School Completers. Comments: Magnet schools are on the file but indistinguishable from other schools. Prekindergarten and Kindergarten Teachers are included in Elementary Teachers. Gradespan offered was calculated for each school and agency record based upon the lowest and highest student by grade fields with counts greater than zero.

Rhode Island

Date Received: 03/19/2002

Anomalies: Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students.

APPENDIX D - State Notes

Common Core of Data, 2001-02

South Carolina

Date Received: Sch - 09/16/2002; Agn - 09/25/2002

Anomalies: Missing Data: Agn - Instructional Aides, LEA Administrative Support Staff, School Administrative Support Staff. Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students. Comments: Starting in 2000-01, South Carolina used a different state data collection source to provide student demographic data for the CCD. The previous source was no longer available.

South Dakota

Date Received: 03/15/2002

Anomalies: Not Applicable Data: Sch - Magnet School, Charter School; Agn - Other High School Completers.

Tennessee

Date Received: Sch - 04/29/2002; Agn - 08/28/2002

Anomalies: Missing Data: Sch - Title I Eligible School, School-wide Title I School, Classroom Teachers, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Students, Migrant Students, Students by race, by gender; Agn - Limited-English-Proficient Students, Migrant Students, Instructional Coordinators and Supervisors, Library/Media Support Staff, LEA Administrative Support Staff, Student Support Services Staff. Not Applicable Data: Sch - Charter School, Prekindergarten Students (1483/1646 records). Comments: Tennessee is in the process of redesigning its data collections database and due to this change, the racial breakdown of students and number of teachers at the school level were not available.

Texas

Date Received: 07/22/2002

Anomalies: Missing Data: Sch - Magnet School; Agn - Migrant Students, Library/Media Support Staff. Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students, Other High School Completers. Comments: Student Counts include students who are on campus at least 4 hours per school day. Texas computes Ungraded Teacher counts because data for ungraded classrooms are not collected from districts.

Utah

Date Received: 04/17/2002

Anomalies: Not Applicable: Sch - Magnet School. Comments: Students in Applied Tech Centers (ATC's) are reported in membership with the high schools. Prekindergarten data on the school file represent headstart students and students in other prekindergarten programs, excluding special education prekindergarten students with an IEP. The Agency file, however, includes special education prekindergarten students in the membership counts.

APPENDIX D - State Notes

Common Core of Data, 2001-02

Vermont

Date Received: 03/21/2002

Anomalies: Not Applicable Data: Sch - Magnet School, Charter School. Comments: Schools with "SU" in the State ID field may not have students or teachers reported any particular year; this is because it depends on whether they operate an area program (usually special education students). Schools with "VC" in the State ID fields are technical/vocational centers whose teachers and students are counted at the regular high schools. Rivendell Interstate School District, which consists of the towns: Orford (NH), Fairlee (VT), West Fairlee (VT), and Vershire (VT), was reported as a Vermont District.

Virginia

Date Received: Sch - 07/23/2002; Agn - 08/20/2002

Anomalies: Missing Data: Agn - Prekindergarten Teachers, Kindergarten Teachers. Not Applicable Data: Agn - Teachers of Ungraded Classes. Comments: Staff counts reported on the CCD are from the previous year (2000-01). Prior to 2000-01, ungraded students included special education and alternative education students in self-contained classes. Ungraded students now only include students above grade 8 who have failed Virginia's Literacy Passport Test.

Washington

Date Received: 08/14/2002

Anomalies: Not Applicable Data: Sch - Charter School, Ungraded Students; Agn - Ungraded Students. Comments: Staff counts reported on the agency universe file include some Bureau of Indian Affairs (BIA) data.

West Virginia

Date Received: 03/08/2002

Anomalies: Missing Data: Agn - Migrant Students. Not Applicable Data: Sch - Charter School. Comments: Magnet School was reported with a value of "2".

Wisconsin

Date Received: 07/12/2002

Anomalies: Missing Data: Sch - Free Lunch Eligible Students, Reduced-price Lunch Eligible Students; Agn - Other High School Completers (384/452 records). Not Applicable Data: Sch - Magnet School, Ungraded Students; Agn - Ungraded Students. Comments: Total FTE Teachers and Guidance Counselors may not equal totals derived by summing the individual counts of elementary and secondary FTE Teachers and Guidance Counselors because some districts did not identify the grade level for these categories. Limited-English-Proficient data are for the prior school year.

APPENDIX D - State Notes Common Core of Data, 2001-02

Wyoming

Date Received: 08/14/2002

Anomalies: Missing Data: Sch - Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Students, Migrant Students (386/388 records); Agn - Migrant Students, Prekindergarten Teachers, Kindergarten Teachers. Not Applicable Data: Sch - Prekindergarten Students (386/388 records), Ungraded Students; Agn - Ungraded Students, Other High School Completers. Comments: Magnet School and Charter School were reported with a value of "2".

Bureau of Indian Affairs

Date Received: 08/08/2002

Anomalies: Missing Data: Sch - Title I Eligible School, School-wide Title I School, Magnet School, Charter School, Classroom Teachers, Students by gender, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Students, Migrant Students (188/189 records); Agn - IEP Students (23/24 records), Limited-English-Proficient Students, Migrant Students, Diploma Recipients, Other High School Completers, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Total Teachers, Instructional Aides, Instructional Coordinators and Supervisors, Elementary Guidance Counselors, Secondary Guidance Counselors, Total Guidance Counselors, Librarians/Media Specialists, Library/Media Support Staff, LEA Administrators, LEA Administrative Support Staff, School Administrators, School Administrative Support Staff, Student Support Services Staff, All Other Support Staff. Not Applicable Data: Sch - Prekindergarten Students (187/189 records), Ungraded Students; Agn - Ungraded Students, Teachers of Ungraded Classes, Other High School Completers. Comments: Only student counts by grade for each school were reported. Name and address fields were updated using education directories. The count of students by agency was calculated by summing the total students for each of the associated schools on the school file.

Department of Defense Dependents (overseas) Schools

Date Received: 04/05/2002

Anomalies: Missing Data: Sch - Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Eligible Students; Agn - Library/Media Support Staff. Not Applicable Data: Sch - Title I Eligible School, School-wide Title I School, Migrant Students, Ungraded Students; Agn - Migrant Students, Ungraded Students, Other High School Completers. Comments: Magnet School and Charter School were reported with a value of "2". Ungraded, Free Lunch Eligible, Other High School Completers and Dropout data are not collected by the Defense Department. Prekindergarten includes Sure Start. The student by race category will be less than membership because students are not required to report race. State abbreviations are AA, AE, and AP, which is different than the FIPS state code for DOD (DO). County Name, FIPS County Code, CMSA, MSC, and Locale codes are not applicable.

APPENDIX D - State Notes
Common Core of Data, 2001-02

Department of Defense Dependents (domestic) Schools

Date Received: 04/05/2002

Anomalies: Missing Data: Sch - Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Eligible Students; Agn - Library/Media Support Staff. Not Applicable Data: Sch - Title I Eligible School, School-wide Title I School, Migrant Students; Agn - Migrant Students, Other High School Completers. Comments: Starting in 1999-2000, Department of Defense reported domestic schools and agencies for the first time on the CCD. These schools and agencies are now identified as records with a FIPS code of 61.

American Samoa

Date Received: 03/28/2002

Anomalies: Missing Data: Sch - Migrant Students; Agn - Migrant Students. Not Applicable Data: Sch - Title I Eligible School, School-wide Title I School; Comments: Magnet School and Charter School were reported with a value of "2". Reduced-price Lunch Student counts were reported with a value of zero.

Guam

Date Received: 09/09/2002

Anomalies: Missing Data: Sch - Migrant Students; Agn - Migrant Students. Not Applicable Data: Sch - Title I Eligible School, School-wide Title I School, Ungraded Students; Agn - Ungraded Students, Other High School Completers. Comments: Magnet School and Charter School were reported with a value of "2".

Northern Marianas

Date Received: 04/29/2002

Anomalies: Missing Data: Agn - Limited-English-Proficient Students, Migrant Students, Librarians/Media Specialists. Not Applicable Data: Sch - Title I Eligible School, School-wide Title I School; Agn - Other High School Completers. Comments: Magnet School and Charter School were reported with a value of "2".

Puerto Rico

Date Received: 08/29/2002

Anomalies: Missing Data: Agn - Limited-English-Proficient Students. Comments: All students are eligible for Free Lunch. Records with an * to the left of the school name indicate schools whose student counts are reported in another school.

APPENDIX D - State Notes
Common Core of Data, 2001-02

Virgin Islands

Date Received: 09/23/2002

Anomalies: Missing Data: Sch - Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Eligible Students, Migrant Students, Students by grade, race, and by gender; Agn - Ungraded Students, Limited-English-Proficient Students, Migrant Students, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Total Teachers, Instructional Aides, Instructional Coordinators and Supervisors, Elementary Guidance Counselors, Secondary Guidance Counselors, Total Guidance Counselors, Librarians/Media Specialists, Library/Media Support Staff, LEA Administrators, LEA Administrative Support Staff, School Administrators, School Administrative Support Staff, Student Support Services Staff, All Other Support Staff. Not Applicable Data: Agn - Teachers of Ungraded Classes, Other High School Completers. Comments: School-wide Title I School and Charter School were reported with a value of "2". Special Education Students are not included in the K-12 or Ungraded totals although these students are mainstreamed.

APPENDIX E - Shuttle
Common Core of Data, Local Education Agency Universe Survey, 2001-02

National Center for Education Statistics
 Education Agency Universe Survey

OMB No. 1850-0067
 Expires 11/30/2004

<u>Description</u>	<u>Item Code</u>	_____
Education agency ID (NCES):	A001	_____
Education agency ID (state):	A002	_____
Name of education agency:	A003	_____
Mailing address-		
Street or box number:	A004	_____
City:	A005	_____
State (PO abbreviation):	A006	_____
ZIP code + four:	A007	_____
Area code + phone number:	A008	_____
Location address		
Street address:	A009	_____
City:	A010	_____
State (PO abbreviation):	A011	_____
ZIP code + four:	A012	_____
Education agency type code:	B001	_____
Supervisory union number:	B002	_____
County name:	B003	_____
FIPS county code (if known):	B004	_____
Operational status code:	B005	_____
Grade span offered:	B006	_____
Student counts-		
Ungraded:	B007	_____
PK-12:	B008	_____

<u>Description</u>	<u>Item Code</u>	_____
Instructional staff-		
Prekindergarten teachers:	E001	_____
Kindergarten teachers:	E002	_____
Elementary teachers:	E003	_____
Secondary teachers:	E004	_____
Teachers of ungraded classes:	E005	_____
[Total FTE teachers]:	E006	_____
Instructional aides:	E007	_____
Instructional coordinators and supervisors:	E008	_____
Support services staff-		
Elementary guidance counselors:	F001	_____
Secondary guidance counselors:	F002	_____
[Total guidance counselors]:	F003	_____
Librarians/media specialists:	F004	_____
Library/media support staff:	F005	_____
LEA administrators:	F006	_____
LEA administrative support staff:	F007	_____
School administrators:	F008	_____
School administrative support:	F009	_____
Student support services staff:	F010	_____
All other support staff:	F011	_____

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	_____

APPENDIX E - Shuttle
Common Core of Data, Local Education Agency Universe Survey, 2001-02

High school completers (previous year):

<u>Description</u>	<u>Item Code</u>	<u>Description</u>	<u>Item Code</u>
Diploma Recipients:		Other High School Completers:	
American Indian or Alaska Native-		American Indian or Alaska Native-	
Male:	C001 _____	Male:	C016 _____
Female:	C002 _____	Female:	C017 _____
Unknown:	C003 _____	Unknown:	C018 _____
Asian/Pacific Islander-		Asian/Pacific Islander-	
Male:	C004 _____	Male:	C019 _____
Female:	C005 _____	Female:	C020 _____
Unknown:	C006 _____	Unknown:	C021 _____
Hispanic-		Hispanic-	
Male:	C007 _____	Male:	C022 _____
Female:	C008 _____	Female:	C023 _____
Unknown:	C009 _____	Unknown:	C024 _____
Black, not Hispanic-		Black, not Hispanic-	
Male:	C010 _____	Male:	C025 _____
Female:	C011 _____	Female:	C026 _____
Unknown:	C012 _____	Unknown:	C027 _____
White, not Hispanic-		White, not Hispanic-	
Male:	C013 _____	Male:	C028 _____
Female:	C014 _____	Female:	C029 _____
Unknown:	C015 _____	Unknown:	C030 _____
Total Diploma Recipients:	C033 _____	Total Other HS Completers:	C034 _____

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APPENDIX E - Shuttle
Common Core of Data, Local Education Agency Universe Survey, 2001-02

Dropouts (previous year):

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