



U.S. Department of Education
Institute of Education Sciences
NCES 2004-335

Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2002-03

Preliminary File May 2004



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I. Introduction to the NCES Common Core of Data Local Education Agency Universe Survey: School year 2002-03, Preliminary File May 2004

This preliminary file has been fully edited but has not completed the formal National Center for Education Statistics (NCES) review and approval process.

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 and agencies 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 2002-03 Common Core of Data Local Education Agency Universe survey there were 17,761 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 (2001-02), but are closed for the 2002-03 school year (227) are kept on the file for 1 year. They are indicated by a value of 2 under the variable BOUND02 on the agency file. Once these closed agencies are stripped off the file, 17,534 open agencies remain. Of the 17,534 open local education agencies, 14,481 are regular local school districts, 1,450 are supervisory unions or regional educational centers, 169 are state-operated agencies, and 1,434 are Federally-operated or other agencies, most often charter school districts.

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, FIPS county code, county name, CSA code, CBSA code, metropolitan/micropolitan code, metropolitan status code, district locale code, operational status code, low/high grade span offered, agency charter school code, number of schools, number of FTE teachers, number of ungraded students, number of PK–12 students, number of migrant students served in special programs, number of special education-IEP students, number of English language learner students, instructional staff fields, support staff fields, number of diploma recipients (by race/ethnicity, and by gender), number of other high school completers (by race/ethnicity and by gender), and imputation flags. 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 Field 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 asks for a headcount and not a full time equivalent (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 applied properly.

Comments about the Data File

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

Coverage, Response, and Nonsampling Error. The Public Elementary and Secondary School Universe Survey includes all public schools providing education services to pre-kindergarten, kindergarten, grades 1 through 12 and ungraded students. There are 59 responding units: the 50 states, District of Columbia, Department of Defense Overseas and Domestic Dependents Schools, the Bureau of Indian Affairs, and five extra-state jurisdictions. Of these, all but Guam, which has fewer than 40 schools, responded to the 2002–03 survey.

Appendix B, Value Distribution and Field Frequencies, lists the minimum, maximum, and mean value of each numeric variable as well as the total number of units and the number of units for which data were missing. Appendix B also lists the frequency of responses by option for each of the categorical values. Note that “Missing” value is appropriate for the variable INOUT if the state did not choose to identify whether a school was inside or outside the city or town limits. This item was optional.

Nonsampling error may occur if the reporting state did not follow the item definitions correctly. This can arise when states follow different educational policies and are not able to map their data exactly to the CCD. An example is that some states issue several kinds of high school credential while other states issue a regular diploma to every student who meets requirements (which may vary). Or, one state may report revenues from enterprise activities while another state prohibits districts from collecting such revenues. Another source of nonsampling error is the timing of initial data collection. States may vary from the “as of October 1” requirement of the CCD.

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 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
- P = Imputation Based on Prior Year's Data
- 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 a "0," "-1," "-2," "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 (or -1 for Numeric values) = 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 -1.)

N (or -2 for Numeric values) = Data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report -2 for 12th graders.)

Note that starting with the 2002–03 CCD, all numeric fields contain a -1 to indicate Missing and a -2 to indicate Not applicable. Previously, numeric fields contained an “M” to indicate Missing and an “N” to indicate Not applicable. Character fields continue to use “M” for Missing and “N” for Not applicable.

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 (BOUND = 1, 3, 4, 5, 6,7) units only, and may differ from the counts in *Appendix B. Value Distribution and Field Frequencies*.

(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.

(STID02) State Education Agency ID. State Local Education Agency ID contains an “N” for 1 agency record.

(NAME02) 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).

(MSTREE02) Mailing Street. This field may contain a street address or a P.O. Box number. Also, some mailing addresses consist solely of a city and state, indicated by an “N” in the street address field. This field contains an “M” or an “N” for 8 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.

(MCITY02) Mailing City. Each record contains a 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.

(MSTATE02) Mailing State (PO Abbreviation). Each record contains a mailing state. 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 21 agencies that have a mailing state code different from their FIPS state is included at the end of this document.

(MZIP02, MZIP402) Mailing Zip Code + 4. Each record contains a mailing zip code. The last four digits may be blank if unknown.

(PHONE02) Area Code + Telephone Number. Telephone number was reported as “M” for 133 agencies.

(LSTREE02) Location Street. If the location street, city, state, and zip code fields were left blank, data from the corresponding mailing address fields were inserted.

(LCITY02) Location City. Each record contains a location city.

(LSTATE02) Location State (PO Abbreviation). Each record contains a location state in this field.

(LZIP02, LZIP402) Location Zip Code + 4. Each record contains a location zip code.

(TYPE02) 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.

(UNION02) Supervisory Union ID. Supervisory Union ID contains an “M” for 166 supervisory union components (Type 2) and supervisory union (Type 3) records on the agency file.

(CONAME02) County Name. There are nine records in the Department of Defense overseas that contain an “N” for County Name on the agency file. All other records were reported with county name information based on the location of the district.

(CONUM02) 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. There are nine records in the Department of Defense overseas that contain an “N” for County Number on the agency file. All other records were reported with county name information based on the location of the district.

(CSA02) CSA Code. Each record has a valid entry for this field. A value in this field indicates that the agency’s location is associated with a recognized combined statistical area. A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan

statistical area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. The geographic components of combined New England City and Town Areas (NECTAs) are individual metropolitan and micropolitan NECTAs, in various combinations. The areas that combine retain their own designations as metropolitan or micropolitan statistical areas (or NECTAs) within the larger combined statistical area (or combined NECTA).

(CBSA02) CBSA Code. Each record has a valid entry for this field. A value in this field indicates that the agency's location is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus, and designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan 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 Core Based Statistical Area codes. For the New England states, the assignment was made using the New England City and Town 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 June 2003.

(METMIC02) Metropolitan/Micropolitan Type Code. Indicates whether the CBSA is a metropolitan or micropolitan area.

- 0 = CBSA is equal to 70300 or higher and does not have an associated type code. CBSA equal to 70300 or higher is the New England City and Town Area code (NECTA) and is not denoted as metropolitan or micropolitan.
- 1 = CBSA is a metropolitan area.
- 2 = CBSA is a micropolitan area.

(MSC02) Metropolitan (Metro) Status Code. Metro Status Code contains an "N" for 14 open records for the outlying areas and the Department of Defense overseas 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 00000000 in the CBSA field, i.e., any agency whose address is within a CSA/CBSA, 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" (principal 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).

(BOUND02) Operational Status Code. All agencies are coded to reflect their status as reported for the 2002–03 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.
- 6 = Agency is temporarily closed and may reopen within 3 years.
- 7 = Agency is scheduled to be operational within 2 years.

Agencies with an operational status code of "2" will remain on the file for 1 year for historical purposes.

Code "6" and "7" response options for the BOUND field were added to the CCD starting with the 2002–03 file.

(GSLO02, GSHI02) 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.

(AGCHRT02) Agency Charter Code. This field was added to the CCD file starting in 2002–03. The values for this field were calculated by matching each agency with its associated schools on the school file.

- 1 = All associated schools are Charter schools
- 2 = All associated schools are Charter and non-Charter schools
- 3 = All associated schools are non-Charter schools

(UG02) Ungraded Membership. Ungraded students are reported as "N" for states in which students are not assigned to this grade category.

(PK1202) 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.

(MIGRNT02) Migrant Students Served in a Summer Program. Collected for the previous (2001–02) school year.

(SPECED02) Special Education—IEP Students. Number of students with 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 (2001–02) school year.

For the 2002–03 CCD, TOTDPL was imputed for the Albuquerque School District record in New Mexico. The imputation methodology worked as follows:

1. Determine the rate of change in the prior year to current year TOTDPL value in the 100 largest districts on the 2002–03 agency CCD.
2. Determine the average rate of change in TOTDPL in the 100 largest districts.
3. To determine the imputed value, multiply the average rate of change with Albuquerque School District’s prior year TOTDPL value.

This imputation is indicated by a “P” in the imputation flag field ITDPL.

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 (2001–02) 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 Local Education Agency Universe Survey 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.

For the 2002–03 CCD, the following staff fields were imputed for the New York City School District record in New York: PKTCH, KGTCH, ELMTCH, SECTCH, UGTCH, TOTTC, CORSUP, LIBSPE, LEAADM, SCHSUP. The imputation methodology worked as follows for each field that was imputed:

1. Determine the rate of change in the prior year to current year staff value in the 100 largest districts on the 2002–03 agency CCD.
2. Determine the average rate of change in the staff value in the 100 largest districts.
3. To determine the imputed value, multiply the average rate of change with New York City’s prior year staff value.

These imputations are indicated by a “P” (or a “T” for total fields) in the corresponding imputation flag fields.

All staff fields were imputed for the District of Columbia record using the above methodology that was based on the average rate of change on the State Nonfiscal File.

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

(SCH02) Number of Schools. This variable is constructed from the Public School Universe file. It sums the number of operational schools on that file affiliated with the district.

(TEACH02) 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 agency 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 metro 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 agency 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 were changed to a 2 if the district had a numeric value other than 00000000 in the CBSA 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 principal city of a Core Based Statistical Area (CBSA) .
- 2 = Serves a CBSA but not primarily its principal city.
- 3 = Does not serve a CBSA.

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 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 Core Based Statistical Area (CBSA)
- 8 = Rural, inside CBSA

Agencies with Mailing Address in Another State

<u>NCES Agency ID</u>	<u>Agency Name</u>	<u>City</u>	<u>State</u>
<u>Arizona Agencies</u>			
0400103	OMBUDSMAN EDUCATIONAL SVCS	LIBERTYVILLE	IL
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
0400383	LIFE SKILLS CENTER OF ARIZONA,	AKRON	OH
0400400	NOBEL LEARNING COMMUNITIES,	WEST CHESTER	PA
<u>Idaho Agencies</u>			
1602610	PLEASANT VALLEY SCH DIST 364	JORDAN VALLEY	OR
<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>Oregon Agencies</u>			
4100042	MCDERMITT SCH DIST 051	MCDERMITT	NV
<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>Texas Agencies</u>			
4800077	BEXAR COUNTY ACADEMY	SOUTHFIELD	MI
4842540	TEXHOMA ISD	TEXHOMA	OK
<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>FIPS</u> ¹	<u>STABBREV</u> ²	<u>STATE NAME</u>	<u>FIPS</u> ¹	<u>STABBREV</u> ²
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			

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

²Postal 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 Survey

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2002–03 Local Education Agency Universe Survey SAS file is called AG021A.SD2 and the flat ASCII file is called AG021A.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 (02 = 2002–03 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. Note that the preliminary files are identified by a version number beginning with 0 (zero). The final files will be assigned a version number beginning with 1 (one).

Approximately 1 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

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LRECL = 729

(*) Fields have one explicit decimal place

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

The file contains data for the school year 2002-03 sorted by the NCES assigned local education agency identification code (LEAID).

Note that starting with the 2002-03 CCD, all numeric fields contain a -1 to indicate Missing and a -2 to indicate Not applicable. Previously, numeric fields contained an “M” to indicate Missing and an “N” to indicate Not applicable. Character fields continue to use “M” for Missing and “N” for Not applicable.

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.
STID02	0008	0021	14	AN	State's own ID for the education agency.
NAME02	0022	0081	60	AN	Name of the education agency.
<p>NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation.</p> <p>M: when alphanumeric data are missing; that is, a value is expected but none was measured.</p> <p>-1: when numeric data are missing; that is, a value is expected but none was measured.</p> <p>N - when alphanumeric data are not applicable; that is, a value is neither expected nor measured.</p> <p>-2: when numeric data are not applicable; that is, a value is neither expected nor measured.</p>					
PHONE02	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.
MSTREE02	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".
MCITY02	0122	0151	30	AN	Name of the mailing address city.
MSTATE02	0152	0153	2	AN	Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP02	0154	0158	5	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP402	0159	0162	4	AN	Four-digit ZIP+4, if assigned; if none, field is blank.
LSTREE02	0163	0192	30	AN	Location Address.

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Variable name	Start position	End position	Field length	Data type	Description
LCITY02	0193	0222	30	AN	Location City.
LSTATE02	0223	0224	2	AN	Location State (PO abbreviation).
LZIP02	0225	0229	5	AN	Location 5 digit ZIP Code.
LZIP402	0230	0233	4	AN	Location +4 ZIP Code.
TYPE02	0234	0234	1	AN	NCES code for type of agency : 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.
UNION02	0235	0237	3	AN	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".
CONUM02	0238	0242	5	AN	FIPS county number based on LCITY of agency. NOTE: Position #0238-0239 is the FIPS state number, and position #0240-0242 is the FIPS number for county within state.
CONAME02	0243	0272	30	AN	Name of county in which LCITY is located.
CSA02	0273	0275	3	AN	A value in this field indicates the agency's address is associated with a recognized combined statistical area. A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan statistical area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. The geographic components of combined New England city and town areas are individual metropolitan and micropolitan NECTAs, in various combinations. The areas that combine retain their own designations as metropolitan or micropolitan statistical areas (or NECTAs) within the larger combined statistical area (or combined NECTA).
CBSA02	0276	0280	5	AN	A value in this field indicates that the agency's address is associated with a recognized population nucleus and adjacent communities that have a high

APPENDIX A—Record Layout

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Variable name	Start position	End position	Field length	Data type	Description
					degree of integration with that nucleus, and designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan 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 Core Based Statistical Area codes. For the New England states, the assignment was made using the New England City and Town 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 June 2003.
METMIC02	0281	0281	1	AN	Indicates whether the CBSA is a metropolitan or micropolitan area. 0 = CBSA is equal to 70300 or higher and does not have an associated type code. CBSA equal to 70300 or higher is the New England City and Town Area code (NECTA) and is not denoted as metropolitan or micropolitan. 1 = CBSA is a metropolitan area. 2 = CBSA is a micropolitan area.
MSC02	0282	0282	1	AN	NCES classification of the agency's service area relative to a CBSA. 1 = Primarily serves a principal city of a CBSA; 2 = Serves a CBSA but not primarily its principal city; 3 = Does not serve a CBSA.
LOCALE02	0283	0283	1	AN	NCES code for location of the agency relative to populous areas: 1 = <u>Large City</u> : A central city of a Core Based Statistical Area (CBSA) or Consolidated Statistical Area (CSA), with the city having a population greater than or equal to 250,000. 2 = <u>Mid-size City</u> : A central city of a CBSA or CSA, with the city having a population less than 250,000. 3 = <u>Urban Fringe of a Large City</u> : Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large City and defined as urban by the Census Bureau. 4 = <u>Urban Fringe of a Mid-size City</u> : Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Mid-size City and defined as urban by the Census Bureau. 5 = <u>Large Town</u> : An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CBSA or CSA. 6 = <u>Small Town</u> : An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CBSA or CSA. 7 = <u>Rural, outside CBSA</u> : Any incorporated place, Census designated place, or non-place territory not within a CBSA or CSA of a Large

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Variable name	Start position	End position	Field length	Data type	Description
					or Mid-size City and defined as rural by the Census Bureau.
					8 = <u>Rural, inside CBSA</u> : Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large or Mid-size City and defined as rural by the Census Bureau.
BOUND02	0284	0284	1	AN	The boundary change indicator is a classification of changes in an education agency's boundaries since the last report to NCES. The options are: 1 = No change since last report. 2 = Education agency has closed with no effect on another agency's boundaries. 3 = This is a new education agency formed with no effect on another agency's boundaries. 4 = Agency was in existence, but not reported on previous year's CCD agency universe, and is now being added. 5 = Agency has undergone a significant change in geographical boundaries or instructional responsibility. 6 = Agency is temporarily closed and may reopen within three years. 7 = Agency is scheduled to be operational within two years.
GSLO02	0285	0286	2	AN	Agency low grade offered. If grade span data were not reported, this field was calculated from the low grade spans of the associated schools on the CCD School Universe file.
GSHI02	0287	0288	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, GSLO02 and GSHI02 are the Grade Span of the school.
AGCHRT02	0289	0289	1	AN	Agency charter. Code indicating charter schools served: 1 = All associated schools are charter schools. 2 = All associated schools are charter and non-charter schools. 3 = All associated schools are non-charter schools.
SCH02	0290	0294	5	N	Aggregate number of schools associated with this agency on the CCD Public School file.
TEACH02	0295	0301	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.
UG02	0302	0308	7	N	Total students in classes or programs without standard grade designations.
PK1202	0309	0315	7	N	Total students in classes from prekindergarten through 12th grade that are part of the public school program.
MEMBER02	0316	0322	7	N	Calculated total student membership of the Local Education Agency: The Sum of the fields UG02 and PK1202.

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Variable name	Start position	End position	Field length	Data type	Description
MIGRNT02	0323	0329	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 2002-03 school year.
SPECED02	0330	0336	7	N	Count of all students having a written Individual Education Program (IEP) under IDEA – Part B.
ELL02	0337	0343	7	N	The number of English Language Learner students served in appropriate programs.
PKTCH02	0344	0350	7*	N	Prekindergarten Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
KGTCH02	0351	0357	7*	N	Kindergarten Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
ELMTCH02	0358	0364	7*	N	Elementary Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SECTCH02	0365	0371	7*	N	Secondary Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
UGTCH02	0372	0378	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.
TOTTCH02	0379	0385	7*	N	Total Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
AIDES02	0386	0392	7*	N	Instructional Aides. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
CORSUP02	0393	0399	7*	N	Instructional Coordinators & Supervisors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
ELMGUI02	0400	0406	7*	N	Elementary Guidance Counselors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
SECGUI02	0407	0413	7*	N	Secondary Guidance Counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTGUI02	0414	0420	7*	N	Total Guidance Counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSPE02	0421	0427	7*	N	Librarians/Media Specialists. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSUP02	0428	0434	7*	N	Library/Media Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEAADM02	0435	0441	7*	N	LEA Administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEASUP02	0442	0448	7*	N	LEA Administrative Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.

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Variable name	Start position	End position	Field length	Data type	Description
SCHADM02	0449	0455	7*	N	School Administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHSUP02	0456	0462	7*	N	School Administrative Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
STUSUP02	0463	0469	7*	N	Student Support Services Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
OTHSUP02	0470	0476	7*	N	All Other Support Services Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTDPL02	0477	0482	6	N	Total Diploma Recipients. Includes both regular and other diploma recipients, comparable to adding REGDIP and OTHDIP from previous year's agency file.
AMDPLM02	0483	0488	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - male.
AMDPLF02	0489	0494	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - female.
AMDPLU02	0495	0500	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - gender unknown.
ASDPLM02	0501	0506	6	N	Diploma Recipients - Asian/Pacific Islander - male.
ASDPLF02	0507	0512	6	N	Diploma Recipients - Asian/Pacific Islander - female.
ASDPLU02	0513	0518	6	N	Diploma Recipients - Asian/Pacific Islander - gender unknown.
HIDPLM02	0519	0524	6	N	Diploma Recipients - Hispanic - male.
HIDPLF02	0525	0530	6	N	Diploma Recipients - Hispanic - female.
HIDPLU02	0531	0536	6	N	Diploma Recipients - Hispanic - gender unknown.
BLDPLM02	0537	0542	6	N	Diploma Recipients - Black, not Hispanic - male.
BLDPLF02	0543	0548	6	N	Diploma Recipients - Black, not Hispanic - female.
BLDPLU02	0549	0554	6	N	Diploma Recipients - Black, not Hispanic - gender unknown.
WHDPLM02	0555	0560	6	N	Diploma Recipients - White, not Hispanic - male.
WHDPLF02	0561	0566	6	N	Diploma Recipients - White, not Hispanic - female.
WHDPLU02	0567	0572	6	N	Diploma Recipients - White, not Hispanic - gender unknown.
TOTOHC02	0573	0578	6	N	Total Other High School Completers. Comparable to OTHCOM from previous year's agency file.
AMOHCM02	0579	0584	6	N	Other High School Completers - Amer. Indian/Alaskan Native - male.
AMOHCF02	0585	0590	6	N	Other High School Completers - Amer. Indian/Alaskan Native - female.
AMOHCU02	0591	0596	6	N	Other High School Completers - Amer. Indian/Alaskan Native - gender unknown.

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Variable name	Start position	End position	Field length	Data type	Description
ASOHCM02	0597	0602	6	N	Other High School Completers - Asian/Pacific Islander - male.
ASOHCFO2	0603	0608	6	N	Other High School Completers - Asian/Pacific Islander - female.
ASOHCU02	0609	0614	6	N	Other High School Completers - Asian/Pacific Islander - gender unknown.
HIOHCM02	0615	0620	6	N	Other High School Completers - Hispanic - male.
HIOHCF02	0621	0626	6	N	Other High School Completers - Hispanic - female.
HIOHCU02	0627	0632	6	N	Other High School Completers - Hispanic - gender unknown.
BLOHCM02	0633	0638	6	N	Other High School Completers - Black, not Hispanic - male.
BLOHCF02	0639	0644	6	N	Other High School Completers - Black, not Hispanic - female.
BLOHCU02	0645	0650	6	N	Other High School Completers - Black, not Hispanic - gender unknown.
WHOHCM02	0651	0656	6	N	Other High School Completers - White, not Hispanic - male.
WHOHCF02	0657	0662	6	N	Other High School Completers - White, not Hispanic - female.
WHOHCU02	0663	0668	6	N	Other High School Completers - White, not Hispanic - gender unknown.
IGSLO02	0669	0669	1	AN	If this field contains anything other than "R", the GSLO value originally submitted was adjusted.
IGSHI02	0670	0670	1	AN	If this field contains anything other than "R", the GSHI value originally submitted was adjusted.
ISCH02	0671	0671	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.
ITEACH02	0672	0672	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.
IUG02	0673	0673	1	AN	If this field contains anything other than "R", the Ungraded Student count originally submitted was adjusted.
IPK1202	0674	0674	1	AN	If this field contains anything other than "R", the PK through 12 Student count originally submitted was adjusted.
IMEMB02	0675	0675	1	AN	If this field contains anything other than "T", the Total Student count (Ungraded + PK through 12) was adjusted.
IMIGRN02	0676	0676	1	AN	If this field contains anything other than "R", the Migrant Student count originally submitted was adjusted.
ISPEC02	0677	0677	1	AN	If this field contains anything other than "R", the Special Education - IEP count originally submitted was adjusted.
IELL02	0678	0678	1	AN	If this field contains anything other than "R", the English Language Learner Student count originally submitted was adjusted.

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Variable name	Start position	End position	Field length	Data type	Description
IPKTCH02	0679	0679	1	AN	If this field contains anything other than "R", the Prekindergarten Teacher count originally submitted was adjusted.
IKGTCH02	0680	0680	1	AN	If this field contains anything other than "R", the Kindergarten Teacher count originally submitted was adjusted.
IELTCH02	0681	0681	1	AN	If this field contains anything other than "R", the Elementary Teacher count originally submitted was adjusted.
ISETCH02	0682	0682	1	AN	If this field contains anything other than "R", the Secondary Teacher count originally submitted was adjusted.
IUGTCH02	0683	0683	1	AN	If this field contains anything other than "R", the Teachers of Ungraded Classes count originally submitted was adjusted.
ITOTCH02	0684	0684	1	AN	If this field contains anything other than "R", the Total FTE Teacher count originally submitted was adjusted.
IAIDES02	0685	0685	1	AN	If this field contains anything other than "R", the Instructional Aides count originally submitted was adjusted.
ICOSUP02	0686	0686	1	AN	If this field contains anything other than "R", the Instructional Coordinators & Supervisors count originally submitted was adjusted.
IELGUI02	0687	0687	1	AN	If this field contains anything other than "R", the Elementary Guidance Counselors count originally submitted was adjusted.
ISEGUI02	0688	0688	1	AN	If this field contains anything other than "R", the Secondary Guidance Counselors count originally submitted was adjusted.
ITOGUI02	0689	0689	1	AN	If this field contains anything other than "R", the Total Guidance Counselors count originally submitted was adjusted.
ILISPE02	0690	0690	1	AN	If this field contains anything other than "R", the Librarians/Media Specialists count originally submitted was adjusted.
ILISUP02	0691	0691	1	AN	If this field contains anything other than "R", the Library/Media Support Staff count originally submitted was adjusted.
ILEADM02	0692	0692	1	AN	If this field contains anything other than "R", the LEA Administrators count originally submitted was adjusted.
ILESUP02	0693	0693	1	AN	If this field contains anything other than "R", the LEA Administrative Support Staff count originally submitted was adjusted.
ISCADM02	0694	0694	1	AN	If this field contains anything other than "R", the School Administrative Support Staff count originally submitted was adjusted.
ISCSUP02	0695	0695	1	AN	If this field contains anything other than "R", the School Administrative Support Staff count originally submitted was adjusted.
ISTSUP02	0696	0696	1	AN	If this field contains anything other than "R", the Student Support Services Staff count originally submitted was adjusted.

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Variable name	Start position	End position	Field length	Data type	Description
IOTSUP02	0697	0697	1	AN	If this field contains anything other than "R", the All Other Support Services Staff count originally submitted was adjusted.
ITDPL02	0698	0698	1	AN	If this field contains anything other than "R", the Total Diploma Recipients count originally submitted was adjusted.
IAMDPM02	0699	0699	1	AN	If this field contains anything other than "R", the Diploma Recipients - Amer. Indian/Alaskan Native - male count originally submitted was adjusted.
IAMDPF02	0700	0700	1	AN	If this field contains anything other than "R", the Diploma Recipients - Amer. Indian/Alaskan Native - female count originally submitted was adjusted.
IAMDPU02	0701	0701	1	AN	If this field contains anything other than "R", the Diploma Recipients - Amer. Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IASDPM02	0702	0702	1	AN	If this field contains anything other than "R", the Diploma Recipients - Asian/Pacific Islander - male count originally submitted was adjusted.
IASDPF02	0703	0703	1	AN	If this field contains anything other than "R", the Diploma Recipients - Asian/Pacific Islander - female count originally submitted was adjusted.
IASDPU02	0704	0704	1	AN	If this field contains anything other than "R", the Diploma Recipients - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHIDPM02	0705	0705	1	AN	If this field contains anything other than "R", the Diploma Recipients - Hispanic - male count originally submitted was adjusted.
IHIDPF02	0706	0706	1	AN	If this field contains anything other than "R", the Diploma Recipients - Hispanic - female count originally submitted was adjusted.
IHIDPU02	0707	0707	1	AN	If this field contains anything other than "R", the Diploma Recipients - Hispanic - gender unknown count originally submitted was adjusted.
IBLDPM02	0708	0708	1	AN	If this field contains anything other than "R", the Diploma Recipients - Black, not Hispanic - male count originally submitted was adjusted.
IBLDPF02	0709	0709	1	AN	If this field contains anything other than "R", the Diploma Recipients - Black, not Hispanic - female count originally submitted was adjusted.
IBLDPU02	0710	0710	1	AN	If this field contains anything other than "R", the Diploma Recipients - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWHDPM02	0711	0711	1	AN	If this field contains anything other than "R", the Diploma Recipients - White, not Hispanic - male count originally submitted was adjusted.
IWHDPF02	0712	0712	1	AN	If this field contains anything other than "R", the Diploma Recipients - White, not Hispanic - female count originally submitted was adjusted.

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Variable name	Start position	End position	Field length	Data type	Description
IWHDPU02	0713	0713	1	AN	If this field contains anything other than "R", the Diploma Recipients - White, not Hispanic - gender unknown count originally submitted was adjusted.
ITOHC02	0714	0714	1	AN	If this field contains anything other than "R", the Total Other High School Completers count originally submitted was adjusted.
IAMOCM02	0715	0715	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.
IAMOCF02	0716	0716	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.
IAMOCU02	0717	0717	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.
IASOCM02	0718	0718	1	AN	If this field contains anything other than "R", the Other High School Completers - Asian/Pacific Islander - male count originally submitted was adjusted.
IASOCF02	0719	0719	1	AN	If this field contains anything other than "R", the Other High School Completers - Asian/Pacific Islander - female count originally submitted was adjusted.
IASOCU02	0720	0720	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.
IHIOCM02	0721	0721	1	AN	If this field contains anything other than "R", the Other High School Completers - Hispanic - male count originally submitted was adjusted.
IHIOCF02	0722	0722	1	AN	If this field contains anything other than "R", the Other High School Completers - Hispanic - female count originally submitted was adjusted.
IHIOCU02	0723	0723	1	AN	If this field contains anything other than "R", the Other High School Completers - Hispanic - gender unknown count originally submitted was adjusted.
IBLOCM02	0724	0724	1	AN	If this field contains anything other than "R", the Other High School Completers - Black, not Hispanic - male count originally submitted was adjusted.
IBLOCF02	0725	0725	1	AN	If this field contains anything other than "R", the Other High School Completers - Black, not Hispanic - female count originally submitted was adjusted.
IBLOCU02	0726	0726	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.

APPENDIX A—Record Layout
Common Core of Data, Local Education Agency Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
IWHOCM02	0727	0727	1	AN	If this field contains anything other than "R", the Other High School Completers - White, not Hispanic - male count originally submitted was adjusted.
IWHOCF02	0728	0728	1	AN	If this field contains anything other than "R", the Other High School Completers - White, not Hispanic - female count originally submitted was adjusted.
IWHOCU02	0729	0729	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
Common Core of Data, Local Education Agency Universe Survey, 2002-03

Variable	Label	M	N	Other
FIPST	FIPS State Number	0	0	17761
LEAID	Unique Agency ID (NCES Assigned)	0	0	17761
STID02	State Agency ID	0	1	17760
NAME02	Name Of Local Education Agency	0	0	17761
PHONE02	Telephone Number Of Agency	150	0	17611
MSTREE02	Mailing Address	5	8	17748
MCITY02	Mailing City Name	3	0	17758
MSTATE02	Mailing USPS State Abbreviation	0	0	17761
MZIP02	Mailing 5-Digit ZIP Code	3	0	17758
MZIP402	Mailing ZIP+4 (if assigned)	0	0	17761
LSTREE02	Location Address	2339	35	15387
LCITY02	Location City Name	3	0	17758
LSTATE02	Location USPS State Abbreviation	0	0	17761
LZIP02	Location 5-Digit ZIP Code	3	0	17758
LZIP402	Location ZIP+4 (if assigned)	0	0	17761
UNION02	Supervisory Union Number	166	359	17236
CONUM02	FIPS County Number (FIPS St+County)	0	10	17751
CONAME02	County Name	0	10	17751
CSA02	CSA Code	0	0	17761
CBSA02	CBSA Code	0	0	17761

APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03

Variable	Label	Minimum	Maximum	Mean	-1	-2
SCH02	Number Of Schools (School Univ)	0.0	1,532.0	5.6	0	359
TEACH02	Total Classroom Teachers (School Univ)	0.0	42,369.0	175.5	1,651	1,436
UG02	Total Ungraded Students	0.0	80,886.0	37.5	13	5,285
PK1202	Total PK thru 12 Students	0.0	996,495.0	3,000.9	18	1,602
MEMBER02	Total Calculated Students	0.0	1,077,381.0	3,020.5	19	1,551
MIGRNT02	Migrant Students	0.0	7,064.0	29.6	5,056	4,071
SPECED02	Count Of Special Ed IEP Students	0.0	144,040.0	409.2	132	1,666
ELL02	English Language Learner Students	0.0	320,594.0	293.1	1,519	2,205
PKTCH02	Prekindergarten Teachers	0.0	926.0	2.3	5,164	463
KGTCH02	Kindergarten Teachers	0.0	4,482.5	10.4	3,366	532
ELMTCH02	Elementary Teachers	0.0	32,236.0	93.3	1,247	705
SECTCH02	Secondary Teachers	0.0	19,507.9	71.1	1,248	1,007
UGTCH02	Teachers Of Ungraded Classes	0.0	10,017.6	19.2	3,072	2,783
TOTTCH02	Total Fte Teachers	0.0	65,803.2	185.5	554	670
AIDES02	Instructional Aides	0.0	14,154.5	40.9	1,723	655
CORSUP02	Instructional Coordinators/Supervisors	0.0	1,047.8	3.0	1,266	1,065
ELMGUI02	Elementary Guidance Counselors	0.0	1,081.7	2.7	1,731	995
SECGUI02	Secondary Guidance Counselors	0.0	1,769.2	3.8	1,249	1,008
TOTGUI02	Total Guidance	0.0	2,851.0	6.3	752	921
LIBSPE02	Librarians/Media Specialists	0.0	1,050.0	3.5	817	913
LIBSUP02	Library Media Support Staff	0.0	332.3	2.7	5,046	1,246
LEAADM02	Lea Administrators	0.0	1,571.0	4.0	793	865
LEASUP02	Lea Administrators Support Staff	0.0	5,818.0	11.8	3,543	756
SCHADM02	School Administrators	0.0	3,386.1	10.0	932	707
SCHSUP02	School Administrators Support Staff	0.0	4,389.0	17.6	3,796	1,256
STUSUP02	Student Support Services Staff	0.0	3,838.0	12.0	1,150	1,017
OTHSUP02	All Other Support Staff	0.0	43,139.5	79.0	2,342	578
TOTDPL02	Diploma Recip (Total)	0.0	37,915.0	218.7	209	5,405
AMDPLM02	Diploma Recip (Amer Ind/AK Nat-Male)	0.0	340.0	1.1	558	5,405
AMDPLF02	Diploma Recip (Amer Ind/AK Nat-Female)	0.0	375.0	1.2	558	5,405
AMDPLU02	Diploma Recip (Amer Ind/AK Nat-Unknown)	0.0	0.0	0.0	558	5,407
ASDPLM02	Diploma Recip (Asian/Pac Isl-Male)	0.0	3,903.0	5.5	560	5,405
ASDPLF02	Diploma Recip (Asian/Pac Isl-Female)	0.0	3,868.0	5.6	560	5,405
ASDPLU02	Diploma Recip (Asian/Pac Isl-Unknown)	0.0	823.0	0.1	558	5,407
HIDPLM02	Diploma Recip (Hispanic-Male)	0.0	13,894.0	13.7	558	5,405

Rounds to zero.

APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03

Variable	Label	Minimum	Maximum	Mean	-1	-2
HIDPLF02	Diploma Recip (Hispanic-Female)	0.0	16,384.0	15.3	558	5,405
HIDPLU02	Diploma Recip (Hispanic-Unknown)	0.0	20.0	#	558	5,407
BLDPLM02	Diploma Recip (Black-Male)	0.0	5,086.0	12.5	558	5,405
BLDPLF02	Diploma Recip (Black-Female)	0.0	7,122.0	15.2	558	5,405
BLDPLU02	Diploma Recip (Black-Unknown)	0.0	1.0	#	558	5,407
WHDPLM02	Diploma Recip (White-Male)	0.0	3,890.0	72.7	559	5,405
WHDPLF02	Diploma Recip (White-Female)	0.0	4,220.0	73.9	559	5,405
WHDPLU02	Diploma Recip (White-Unknown)	0.0	1.0	#	558	5,407
TOTOHC02	Other HS Completers (Total)	0.0	2,617.0	9.1	656	11,621
AMOHCM02	Other HS Complet (Amer Ind/AK Nat-Male)	0.0	17.0	#	986	11,621
AMOHCF02	Other HS Complet (Amer Ind/AK Nat-Female)	0.0	13.0	#	986	11,621
AMOHCU02	Other HS Complet (Amer Ind/AK Nat-Unknow)	0.0	2.0	#	898	11,704
ASOHCM02	Other HS Complet (Asian/Pac Isl-Male)	0.0	111.0	0.1	988	11,621
ASOHCF02	Other HS Complet (Asian/Pac Isl-Female)	0.0	50.0	0.1	988	11,621
ASOHCU02	Other HS Complet (Asian/Pac Isl-Unknown)	0.0	7.0	#	898	11,704
HIOHCM02	Other HS Complet (Hispanic-Male)	0.0	1,182.0	0.7	1,000	11,621
HIOHCF02	Other HS Complet (Hispanic-Female)	0.0	1,435.0	0.8	1,000	11,621
HIOHCU02	Other HS Complet (Hispanic-Unknown)	0.0	7.0	#	898	11,704
BLOHCM02	Other HS Complet (Black-Male)	0.0	454.0	1.4	1,069	11,621
BLOHCF02	Other HS Complet (Black-Female)	0.0	335.0	1.3	1,069	11,621
BLOHCU02	Other HS Complet (Black-Unknown)	0.0	51.0	0.1	898	11,704
WHOHCM02	Other HS Complet (White-Male)	0.0	185.0	2.1	1,187	11,621
WHOHCF02	Other HS Complet (White-Female)	0.0	153.0	1.6	1,187	11,621
WHOHCU02	Other HS Complet (White-Unknown)	0.0	54.0	0.3	898	11,704

Rounds to zero.

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Agency Type Code

TYPE02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	13011	73.26	13011	73.26
2	1511	8.51	14522	81.76
3	377	2.12	14899	83.89
4	1202	6.77	16101	90.65
5	175	0.99	16276	91.64
6	51	0.29	16327	91.93
7	1434	8.07	17761	100.00

Metro/Micro Code

METMIC02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	5948	33.49	5948	33.49
1	8572	48.26	14520	81.75
2	3241	18.25	17761	100.00

Metro Status Code

MSC02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1962	11.05	1962	11.05
2	7319	41.21	9281	52.25
3	8239	46.39	17520	98.64
N	241	1.36	17761	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Agency Locale Code

LOCALE02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	729	4.10	729	4.10
2	943	5.31	1672	9.41
3	2688	15.13	4360	24.55
4	1762	9.92	6122	34.47
5	124	0.70	6246	35.17
6	1820	10.25	8066	45.41
7	5490	30.91	13556	76.32
8	2351	13.24	15907	89.56
N	1854	10.44	17761	100.00

Operational Status Code

BOUND02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	16874	95.01	16874	95.01
2	227	1.28	17101	96.28
3	292	1.64	17393	97.93
4	209	1.18	17602	99.10
5	27	0.15	17629	99.26
6	12	0.07	17641	99.32
7	120	0.68	17761	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Agency Low Grade Offered

GSL002	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	1024	5.77	1024	5.77
01	71	0.40	1095	6.17
02	21	0.12	1116	6.28
03	21	0.12	1137	6.40
04	24	0.14	1161	6.54
05	53	0.30	1214	6.84
06	157	0.88	1371	7.72
07	202	1.14	1573	8.86
08	42	0.24	1615	9.09
09	729	4.10	2344	13.20
10	25	0.14	2369	13.34
11	12	0.07	2381	13.41
12	4	0.02	2385	13.43
KG	5648	31.80	8033	45.23
N	359	2.02	8392	47.25
PK	9208	51.84	17600	99.09
UG	161	0.91	17761	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Agency High Grade Offered

GSHI02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	1024	5.77	1024	5.77
01	8	0.05	1032	5.81
02	11	0.06	1043	5.87
03	25	0.14	1068	6.01
04	43	0.24	1111	6.26
05	127	0.72	1238	6.97
06	604	3.40	1842	10.37
07	57	0.32	1899	10.69
08	2715	15.29	4614	25.98
09	51	0.29	4665	26.27
10	49	0.28	4714	26.54
11	32	0.18	4746	26.72
12	12430	69.98	17176	96.71
KG	5	0.03	17181	96.73
N	359	2.02	17540	98.76
PK	60	0.34	17600	99.09
UG	161	0.91	17761	100.00

Agency Charter Code

AGCHRT02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1345	7.57	1345	7.57
2	492	2.77	1837	10.34
3	14681	82.66	16518	93.00
N	1243	7.00	17761	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Agency Low Grade Offered Adj Flag

IGSL002	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3018	16.99	3018	16.99
N	359	2.02	3377	19.01
R	14384	80.99	17761	100.00

Agency High Grade Offered Adj Flag

IGSHI02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2746	15.46	2746	15.46
N	359	2.02	3105	17.48
R	14656	82.52	17761	100.00

Number Of Schools Adj Flag

ISCH02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	359	2.02	359	2.02
T	17402	97.98	17761	100.00

Number Of Teachers Adj Flag

ITEACH02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	359	2.02	359	2.02
T	17402	97.98	17761	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Ungraded Students Adj Flag

IUG02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1796	10.11	1796	10.11
N	359	2.02	2155	12.13
R	15606	87.87	17761	100.00

PK Thru 12 Adj Flag

IPK1202	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	541	3.05	541	3.05
N	359	2.02	900	5.07
R	16861	94.93	17761	100.00

Students Adj Flag

IMEMB02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	359	2.02	359	2.02
T	17402	97.98	17761	100.00

Migrant Students Adj Flag

IMIGRN02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1555	8.76	1555	8.76
N	359	2.02	1914	10.78
R	15847	89.22	17761	100.00

Imputation Flags:

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- C - Combined with Data Provided Elsewhere by the State
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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Special Ed Iep Students Adj Flag

ISPEC02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	648	3.65	648	3.65
N	359	2.02	1007	5.67
R	16754	94.33	17761	100.00

English Lang Learner Students Adj Flag

IELL02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	724	4.08	724	4.08
N	359	2.02	1083	6.10
R	16678	93.90	17761	100.00

Prekindergarten Teachers Adj Flag

IPKTCH02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2084	11.73	2084	11.73
N	359	2.02	2443	13.75
P	2	0.01	2445	13.77
R	15316	86.23	17761	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Kindergarten Teachers Adj Flag

IKGTCH02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1954	11.00	1954	11.00
N	359	2.02	2313	13.02
P	2	0.01	2315	13.03
R	15446	86.97	17761	100.00

Elementary Teachers Adj Flag

IELTCH02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	130	0.73	130	0.73
N	359	2.02	489	2.75
P	2	0.01	491	2.76
R	17270	97.24	17761	100.00

Secondary Teachers Adj Flag

ISETCH02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	130	0.73	130	0.73
N	359	2.02	489	2.75
P	2	0.01	491	2.76
R	17270	97.24	17761	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Ungraded Teachers Adj Flag

IUGTCH02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1286	7.24	1286	7.24
N	359	2.02	1645	9.26
P	2	0.01	1647	9.27
R	16114	90.73	17761	100.00

Total FTE Teachers Adj Flag

ITOTCH02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	130	0.73	130	0.73
N	359	2.02	489	2.75
R	17270	97.24	17759	99.99
T	2	0.01	17761	100.00

Instructional Aides Adj Flag

IAIDES02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1241	6.99	1241	6.99
N	359	2.02	1600	9.01
P	1	0.01	1601	9.01
R	16160	90.99	17761	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Instruct Coordinators/Super Adj Flag

ICOSUP02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	323	1.82	323	1.82
N	359	2.02	682	3.84
P	2	0.01	684	3.85
R	17077	96.15	17761	100.00

Elementary Guidance Counselor Adj Flag

IELGUI02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	130	0.73	130	0.73
N	359	2.02	489	2.75
P	1	0.01	490	2.76
R	17271	97.24	17761	100.00

Secondary Guidance Counselor Adj Flag

ISEGUI02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	130	0.73	130	0.73
N	359	2.02	489	2.75
P	1	0.01	490	2.76
R	17271	97.24	17761	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
- R - As Reported by the State
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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Total Guidance Counselor Adj Flag

ITOGUI02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	130	0.73	130	0.73
N	359	2.02	489	2.75
R	17271	97.24	17760	99.99
T	1	0.01	17761	100.00

Librarian/Media Specialist Adj Flag

ILISPE02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	131	0.74	131	0.74
N	359	2.02	490	2.76
P	2	0.01	492	2.77
R	17269	97.23	17761	100.00

Library Media Support Staff Adj Flag

ILISUP02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1995	11.23	1995	11.23
N	359	2.02	2354	13.25
P	1	0.01	2355	13.26
R	15406	86.74	17761	100.00

Imputation Flags:

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- N - Not Applicable
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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Lea Administrator Adj Flag

ILEADM02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	130	0.73	130	0.73
N	359	2.02	489	2.75
P	2	0.01	491	2.76
R	17270	97.24	17761	100.00

Lea Admin Support Staff Adj Flag

ILESUP02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2517	14.17	2517	14.17
N	359	2.02	2876	16.19
P	1	0.01	2877	16.20
R	14884	83.80	17761	100.00

School Admin Adj Flag

ISCADM02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	135	0.76	135	0.76
N	359	2.02	494	2.78
P	1	0.01	495	2.79
R	17266	97.21	17761	100.00

Imputation Flags:

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- N - Not Applicable
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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

School Admin Support Staff Adj Flag

ISCSUP02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2962	16.68	2962	16.68
N	359	2.02	3321	18.70
P	2	0.01	3323	18.71
R	14438	81.29	17761	100.00

Student Support Serv Staff Adj Flag

ISTSUP02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	268	1.51	268	1.51
N	359	2.02	627	3.53
P	1	0.01	628	3.54
R	17133	96.46	17761	100.00

All Other Support Staff Adj Flag

IOTSUP02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1762	9.92	1762	9.92
N	359	2.02	2121	11.94
P	1	0.01	2122	11.95
R	15639	88.05	17761	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
- R - As Reported by the State
- T - Total Based on Sum of Internal or External Detail

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Dipl Recip (Total) Adj Flag

ITDPL02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3377	19.01	3377	19.01
N	359	2.02	3736	21.03
P	1	0.01	3737	21.04
R	14024	78.96	17761	100.00

Dipl Recip Amer Ind/AK Nat-Male Adj Flag

IAMDPM02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3587	20.20	3587	20.20
N	359	2.02	3946	22.22
R	13815	77.78	17761	100.00

Dipl Recip Amer Ind/AK Nat-Fem Adj Flag

IAMDPM02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3586	20.19	3586	20.19
N	359	2.02	3945	22.21
R	13816	77.79	17761	100.00

Imputation Flags:

- A - Adjustment
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- N - Not Applicable
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**APPENDIX B – Value Distribution and Field Frequencies
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Dipl Recip Amer Ind/AK Nat-Unk Adj Flag

IAMDPU02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	6857	38.61	6857	38.61
N	359	2.02	7216	40.63
R	10545	59.37	17761	100.00

Dipl Recip Asian/Pac Isl-Male Adj Flag

IASDPM02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3470	19.54	3470	19.54
N	359	2.02	3829	21.56
R	13932	78.44	17761	100.00

Dipl Recip Asian/Pac Isl-Fem Adj Flag

IASDPF02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3453	19.44	3453	19.44
N	359	2.02	3812	21.46
R	13949	78.54	17761	100.00

Dipl Recip Asian/Pac Isl-Unk Adj Flag

IASDPU02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	6863	38.64	6863	38.64
N	359	2.02	7222	40.66
R	10539	59.34	17761	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Dipl Recip Hispanic-Male Adj Flag

IHIDPM02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3456	19.46	3456	19.46
N	359	2.02	3815	21.48
R	13946	78.52	17761	100.00

Dipl Recip Hispanic-Female Adj Flag

IHIDPF02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3458	19.47	3458	19.47
N	359	2.02	3817	21.49
R	13944	78.51	17761	100.00

Dipl Recip Hispanic-Unknown Adj Flag

IHIDPU02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	6858	38.61	6858	38.61
N	359	2.02	7217	40.63
R	10544	59.37	17761	100.00

Dipl Recip Black-Male Adj Flag

IBLDPM02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3466	19.51	3466	19.51
N	359	2.02	3825	21.54
R	13936	78.46	17761	100.00

Imputation Flags:

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- N - Not Applicable
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- R - As Reported by the State
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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Dipl Recip Black-Female Adj Flag

IBLDPF02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3453	19.44	3453	19.44
N	359	2.02	3812	21.46
R	13949	78.54	17761	100.00

Dipl Recip Black-Unknown Adj Flag

IBLDPU02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	6858	38.61	6858	38.61
N	359	2.02	7217	40.63
R	10544	59.37	17761	100.00

Dipl Recip White-Male Adj Flag

IWHDPM02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3364	18.94	3364	18.94
N	359	2.02	3723	20.96
R	14038	79.04	17761	100.00

Dipl Recip White-Female Adj Flag

IWHDPF02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3362	18.93	3362	18.93
N	359	2.02	3721	20.95
R	14040	79.05	17761	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
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- R - As Reported by the State
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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Dipl Recip White-Unknown Adj Flag

IWHDFU02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	6858	38.61	6858	38.61
N	359	2.02	7217	40.63
R	10544	59.37	17761	100.00

Oth HS Completers (Total) Adj Flag

IHOHC02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	8808	49.59	8808	49.59
N	359	2.02	9167	51.61
R	8594	48.39	17761	100.00

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

IAMOCM02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9221	51.92	9221	51.92
N	359	2.02	9580	53.94
R	8181	46.06	17761	100.00

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

IAMOCF02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9221	51.92	9221	51.92
N	359	2.02	9580	53.94
R	8181	46.06	17761	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
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Oth HS Compl Am Ind/AK Nat-Unk Adj Flag

IAMOCU02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9962	56.09	9962	56.09
N	359	2.02	10321	58.11
R	7440	41.89	17761	100.00

Oth HS Compl Asian/Pac Isl-Male Adj Flag

IASOCM02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9220	51.91	9220	51.91
N	359	2.02	9579	53.93
R	8182	46.07	17761	100.00

Oth HS Compl Asian/Pac Isl-Fem Adj Flag

IASOCF02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9220	51.91	9220	51.91
N	359	2.02	9579	53.93
R	8182	46.07	17761	100.00

Oth HS Compl Asian/Pac Isl-Unk Adj Flag

IASOCU02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9962	56.09	9962	56.09
N	359	2.02	10321	58.11
R	7440	41.89	17761	100.00

Imputation Flags:

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- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2002-03**

Oth HS Compl Hispanic-Male Adj Flag

IHI0CM02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9206	51.83	9206	51.83
N	359	2.02	9565	53.85
R	8196	46.15	17761	100.00

Oth HS Compl Hispanic-Female Adj Flag

IHI0CF02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9206	51.83	9206	51.83
N	359	2.02	9565	53.85
R	8196	46.15	17761	100.00

Oth HS Compl Hispanic-Unknown Adj Flag

IHI0CU02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9962	56.09	9962	56.09
N	359	2.02	10321	58.11
R	7440	41.89	17761	100.00

Oth HS Compl Black-Male Adj Flag

IBLOCM02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9138	51.45	9138	51.45
N	359	2.02	9497	53.47
R	8264	46.53	17761	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
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Oth HS Compl Black-Female Adj Flag

IBLOCF02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9138	51.45	9138	51.45
N	359	2.02	9497	53.47
R	8264	46.53	17761	100.00

Oth HS Compl Black-Unknown Adj Flag

IBLOCU02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9962	56.09	9962	56.09
N	359	2.02	10321	58.11
R	7440	41.89	17761	100.00

Oth HS Compl White-Male Adj Flag

IWHOCM02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9020	50.79	9020	50.79
N	359	2.02	9379	52.81
R	8382	47.19	17761	100.00

Oth HS Compl White-Female Adj Flag

IWHOCF02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9020	50.79	9020	50.79
N	359	2.02	9379	52.81
R	8382	47.19	17761	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
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- R - As Reported by the State
- T - Total Based on Sum of Internal or External Detail

**APPENDIX B – Value Distribution and Field Frequencies
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Oth HS Compl White-Unknown Adj Flag

IWHOCU02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9962	56.09	9962	56.09
N	359	2.02	10321	58.11
R	7440	41.89	17761	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
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APPENDIX C—Glossary

Common Core of Data, 2002–03

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.

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 Statistical Area (CSA)

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

APPENDIX C—Glossary Common Core of Data, 2002–03

Core Based Statistical Area (CBSA)

Each CBSA must contain at least one urban area of 10,000 or more population. Each metropolitan statistical area must have at least one urbanized area of 50,000 or more inhabitants. Each micropolitan statistical area must have at least one urban cluster of at least 10,000 but less than 50,000 population.

Under the standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more population, or that contain at least 5,000 people residing within a single urban area of 10,000 or more population, is identified as a "central county" (counties). Additional "outlying counties" are included in the CBSA if they meet specified requirements of commuting to or from the central counties. Counties or equivalent entities form the geographic "building blocks" for metropolitan and micropolitan statistical areas throughout the United States and Puerto Rico.

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 CBSA", and "Rural, inside CBSA".)

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)

"English Language Learner (ELL)" was formerly referred to as "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

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native language is a language other than English; or individuals who come from environments where a language other than English is dominant; or individuals who are American Indians and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language, to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. Item was first collected in 1998-99.

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.

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.

APPENDIX C—Glossary

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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.

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.

APPENDIX C—Glossary Common Core of Data, 2002–03

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.

Large City

A principal city of a CSA or CBSA, 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 principal 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 CBSA or CSA.

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, cataloguing, 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.

APPENDIX C—Glossary Common Core of Data, 2002–03

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)

See "English Language Learner (ELL)".

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 CBSA", and "Rural, inside CBSA".)

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 a CBSA. (See also Metropolitan Statistical Area.)

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.

APPENDIX C—Glossary

Common Core of Data, 2002–03

Micropolitan Statistical Area

A Core Based Statistical Area associated with at least one urban cluster that has a population of at least 10,000 but less than 50,000. The Micropolitan Statistical Area comprises the central county or counties that contain the core plus adjacent outlying counties having a high degree of social and economic integration with the central county as measured through commuting.

Mid-size City

A central city of a CBSA or CSA, 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; significant change in geographical boundaries or instructional responsibility; temporarily closed and may reopen within three years; scheduled to be operational within two years. 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; changed agency; temporarily closed and may reopen within three years; scheduled to be operational within two years.

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".

APPENDIX C—Glossary

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Other High School Completer

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

Other Support Staff

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.

Principal City

The largest city in each metropolitan or micropolitan statistical area is designated a "principal city." Additional cities qualify if specified requirements are met concerning population size and employment. The title of each metropolitan or micropolitan statistical area consists of the names of up to three of its principal cities and the name of each state into which the metropolitan or micropolitan statistical area extends. Titles of metropolitan divisions also typically are based on principal city names but in certain cases consist of county names. (See also "Locale Code".)

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".

APPENDIX C—Glossary

Common Core of Data, 2002–03

Regular School

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

Rural

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

Rural, inside CBSA

Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA 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 CBSA

Any incorporated place, Census designated place, or non-place territory not within a CBSA or CSA 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 CBSA or CSA. (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

APPENDIX C—Glossary

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impairment, traumatic brain injury, visually impairment, and other health impairments; and which adapts curriculum, materials or instruction for students served.

State Education Agency (SEA)

An agency of the state charged with primary responsibility for coordinating and supervising public instruction including setting 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.

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Urban Fringe

A closely settled area, contiguous to a principal city, outside a principal 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”.)

Urban Fringe of a Large City

Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA 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 CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population of 400,000 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 CBSA or CSA 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 CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population less than 400,000 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 principal 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 Common Core of Data, 2002–03

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 (status 1, 3, 4, 5) units only. Sch = School File, Agn = Agency File.

Alabama

Date Received: 06/19/2003

Anomalies: Missing Data: Agn - Prekindergarten Teachers. Not Applicable Data: Sch - Charter School, Prekindergarten Students (1400/1534 not applicable records), Ungraded Students; Agn - Ungraded Students, Teachers of Ungraded Classes. Comments: Data for Ungraded students are missing.

Alaska

Date Received: 03/11/2003

Anomalies: Missing Data: Agn - Instructional Coordinators and Supervisors. Not Applicable Data: Agn - Teachers of Ungraded Classes.

Arizona

Date Received: 09/05/2003

Anomalies: Missing Data: Sch - Magnet School. Not Applicable Data: Agn - Teachers of Ungraded Classes. Comments: Magnet schools are on the file but indistinguishable from other schools.

Arkansas

Date Received: 04/14/2003

Anomalies: Comments: Classroom teachers are counted differently than the prior year, which was an unduplicated the count after breaking them out by school. This year, counts are first unduplicated, and then broken out by school. Last year's method gave a count of the teachers actually teaching at each school. However, there was some duplication in the count in that some teachers provide instruction at more than one school. This year, it may appear that a school has a smaller number of teachers than you would think for the number of children. When this happens, the teachers probably teach at another school also, and that is where they were counted.

California

Date Received: 07/15/2003

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

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participants instead of eligible students. California reports "more than 1 race" students in the grade totals.

Colorado

Date Received: 10/01/2003

Anomalies: 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.

Connecticut

Date Received: 06/20/2003

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

Delaware

Date Received: 05/19/2003

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: 08/18/2003

Anomalies: Missing Data: Sch - Classroom teachers.

Florida

Date Received: 03/17/2003

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. Staff data for Charter schools were not available. Beginning with 1998-99, teachers of adult students were not included in the classroom teacher count.

Georgia

Date Received: 03/14/2003

Anomalies: Not Applicable Data: Agn - 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

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multi-racial category. Georgia independently reclassifies the multi-racial category for reporting CCD data. The previous year's school Migrant data included migrant students attending private schools. Migrant counts on the 2002-03 CCD exclude those students.

Hawaii

Date Received: 07/10/2003

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

Idaho

Date Received: 04/18/2003

Anomalies: Not Applicable Data: Sch - Ungraded Students; Agn - 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: 09/25/2003

Anomalies: Missing Data: Sch - Migrant Students (4271/4402 missing records); 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: 05/28/2003

Anomalies: Missing Data: Sch - Migrant Students (1936/1988 missing records); Agn - Migrant Students. Comments: Student totals are greater than the sum of the corresponding race totals, because race information for correctional facility schools and camps is not known.

Iowa

Date Received: 04/16/2003

Anomalies: None.

Kansas

Date Received: 03/27/2003

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

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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. School and Agency Migrant data may be undercounted due to the implementation of a new web collection instrument for these data.

Kentucky

Date Received: 04/25/2003

Anomalies: Not Applicable Data: Sch - Prekindergarten Students (926/1457 not applicable 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 are from the previous school year (2001-02). 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: 09/5/2003

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.

Maine

Date Received: 06/19/2003

Anomalies: Missing Data: Sch - Migrant Students; Agn - Prekindergarten Teachers, Kindergarten Teachers, Teachers of Ungraded Classes, LEA Administrative Support Staff, School Administrative Support Staff. Not Applicable Data: Agn - . 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: 03/31/2003

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Anomalies: Missing Data: Sch - Magnet School. Comments: In previous years (prior to the 1998-99 submission) Maryland did not report schools that did not have membership.

Massachusetts

Date Received: 09/26/2003

Anomalies: Missing Data: Sch - Classroom Teachers, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students; Agn - Prekindergarten Teachers, Elementary Guidance Counselors, LEA Administrative Support Staff. Not Applicable Data: Sch - Ungraded Students; Agn - Migrant Students, Ungraded Students, Other High School Completers.

Michigan

Date Received: 09/29/2003

Anomalies: Missing Data: Sch - Migrant Students; Agn - Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Elementary Guidance Counselors, Secondary Guidance Counselors. 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: 04/02/2003

Anomalies: Missing Data: Agn - School Administrative Support Staff. Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students, Teachers of Ungraded Classes, Other High School Completers. Comments: Data for Ungraded students are missing.

Mississippi

Date Received: 07/16/2003

Anomalies: None.

Missouri

Date Received: 07/14/2003

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

Montana

Date Received: 04/29/2003

Anomalies: Missing Data: Sch - Migrant Students; Agn - Migrant Students, Prekindergarten Teachers, Kindergarten Teachers, Library/Media Support Staff, LEA Administrative Support Staff, School Administrative Support, All Other Support. Not Applicable Data: Agn - Other High School Completers, Teachers of Ungraded Classes. Comments: Most support staff data

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fields cannot be reported because the Montana Department of Public Instruction only collects data for certified staff.

Nebraska

Date Received: Sch – 03/26/2003; Agn – 03/14/2003

Anomalies: Missing Data: Sch - Magnet School; Agn - Prekindergarten Teachers, Kindergarten Teachers, School Administrative Support Staff. Not Applicable Data: Sch - 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: Sch – 07/10/2003; Agn – 09/02/2003

Anomalies: None.

New Hampshire

Date Received: 04/01/2003

Anomalies: Missing Data: Agn - Migrant Students, Other High School Completers (76/257 missing records), Teachers of Ungraded Classes, Instructional Coordinators and Supervisors, Student Support Services Staff. Comments: 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: 03/17/2003

Anomalies: Not Applicable Data: Agn - Other High School Completers. Comments: Migrant students in programs that could not be reported in a school or district were excluded from the CCD.

New Mexico

Date Received: 03/20/2003

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Anomalies: Comments: Head Start Students are only included on the Agency file. Completer data now include students who completed their IEP.

New York

Date Received: Sch – 09/17/2003; Agn – 10/01/2003

Anomalies: Missing Data: Sch - School-wide Title I School (2716/4904 missing records), Migrant Students (4470/4904 missing 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: 03/17/2003

Anomalies: Not Applicable Data: 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).

North Dakota

Date Received: 04/09/2003

Anomalies: Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students, Other High School Completers, Teachers of Ungraded Classes.

Ohio

Date Received: 09/16/2003

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

Oklahoma

Date Received: 06/10/2003

Anomalies: Missing Data: Sch - Migrant Students (1806/1816 missing records). Not Applicable Data: Agn - Other High School Completers. Comments: Other Support Staff includes Library/Media Support Staff.

Oregon

Date Received: 06/10/2003

Anomalies: None.

Pennsylvania

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Date Received: 06/26/2003

Anomalies: Missing Data: Agn - English Language Learner 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: 03/17/2003

Anomalies: Missing Data: Sch - Migrant Students, Classroom Teachers; Agn - 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: Sch - Ungraded Students; Agn - Ungraded Students, Teachers of Ungraded Classes. Comments: Data for Ungraded students are missing.

South Carolina

Date Received: Sch - 09/09/2003; Agn - 10/01/2003

Anomalies: Missing Data: Agn - LEA Administrative Support Staff, School Administrative Support Staff. 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: 03/17/2003

Anomalies: Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students , Other High School Completers. Comments: Data for Ungraded students are missing.

Tennessee

Date Received: Sch - 04/15/2003; Agn - 08/08/2003

Anomalies: Missing Data: Sch - 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 - English Language Learner Students, Migrant Students, Instructional Coordinators and Supervisors, Library/Media Support Staff, LEA Administrative Support Staff, Student Support Services Staff. Not Applicable Data: Sch - Prekindergarten Students (1655/1659 not applicable records). Comments: Tennessee is

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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: 05/02/2003

Anomalies: Missing Data: 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: 04/09/2003

Anomalies: 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.

Vermont

Date Received: 03/17/2003

Anomalies: 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 - 03/07/2003; Agn - 02/28/2003

Anomalies: Missing Data: Agn - Teachers of Ungraded Classes, School Administrators. Comments: Prior to 2002-03, staff data were 1 year behind, however, starting with 2002-03, these data now reflect the correct year. 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: 07/14/2003

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

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West Virginia

Date Received: 03/17/2003

Anomalies: Missing Data: Agn - Migrant Students.

Wisconsin

Date Received: 08/04/2003

Anomalies: Missing Data: Sch - Free Lunch Eligible Students, Reduced-price Lunch Eligible Students; Agn - Other High School Completers (399/457 missing records).

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. English Language Learner data are for the prior school year.

Wyoming

Date Received: Sch – 03/14/2003; Agn – 03/13/2003

Anomalies: Missing Data: Agn - Prekindergarten Teachers. Not Applicable Data: Sch - Prekindergarten Students.

Bureau of Indian Affairs

Date Received: 09/23/2003

Anomalies: Missing Data: Sch - 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 missing records); Agn - IEP Students (22/23 missing records), English Language Learner Students, Migrant Students, Diploma Recipients (22/23 missing records), Other High School Completers, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, 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 (186/189 not applicable records), Ungraded Students; Agn - Ungraded Students, Other High School Completers.

Comments: Only student counts by grade for each school were reported. 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: 03/26/2003

Anomalies: Missing Data: Sch - Free Lunch Eligible Students, Reduced-price Lunch

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Eligible Students, Total Free and Reduced-price Lunch Eligible Students; Agn - Library/Media Support Staff. Not Applicable Data: Sch - Migrant Students, Ungraded Students; Agn - Migrant Students, Ungraded Students, Other High School Completers. Comments: 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.

Department of Defense Dependents (domestic) Schools

Date Received: 03/26/2003

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 - 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 identified as records with a FIPS code of 61.

American Samoa

Date Received: 03/07/2003

Anomalies: Missing Data: Sch - Migrant Students; Agn - Migrant Students.

Guam

Date Received: -

Anomalies: Missing Data: Sch - Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Eligible Students, Migrant Students, Classroom teachers, Students by grade, race, and by gender; Agn - PK12 Students, Ungraded Students, English Language Learner Students, Migrant Students, IEP Students, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, 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, Diploma Recipients. Not Applicable Data: Agn - Other High School Completers. Comments: No 2002-03 CCD data were reported from Guam, therefore, Guam's universe and directory values were pulled forward from the prior year. All other fields were filled with Missing.

Northern Marianas

Date Received: 03/12/2003

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Common Core of Data, 2002–03

Anomalies: Missing Data: Agn - English Language Learner Students, Librarians/Media Specialists. Not Applicable Data: Agn - Other High School Completers.

Puerto Rico

Date Received: 05/05/2003

Anomalies: Missing Data: Agn - Migrant Students, English Language Learner Students.
Comments: All students are eligible for Free Lunch.

Virgin Islands

Date Received: 03/14/2003

Anomalies: Missing Data: Sch - Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Eligible Students, Migrant Students; Agn - Migrant Students, Prekindergarten Teachers. Not Applicable Data: Sch - Prekindergarten Students (34/35 not applicable records); Agn - Other High School Completers. Comments: Special Education Students are not included in the K-12 or Ungraded totals although these students are mainstreamed.

APPENDIX E—Agency Universe Shuttle
Common Core of Data, Local Education Agency Universe Survey, 2002–03

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—Agency Universe Shuttle
Common Core of Data, Local Education Agency Universe Survey, 2002–03**

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 _____

Paperwork Burden Statement-- According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0067. The time required to complete this information collection is estimated to average 40.8 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NCES, U.S. Department of Education, 1990 K Street, NW, Room 9087, Washington D.C. 20006-5651.

APPENDIX E—Agency Universe Shuttle

Common Core of Data, Local Education Agency Universe Survey, 2002–03

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