



Documentation to the NCES Common Core of Data Public Elementary/ Secondary School Universe Survey Preliminary File: School Year 2010–11

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July 2011

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Contents

	Page
I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary File: School Year 2010–11	1
II. User’s Guide	3
A. Methodology	3
B. Limitations of the Public Elementary/Secondary School Universe Data Preliminary File	13

Appendixes

Appendix A—Record Layout for the Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary: School Year 2010–11	A-1
Appendix B—Value Distribution and Field Frequencies for the Common core of Data Public Elementary/Secondary School Universe Survey Preliminary: School Year 2010–11.....	B-1

List of Tables

Table 1 - File extraction dates for Directory, Other Directory, and Membership Files	4
Table 2 - American National Standards Institute (ANSI) state codes and abbreviations used in CCD datasets.....	11
Table 3 - List of schools with mailing address in another state: School year 2010–11.....	12

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I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey Preliminary File: School Year 2010-11

The Common Core of Data (CCD) nonfiscal surveys consist of data submitted annually to the National Center for Education Statistics (NCES) by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four U.S. Island Areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Department of Defense (DoD) dependents schools (overseas and domestic), and the Bureau of Indian Education (BIE). In order to provide data comparable across states to the maximum extent feasible, NCES and SEAs have worked since the 1950s to develop and accept common data items and definitions. SEAs report school-, agency-, and state-level education data through the U.S. Department of Education's *EDFacts* data collection system.

The purpose of the CCD nonfiscal surveys is to provide a listing of all schools and agencies providing free public elementary and secondary education, along with basic descriptive statistical information on each school and agency listed, and the state as a whole. The CCD includes all settings in which free public education is provided to children. However, some SEAs do not provide information on education outside of the traditional public school system – such as schools in correctional facilities or hospitals – while others do provide this information.

To ensure accuracy of the CCD nonfiscal data, CCD survey staff¹ works with contractors to screen, examine, and edit the original data that are submitted by the states through the *EDFacts* data collection system. The quality control process involves extensive cross year, file, and source data checks and iterative data reviews. It often takes several months to release the official dataset after the raw data are submitted. In an attempt, though, to balance between timeliness and data integrity, NCES now publishes preliminary files for the CCD nonfiscal agency and school surveys. For school year 2010-11, the main differences between the preliminary files and final released files are: 1) the preliminary files do not contain data from American Samoa, Guam, and DoD (overseas and domestic); 2) the preliminary files contain a subset of variables that are in the final released files; and 3) the variables in the preliminary files have not been completely edited while all the variables in the final released files will be fully edited. Additionally, the preliminary files include instances of missing data that were not reported by states by the time the files were created. It is anticipated that these data will be completed in the final file.

The Public Elementary/Secondary School Universe Survey Preliminary File includes data for the following variables: NCES school ID number, state school ID number, name of the school, name of the agency that operates the school, mailing address, physical location address, phone number, school type, operational status, full-time-equivalent (FTE) classroom teacher count², student total, and pupil/teacher ratio³. The file also contains indicators of whether a school is Title I

¹ CCD survey staff collectively refers to staff that are employed by NCES as well as staff who are employed by other organizations who perform collection, editing, processing tasks on behalf of o NCES. For 2010-11 these organizations included staff at the U.S. Census Bureau and the American Institutes for Research.

^{2,3} For school year 2010-11, the school preliminary file does not include counts of full time equivalent teachers (FTE) nor calculated pupil/teacher ratio due to unexpected technical complexities in the data collection system.

eligible, school-wide Title I eligible, a magnet school, a charter school, and/or a shared time school. The numerical variables have not been reviewed and are given in the preliminary file as reported from the states. The categorical variables have been edited to the extent which they only contain valid values, but the accuracy of the variables has not been reviewed. For example, the Title I eligible school indicator variable only allows a valid code of '1', '2', 'M', or 'N'; therefore, a value of '3' in the file would be suppressed and shown as missing. However, whether a school's Title I eligibility was reported correctly has not been reviewed.

In the 2010-11 CCD Public Elementary/Secondary School Universe Survey Preliminary File, there are 103,479 records – one for each public elementary and secondary school in the 50 states, the District of Columbia, Puerto Rico, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands, and the Bureau of Indian Education (BIE). Of the 103,479 records, 100,468 schools are coded as operating⁴ and 3,011 schools are coded as non-operating schools. Among the operating schools, 90,537 are regular elementary and secondary, 2,223 are special education, 1,511 are vocational/technical, 6,197 are alternative/other schools.

The remainder of this document contains a user's guide and appendixes. The user's guide contains information on CCD methodology, including certain conditions that are unique to this data file, and limitations of the file.

- **Appendix A – Record Layout** gives the variable names and labels of the data elements discussed throughout the documentation, as well as their location in 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, percentage, cumulative frequency, and cumulative percent of all categorical variables.

⁴ The 100,468 operating schools include those that are currently open, new, added, changed agency, and reopened. Those schools are coded as 1, 3, 4, 5, and 8 for school status, respectively. The 3,011 nonoperational schools are closed (2), temporarily inactive (6), and future (7).

II. User's Guide

A. Methodology

The *EDFacts* data collection system is the primary collection tool for the CCD nonfiscal data. NCES works collaboratively with the Department of Education's Performance Information Management Service to develop the CCD collection procedures and data definitions. Coordinators from SEAs submit the CCD data at different levels (school, agency, and state) to the *EDFacts* data collection system. Prior to submitting CCD files to *EDFacts*, SEAs must collect and compile information from their respective local education agencies (LEAs) via established administrative records systems within their state or jurisdiction. Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the CCD for quality assurance. CCD survey staff routinely verified data through SEA coordinators and did not contact LEAs or individual schools to verify data except in unusual circumstances. After performing edits and consistency checks, CCD survey staff referred discrepancies to SEA coordinators for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

In the context of the CCD, a school is an organization composed of students and staff.⁵ The CCD school definition recognizes that this organization may encompass several locations but must have a single contact point, which is the mailing address entered on the CCD school record. There may be situations in which students are attending two schools at the same time (e.g., a regular school and a vocational school). In these situations, the student is counted where he/she receives education for the majority of the time.

States report data to the *EDFacts* data collection system through multiple file groups that are submitted on a reporting schedule at different dates throughout the year. The 2010–11 school year *EDFacts* collection of CCD submissions opened in January 2011. NCES extracted the preliminary data from *EDFacts* between January, 2011 and June, 2011. CCD survey staff processed these file groups on a flow basis, so the date of the extract for each file group and each state may vary depending on when SEAs completed their submission for each file group. Table 1 lists the data items included in each file and the exact dates when the data files were extracted from *EDFacts*.

⁵ Schools in the CCD may have no reported enrollment but still serve students because students can only be reported among the membership of one school. For example, a vocational school may serve students who are dually enrolled in a regular school and the regular school reports their membership. This vocational school serves students, but would have no reported enrollment in the CCD because the students are included in the membership of the regular school.

Table 1. File extraction dates for Directory, Other Directory, and Membership Files: School year 2010-11

State name	DIR ¹	OTHRDIR ²	MEMBER ³	State name	DIR ¹	OTHRDIR ²	MEMBER ³
Alabama	2/14	6/07	6/07	Nebraska	2/18	6/07	6/07
Alaska	1/21	6/07	6/07	Nevada	2/18	6/10	6/10
Arizona	3/02	6/07	6/07	New Hampshire	3/01	6/07	6/07
Arkansas	3/10	6/07	6/07	New Jersey	2/18	6/07	6/07
California	5/11	6/07	6/07	New Mexico	3/22	6/07	6/07
Colorado	3/17	6/07	6/07	New York	3/21	6/07	6/07
Connecticut	3/19	6/07	6/07	North Carolina	2/28	6/07	6/07
Delaware	2/14	6/07	6/07	North Dakota	2/02	6/07	6/07
District of Columbia	2/14	6/07	6/07	Ohio	2/03	6/07	6/07
Florida	2/10	6/07	6/07	Oklahoma	3/01	6/07	6/07
Georgia	3/18	6/07	6/07	Oregon	2/02	6/07	6/07
Hawaii	2/14	5/04	5/04	Pennsylvania	3/22	6/07	6/07
Idaho	2/08	6/07	6/07	Rhode Island	2/14	6/07	6/07
Illinois	3/02	6/09	6/09	South Carolina	2/25	6/07	6/07
Indiana	3/10	6/07	6/07	South Dakota	3/09	6/07	6/07
Iowa	3/08	6/07	6/07	Tennessee	3/22	6/07	6/07
Kansas	2/16	6/07	6/07	Texas	3/15	6/07	6/07
Kentucky	2/23	6/07	6/07	Utah	3/10	6/07	6/07
Louisiana	2/25	6/07	6/07	Vermont	2/21	6/07	6/07
Maine	2/03	6/07	6/07	Virginia	3/16	6/07	6/07
Maryland	2/17	6/10	6/10	Washington	3/23	6/07	6/07
Massachusetts	2/02	6/09	6/09	West Virginia	2/21	6/07	6/07
Michigan	3/21	6/07	6/07	Wisconsin	2/02	6/07	6/07
Minnesota	3/18	6/07	6/07	Wyoming	3/17	5/04	5/04
Mississippi	1/27	6/07	6/07	Puerto Rico	2/14	6/07	6/07
Missouri	3/22	6/07	6/07	Virgin Island	3/15	6/10	6/10
Montana	1/27	6/07	6/07				

¹ Directory file contains the following variables: NCESSCH, LEAID, STID, SCHNO, SEASCH, LEANM, SCHNAM, PHONE, MSTREE, MCITY, MSTATE, MZIP, MZIP4, LSTREE, LCITY, LSTATE, LZIP, LZIP4, TYPE, STATUS, CHARTR, and FIPST.

² Other Directory file contains the following variables: TITLE1, STITL1, MAGNET, and SHARED.

³ Membership file contains the MEMBER variable.

Comments about the Public Elementary/Secondary School Universe Survey Data Preliminary File

Users of the data file need to be aware of certain characteristics of the file.

Coverage. The coverage of the Public Elementary/Secondary School Universe Survey includes all public schools providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. There are 59 responding units: the 50 states, the District of Columbia, Puerto Rico, the Bureau of Indian Education, and the four U.S. Island Areas. The DoD dependent schools (overseas and domestic), American Samoa, and Guam are not included in the preliminary school file.

Response. Item response is described in Appendix B— Value Distribution and Field Frequencies. This appendix lists the minimum, maximum, and mean value of each numeric variable as well as the total number of units and the number of units with missing data. Appendix B also lists the frequency of responses by option for each of the categorical values.

Nonsampling error. Nonsampling error is the error in an estimate arising at any stage in the survey from sources exclusive of sampling error. Nonsampling error includes nonresponse error; data processing or data entry errors, or reporting error because respondents misinterpret survey questions or do not follow survey instructions or do not follow the item definitions correctly. State education policies may differ in such a way that does not allow them to map their data exactly to the CCD definitions. For example, some states issue several kinds of high school credentials, while other states issue a regular diploma to every student who meets requirements (which may also vary). Another source of nonsampling error may be variations in the reference period for the reported data. For example, CCD requests data for October 1 of each school year, but a state may report their information for another date because they were not able to capture the data for October 1.

Coverage error and vertical consistency. Coverage error is another source of nonsampling error; for example, the same agency or school could be reported twice (overcoverage) or an agency or school could be omitted (undercoverage). Although CCD coverage of traditional (i.e., regular; see glossary in appendix C for definition) public schools and school districts is virtually 100 percent, the same cannot be said for publicly funded education outside of traditional settings and organizations. The CCD asks states to report all free elementary/secondary public education in their state regardless of who administers the schools or districts. However, some states that do not report schools that are administered by state organizations other than SEAs (such as a health and human services or a corrections department). These schools include schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA. Conversely, when these institutions are correctly reported on the CCD 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 the CCD, it is impossible for NCES to guarantee that state data coordinators follow CCD conventions regarding the deletion of closed schools or agencies and the addition of new ones. Confusion is particularly likely when local education agencies merge. Coverage issues (deletions of

schools/agencies, merging of schools/agencies) can affect the ability to track a given school/agency over time.

Missing data. Not all states had reported all items by the time that the preliminary file was constructed. It is anticipated that these data items will be reported and included in the final file. These items are distinguished from cases in which states reported that data are missing.

Missing value options. All data elements are either completed by the state or have been filled with a “0,” “-1,” “-2,” “M,” and “N.”

- 0 – There are no occurrences of this data element. A value was expected and measured, but there were no cases in the category.
- M (or -1 for numeric values) – A value was expected and the state reported that the value was not measured. (For example, a regular school that should report at least one student but cannot count the number of students would report -1.)
- N (or -2 for numeric values) – Data are not applicable. A value was neither expected nor measured. (For example, a shared time school may report -2 for total student count.)

Suppressing data. Invalid values were suppressed as missing for the variables that have not been fully edited to avoid misuse or misinterpretation of the data. For example, an invalid code of “7” for school type would be changed to “M” because there is no such school type code.

Comments about the Variables

Data users should also take note of certain conditions regarding each variable in the file. The code in parentheses before the variable description indicates the variable name, which is also referenced in Appendix A.

(FIPST) ANSI⁶ State Code. A list of the Federal Information Processing Standards (FIPS) codes for each state and other jurisdiction. NCES assigned dummy codes for DoD (overseas and domestic) and BIE. A list of ANSI codes for each state and jurisdiction is presented in Table 2.

(LEAID) NCES Local Education Agency ID. Unique NCES local education agency ID number assigned to each record. The first two characters of this number are the ANSI code. An agency’s LEAID does not change over time.

(SCHNO) NCES School ID. SCHNO is a unique number within an LEA. Combining the NCES Local Education Agency ID with the NCES School ID allows the user to uniquely identify each school on the file. A school’s SCHNO does not change over time.

⁶ American National Standards Institute (ANSI) codes replace the Federal Information Processing Standards (FIPS) codes previously issued by the National Institute of Standards and Technology (NIST) for the 50 states, the District of Columbia, and the U.S. Island Areas. ANSI state code values map directly to the retired FIPS code values.

(STID) State Local Education Agency ID. Each record contains a State Local Education Agency ID. State Local Education Agency ID numbers are assigned by SEAs and may not be unique across states. An agency's STID may change over time as new STIDs are assigned by a state.

(SEASCH) State School ID. Each record contains a State School ID. State School ID numbers are assigned by SEAs and may not be unique across states. A school's SEASCH may change over time.

(LEANM) Name of Education Agency. Each record includes the name of the agency that operates the school. NCES reviewed any record filling the 60 characters assigned, and may have adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(SCHNAM) Name of School. Each record has a school name. NCES reviewed any record filling the 50 characters assigned, and may have adjusted the school name to improve readability (i.e., applied standard abbreviations).

(MSTREE) Mailing Street. This field may contain a street address or a P.O. Box number. Some mailing addresses consist solely of a city and state, indicated by an "N" in the street address field. NCES did not correct missing or bogus (e.g., "No Local Address") addresses in the preliminary file.

(MCITY) Mailing City. There can be valid cases in which a school is located in one city and has a mailing address in another city.

(MSTATE) Mailing State (PO Abbreviation). Each record contains a mailing state. There are instances where a school that is part of one state's education system reports a mailing address in another state; these situations have been confirmed by the reporting state. A list of the 12 schools that have a mailing state code different from their FIPS state code is included in Table 3.

(MZIP, MZIP4) Mailing ZIP Code +4. Each record displays a mailing ZIP Code in this field. The +4 may be left blank if it is unknown.

(PHONE) Area code + Telephone Number. Missing or bogus (e.g., "555-555-5555") phone numbers were researched and replaced with valid phone numbers from school or district websites. If valid phone numbers cannot be found from public website, NCES filled in prior year phone numbers or set the values to Missing.

(LSTREE) Location Street. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields were inserted. In some instances, SEAs did not report physical locations for the location street field, but rather reported Post Office boxes and other addresses that did not represent the location of a school. Missing or non-location addresses (e.g., Post Office box numbers) were resolved through several means, including telephone calls to individual schools or associated districts. In addition to this research, if a valid location street was not provided for a school for the 2010–11 school year, NCES researched the school or associated district website for a valid location address. If valid location streets cannot be found from public website, NCES filled in prior year location address or set the values to Missing.

(LCITY) Location City. Each record displays a location city in this field.

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

(LZIP, LZIP4) Location Zip Code +4. Each record displays a location Zip Code in this field. The +4 may be left blank if it is unknown.

(TYPE) School Type Code. Each record contains a school type code.

- 1 = Regular school – provides instruction and services that do not focus primarily on vocational, special education, or alternative education although these programs may be included in addition to the regular academic curriculum.
- 2 = Special education school – focuses primarily on instruction for students with disabilities, and adapts curriculum, materials, or instruction to meet the needs of these students.
- 3 = Vocational education school – focuses primarily on vocational and technical education.
- 4 = Alternative/other school – addresses student needs that typically cannot be met in a regular school, provides nontraditional education.
- 5 = Reportable program – does not meet the CCD definition of a public school; typically, these are programs within a school or other institution that do not have a principal but report to some other administrator.

(STATUS) Operational Status Code. Each record contains a status code to reflect the school's operational status for the 2010-11 school year. Valid responses include the following:

- 1 = School was operational at the time of the last report and is currently operational.
- 2 = School has closed since the time of the last report.
- 3 = School has been opened since the time of the last report.
- 4 = School was operational at the time of the last report but was not on the CCD list at that time.
- 5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency.
- 6 = School is temporarily closed and expected to reopen within 3 years.
- 7 = School has never been operational but is scheduled to be operational within 2 years.
- 8 = School was closed on previous year's file but has reopened.

(TITLE) Title I Eligible School. This flag denotes 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. The values for this variable have not been fully edited and are given in the preliminary file as reported from the states.

1 = Yes

2 = No

(STITLE) School-wide Title I. This flag denotes a program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. The values for this variable have not been fully edited and are given in the preliminary file as reported from the states.

1 = Yes

2 = No

(MAGNET) Magnet School. This variable indicates whether a school is a magnet school. The values for this variable have not been fully edited and are given in the preliminary file as reported from the states.

1 = Yes

2 = No

(CHARTR) Charter School. This variable indicates whether a school is a charter school. The values for this variable have not been fully edited and are given in the preliminary file as reported from the states.

1 = Yes

2 = No

(SHARED) Shared Time School. A shared time school is a school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate "home" school, or school of record, and attend the shared-time school on a part-day basis. The values for this variable have not been fully edited and are given in the preliminary file as reported from the states.

1 = Yes

2 = No

(MEMBER) Total Membership. This is the reported total membership of the school. Membership is the total student enrollment on October 1, or the school day closest to October 1, for a school year. CCD collects membership counts at three levels: school, agency, and state. The total student membership reported by states at one level may often be different than what was reported at one or both of the other levels. In general, the total student membership on lower level file should be less than or equal to the total membership on higher level files. A common reason for these differences is that SEAs report a student membership in the school the student

attends, but report a student's membership in the LEA that is financially responsible for the student. For example, a regular school district may not be able to provide services to students with special needs and may instead pay tuition for students to attend private schools that provide services to students with special needs. These students are then counted in the regular school district, but not in any of the schools in CCD school file. The values for this variable have not been edited and are given in the preliminary file as reported from the states.

In the prior year preliminary files, NCES also included counts of full time equivalent teachers (FTE) and calculated pupil/teacher ratio (PUPTCH). However, due to unexpected technical complexities in the data collection system, those values are not available in the 2010-11 school preliminary file.

Table 2. American National Standards Institute (ANSI) state codes and abbreviations used in CCD datasets

State name/jurisdiction	ANSI ¹	Abbreviation ²	State name/jurisdiction	ANSI	Abbreviation
Alabama	01	AL	Ohio	39	OH
Alaska	02	AK	Oklahoma	40	OK
Arizona	04	AZ	Oregon	41	OR
Arkansas	05	AR	Pennsylvania	42	PA
California	06	CA	Rhode Island	44	RI
Colorado	08	CO	South Carolina	45	SC
Connecticut	10	CT	South Dakota	46	SD
Delaware	10	DE	Tennessee	47	TN
District of Columbia	11	DC	Texas	48	TX
Florida	12	FL	Utah	49	UT
Georgia	13	GA	Vermont	50	VT
Hawaii	15	HI	Virginia	51	VA
Idaho	16	ID	Washington	53	WA
Illinois	17	IL	West Virginia	54	WV
Indiana	18	IN	Wisconsin	55	WI
Iowa	19	IA	Wyoming	56	WY
Kansas	20	KS	Department of Defense dependents schools (overseas)	58 ³	DO
Kentucky	21	KY			
Louisiana	22	LA			
Maine	23	ME			
Maryland	24	MD	Department of Defense dependents schools (domestic)	61 ³	DD
Massachusetts	25	MA			
Michigan	26	MI			
Minnesota	27	MN			
Mississippi	28	MS	Bureau of Indian Education	59 ³	BI
Missouri	29	MO			
Montana	30	MT	American Samoa	60	AS
Nebraska	31	NE			
Nevada	32	NV	Guam	66	GU
New Hampshire	33	NH	Commonwealth of the Northern Mariana Islands	69	MP
New Jersey	34	NJ			
New Mexico	35	NM	Puerto Rico	72	PR
New York	36	NY			
North Carolina	37	NC	U.S. Virgin Islands	78	VI
North Dakota	38	ND			

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

² U.S. Postal Service state abbreviation codes.

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

SOURCE: U.S. Geography Division, Geographic Standards and Criteria Branch. (2010). “Codes for the Identification of the States, the District of Columbia, Puerto Rico, and the Insular Areas of the United States (INCITS 38:2009).” Washington, DC: U.S. Census Bureau.

Table 3. List of schools with mailing address in another state: School year 2010-11

Administration State	NCES ID	School Name	City	State
Arizona	040081102855	OMBUDSMAN - CHARTER EAST II	LIBERTYVILLE	IL
District of Columbia	110007800213	NEW BEGINNINGS	LAUREL	MD
Idaho	160261000459	PLEASANT VALLEY ELEM-JR HIGH	JORDAN VALLEY	OR
New Jersey	340073903053	EXCELLENCE CS	PHILADELPHIA	PA
North Dakota	380567000826	SQUAW GAP SCHOOL	SIDNEY	MT
	382034000714	EAST FAIRVIEW ELEMENTARY SCHOOL	FAIRVIEW	MT
Ohio	390501203842	BROOKFIELD ELEMENTARY SCHOOL	SHARON	PA
South Dakota	467209000503	KLEIN ELEMENTARY - 08	VALENTINE	NE
	467209000504	LAKEVIEW ELEMENTARY - 09	CROOKSTON	NE
	467209000506	LITTLEBURG ELEMENTARY - 12	VALENTINE	NE
Utah	490090000491	NAVAJO MOUNTAIN HIGH	NAVAJO MT	AZ
Vermont	500002400180	RIVENDELL ACADEMY	ORFORD	NH

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey Preliminary File: School Year 2010-11".

B. Limitations of the Public Elementary/Secondary School Universe Data Preliminary File

As mentioned in the introduction section, this preliminary file is created to provide users with data for purposes that may have a greater need for timeliness than for verified accuracy.

Although most of the variables in the file have been examined and edited, some variables are still being screened and checked. Two caveats should be noted. First, due to the incomplete data editing process, the file may contain errors that have not been detected and thus may not be representative of the characteristics for a particular school. Secondly, because states may revise their reported data after the preliminary file is published, the preliminary file may not reflect the final data that states submit.

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**Appendix A – Record Layout for the Common Core of Data
Public Elementary /Secondary School Universe Survey Preliminary File:
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**Appendix A – Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey Preliminary File: School Year 2010-11**

(*) Fields have two explicit decimal places

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

The file contains data for the school year 2010-11 sorted by the NCES assigned school identification code (NCESSCH).

Note that all numeric fields contain a -1 to indicate a value was expected and the state reported that the value was not measured, and a -2 to indicate not applicable. Character fields “M” for a value was expected and the state reported that the value was not measured, and “N” for not applicable. “AN” and “N” are alphanumeric and numeric data, respectively.

Variable Name	Order	Data Type	Description
SURVYEAR	1	AN	Year corresponding to survey record.
NCESSCH	2	AN	Unique NCES public school ID (7-digit NCES agency ID (LEAID) + 5-digit NCES school ID (SCHNO)).
+FIPST	3	AN	American National Standards Institute (ANSI) state code.
+LEAID	4	AN	NCES local education agency (LEA) ID. NOTE: The state to which the LEA belongs is identified by the first two digits (FIPS code) of the LEAID.
+SCHNO	5	AN	NCES school ID. NOTE: SCHNO is a unique number within an LEA. By combining LEAID with SCHNO, each school can be uniquely identified within the total file (see NCESSCH above).
STID	6	AN	State's own ID for the education agency.
SEASCH	7	AN	State's own ID for the school.
LEANM	8	AN	Name of the education agency that operates this school.
SCHNAM	9	AN	Name of the school.
			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. M: when alphanumeric data are missing; that is, a value is expected but none was measured. -1: when numeric data are missing; that is, a value is expected but none was measured. N: when alphanumeric data are not applicable; that is, a value is neither expected nor measured. -2: when numeric data are not applicable; that is, a value is neither expected nor measured.
PHONE	10	AN	Telephone number of school.

Variable Name	Order	Data Type	Description
MSTREE	11	AN	The mailing address of the school— may be a street address, a P.O. Box number, or, if verified that there is no address beyond CITY, STATE, and ZIP, the character “N.”
MCITY	12	AN	School mailing address city.
MSTATE	13	AN	Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see FIPS state codes and abbreviations used in CCD dataset).
MZIP	14	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP4	15	AN	Four-digit (ZIP+4) code for the mailing address. If the mailing address has been assigned the additional four-digit +4 ZIP, this field contains that number; otherwise, this field is blank.
LSTREE	16	AN	School location street address.
LCITY	17	AN	School location city.
LSTATE	18	AN	Two-letter U.S. Postal Service abbreviation of the state where the school address is located (see FIPS state codes and abbreviations used in CCD dataset).
LZIP	19	AN	Five-digit U.S. Postal Service ZIP code for the location address.
LZIP4	20	AN	Four-digit (ZIP+4) code for the location address. If the mailing address has been assigned the additional four-digit +4 ZIP, this field contains that number; otherwise, this field is blank.
TYPE	21	AN	NCES code for type of school: 1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school 5 = Reportable program
STATUS	22	AN	NCES code for the school status: 1 = School was operational at the time of the last report and is currently operational. 2 = School has closed since the time of the last report. 3 = School has been opened since the time of the last report. 4 = School was operational at the time of the last report but was not on the CCD list at that time. 5 = School was listed in previous year’s CCD school universe as being affiliated with a different education agency. 6 = School is temporarily closed and may reopen within 3 years. 7 = School is scheduled to be operational within 2 years. 8 = School was closed on previous year’s file but has reopened.

Variable Name	Order	Data Type	Description
TITLEI	23	AN	Title I Eligible School. A Title I school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. 1 = Yes 2 = No
STITLI	24	AN	School-wide Title I. A program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. 1 = Yes 2 = No
MAGNET	25	AN	Magnet school. Regardless of the source of funding, a magnet school or program is a special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation and/or to provide an academic or social focus on a particular theme. 1 = Yes 2 = No
CHARTR	26	AN	Charter school. A school that provides free elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. 1 = Yes 2 = No
SHARED	27	AN	Shared-time school. A school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate "home" school and attend the shared-time school on a part-day basis. 1 = Yes 2 = No
MEMBER	28	N	Total students, all grades: the reported total membership of the school.

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**Appendix B – Value Distribution and Field Frequencies for the Common Core of Data
Public Elementary /Secondary School Universe Survey Preliminary File:
School Year 2010-11**

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Appendix B – Value Distribution and Field Frequencies for the Common Core of Data Public Elementary /Secondary School Universe Survey Preliminary File: School Year 2010-11

Variable	Label	M ¹	N ¹	Other
NCESSCH	Unique School ID	0	0	103,479
LEAID	Unique Agency ID (NCES Assigned)	0	0	103,479
FIPST	ANSI State Number	0	0	103,479
STID	State Local Education Number	0	0	103,479
SEASCH	State School Identifier	0	0	103,479
LEANM	LEA Name	0	0	103,479
SCHNAM	School Name	0	0	103,479
PHONE	School Phone Number	10	4	103,465
MSTREE	School Mailing Address	0	0	103,479
MCITY	School Mailing City	0	0	103,479
MSTATE	School Mailing USPS State Abbreviation	0	0	103,479
MZIP	School Mailing Zip	0	0	103,479
MZIP4	School Mailing Zip Plus 4	0	0	78,969
LSTREE	School Location Address	34	0	103,445
LCITY	School Location City	0	0	103,479
LSTATE	School Location USPS State Abbreviation	0	0	103,479
LZIP	School Location Zip	0	0	103,479
LZIP4	School Location Zip Plus 4	0	0	78,491

¹ M indicates that the data are missing; a value was expected, but no value was measured. N indicates that the data are not applicable; a value was neither expected nor measured.

² There are 24,510 and 24,988 schools with blank cell for the MZIP4 and LZIP4 variables, respectively.

Variable	Label	Minimum	Maximum	Mean	-1 ¹	-2 ¹
MEMBER	All Students – Total	0	9,651	476.1	23	57

¹ -1 = the data were expected and the state reported that the data was not measured;

-2 = the data are not applicable;

² While this value may not seem plausible, NCES does not suppress values on the preliminary files. These values will be reviewed and may be edited on the final file.

School Type

TYPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Regular school	92,571	89.46	92,571	89.46
2 Special education school	2,309	2.23	94,880	91.69
3 Vocational education school	1,534	1.48	96,414	93.17
4 Alternative/other school	6,962	6.73	103,376	99.9
5 Reportable program	103	0.10	103,479	100

NOTE: The frequencies are based on all schools on the file, regardless operational status, and do not match the frequencies listed in the second paragraph on page 2, which are based on operating schools only.

School Operational Status

STATUS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 School was operational at the time of the last report and is currently operational	98,482	95.17	98,482	95.17
2 School has closed since the time of the last report	2,107	2.04	100,589	97.21
3 School has been opened since the time of the last report	1,638	1.58	102,227	98.79
4 School was operational at the time of the last report but was not on the CCD list at that time	37	0.04	102,264	98.83
5 School was listed in previous year's CCD school universe as being affiliated with a different education agency	82	0.08	102,346	98.91
6 School is temporarily closed and expected to reopen within 3 years	564	0.55	102,910	99.45
7 School has never been operational but is scheduled to be operational within 2 years	340	0.33	103,250	99.78
8 School was closed on previous year's file but has reopened	229	0.22	103,479	100

Note: The following codes apply to all the tables below –

M = the data were expected and the state reported that the data was not measured

N = the data are not applicable

Title I Eligible School

TITLEI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Yes	60,843	58.8	60,843	58.80
2 No	25,694	24.83	86,537	83.63
M	10,792	10.43	97,329	94.06
N	6,150	5.94	103,479	100

School-wide Title I

STITLI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Yes	44,487	42.99	44,487	42.99
2 No	16,356	15.81	60,843	58.80
M	10,792	10.43	71,635	69.23
N	31,844	30.77	103,479	100

Magnet School Indicator

MAGNET	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Yes	2,194	2.12	2,194	2.12
2 No	60,160	58.14	62,354	60.26
M	29,380	28.39	91,734	88.65
N	11,745	11.35	103,479	100

Charter School Indicator

CHARTR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Yes	5,725	5.53	5,725	5.53
2 No	85,484	82.61	91,209	88.14
N	12,270	11.86	103,479	100

Shared Time Indicator

SHARED	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Yes	1,822	1.76	1,822	1.76
2 No	73,130	70.67	74,952	72.43
M	28,527	27.57	103,479	100