



U.S. Department of Education  
Institute of Education Sciences  
NCES 2004-333

# Documentation to the NCES Common Core of Data Public Elementary/Second- ary School Universe Survey: School Year 2002-03

Version 1a





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January 2005

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**I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2002–03, Version 1a**

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 to the maximum extent feasible, common data items and definitions have been developed and accepted by NCES and 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. The data 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 Public Elementary/Secondary School Universe survey there were 99,635 records, one record for each public elementary and secondary school in the 50 states, District of Columbia, 5 outlying areas, the Department of Defense Dependent (overseas and domestic) schools, and the Bureau of Indian Affairs. Schools that were open on last year's files (2001–02), but are closed for the 2002–03 school year (1,392) are kept on the file for 1 year. They are indicated by a value of 2 under the variable STATUS02 on the school file. Once these closed schools are stripped off the file, 98,243 open schools remain (which includes new, added, changed agency, inactive, and future records). Of the 98,243 open schools, 88,477 were regular elementary and secondary schools; 2,155 were special education schools; 1,116 were vocational/technical schools; and 6,495 were other/alternative schools.

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 (10 percent of all open schools are type 2, 3, 4) and school districts (17 percent of all open districts are type 3, 4, 5, 6, 7), e.g., schools or districts without students, special education schools, etc. 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.

Public Elementary/Secondary School Universe data include 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, location address, phone number, school type, operational status, locale code, in/out flag, latitude, longitude, county number, county name, FTE classroom teacher count, low/high grade span offered, school level, Title I eligible, school-wide Title I, magnet school, charter school, free lunch eligible students, reduced-price lunch eligible students, total free and reduced-price lunch eligible, migrant students enrolled in the previous year, student totals and detail (by grade, by race/ethnicity, and by gender), and pupil/teacher ratio.

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—**School Universe Shuttle** is the paper copy of the school 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.

In the context of CCD, a school is an organization composed of students and staff. The CCD 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 pupils are served by two schools at the same time (e.g., a regular school and a vocational school). In these situations, a judgment must be made as to where the student should be counted. Typically, such judgment is left to the SEA official who reports the data. In most cases, CCD files contain enough data so that NCES may make decision rules that can be applied to the file without the need for manual review of every case.

#### ***Comments about the Data File***

Users of the school data file need to be aware of certain conditions that are unique to the 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 5 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 education agencies merge.

Imputation Flag Options. Care has been taken to provide a meaningful value for every variable on 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 for the variable was reported by the state or was edited by NCES using one of several methodologies.

- A = Adjusted, but no arithmetic manipulation (example, “blank” changed to “M”)
- C = Combined with data provided elsewhere by the state
- N = Not applicable
- O = Locale Code Assigned Under Old Methodology
- R = As reported by the state
- T = Total based on sum of internal or external detail
- W = Locale Code Assigned Under New Methodology

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 high school 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 school 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 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 (STATUS = 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 Local Education Agency ID. Each record contains a unique NCES-assigned identification number for the agency that operates the school. The first two characters of this number are the FIPS code.

(SCHNO) NCES School ID. Each record contains a unique NCES school identification number. Combining the NCES Local Education Agency ID with the NCES School ID allows the user to uniquely identify each school on the file.

(STID02) State Local Education Agency ID. State Local Education Agency ID contains an “N” for 3 school records.

(SEASCH02) State School ID. State School ID contains an “N” for 2 school records.

(LEANM02) 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).

(SCHNAM02) 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).

(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 27 records on the school file. If 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 has a mailing city. There may be some valid cases in which a school 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 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 24 schools that have a mailing state code different from their FIPS state code is included at the end of this document.

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

(PHONE02) Area Code + Telephone Number. This field contains an "M" for 967 records on the school file.

(LSTREE02) Location Street. This field contains an "M" or "N" for 11,654 records in on the school file. 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 has a location city.

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

(LZIP02, LZIP402) Location Zip Code + 4. Each record has a location zip code. The +4 may be blank if it is unknown.

(TYPE02) School Type Code. Each record contains a school type code.

- 1 = Regular School
- 2 = Special Education School
- 3 = Vocational Education School
- 4 = Alternative/Other School

(STATUS02) Operational Status Code. Each record contains a status code to reflect the school's operational status for the 2002–03 school year. Valid responses include:

- 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 on 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.

Schools 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 STATUS field were added to the CCD starting with the 2002–03 file.

(LOCALE02) Locale Code. None of the outlying areas was assigned a locale code (they contain the value “N” in this field) because the geographical and governmental structures of the outlying areas do not fit the definitional scheme used to derive the code. Also, this field contains an “N” for all closed schools (1,392 records). All other records contain a code ranging from 1–8 indicating the location of the school relative to populous areas. The methodology used to assign locale codes was updated to incorporate the location address fields added to the CCD collection starting with the 1998–99 file. Starting with the 2002–03 CCD file, the methodology was updated to incorporate 2000 Census population and geography information. The methodology used to code locale is provided at the end of this section.

- 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

(INOUT02) In/Out flag. Starting with the 2001–02 CCD, state coordinators were given the opportunity to provide a flag indicating whether a school is located inside or outside the city or town limits. These flags were used to improve the accuracy of the locale code assignment for schools assigned locale codes with the old methodology. The flags are provided on the School Universe file in the field INOUT and contain the following codes:

- 1 = Inside the city or town limits.
- 2 = Outside the city or town limits.

Schools not sent with an INOUT flag by the state coordinator contain the value “M.”

(LATCOD02) Latitude. Latitude and Longitude values were added to the school file starting in 2000–01. Addresses that could not be found at the Census block level were assigned an “N.” 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 three digits of the code represent the number of degrees from the equator; the last six 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.

(LONCOD02) Longitude. Latitude and Longitude values were added to the school file starting in 2000–01. Addresses that could not be found at the Census block level were assigned an “N.” 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 three digits of the code represent the number of degrees from the prime meridian; the last six 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.

(CONAME02) County Name. This field was added to the CCD file starting in 2002–03. The values for this field were determined by the Census Bureau based on the reported location address. Each record, except for the Department of Defense overseas and four records in the Department of Defense domestic, has county name on the school file.

(CONUM02) FIPS County Code. This field was added to the CCD file starting in 2002–03. The values for this field were determined by the Census Bureau based on the reported location address. A small number of supervisory unions in New England states have a FIPS county code that differs from the county in which the school is physically located. Each record, except for the Department of Defense overseas and four records in the Department of Defense domestic, has a county code on the school file.

(FTE02) FTE Teachers. Full-time equivalent teachers are collected to the nearest tenth. Some schools may report teachers, but no pupils, while other schools may report pupils in membership but no teacher FTE. These are valid records indicating situations in which more than one school provides services to pupils, but the pupils are attributed to a single school to avoid double counting or where a teacher provides services to pupils at multiple schools. An example of the former situation might be an Area Vocational School whose pupil membership is attributed to the high school that sends its pupils to obtain vocational services.

FTE Teacher counts were reported as “-1” (missing) by the District of Columbia, Massachusetts, Rhode Island, Tennessee, Bureau of Indian Affairs, and Guam.

The submission from Colorado contained a group of records that accounted for district-wide teaching staff. In order to avoid an undercount of teachers at the school and state level, it was decided in consultation with Colorado’s CCD Coordinator to apportion these teacher counts across the schools within the associated district. The following methodology was used:

- a. The Colorado file was divided into the district-wide records and the remaining school records.
- b. The ratio of each school’s reported teachers to the sum of teachers across all schools in a district was calculated.
- c. These school records were then matched with the district-wide records and each school’s ratio applied to the district-wide teacher total. This resulted in the number to be added to the school’s originally reported teacher count.
- d. Records that were adjusted through this process can be identified by the value “C” in the teacher flag field (IFTE02, Position 1456).

(GSLO02, GSHI02) Low/High Grade Span Offered. Grade span information that was not reported was calculated using the reported student information. Reported grade spans were adjusted when student counts were found in corresponding grade fields outside of the span that was reported. Grade spans that were calculated or adjusted are indicated by the code “A” in the corresponding IGSLO02 and IGSHI02 imputation flags.

(LEVEL02) Level. A school level code was added to the school file starting in 2000–01. This code indicates the instructional level of the school. The following codes were calculated from the school’s corresponding low/high grade span (GSLO/GSHI) values:

- 1 = Primary (low grade = PK through 03; high grade = PK through 08)
- 2 = Middle (low grade = 04 through 07; high grade = 04 through 09)
- 3 = High (low grade = 07 through 12; high grade = 12 only)
- 4 = Other (any other configuration not falling within the above three categories, including Ungraded)

(TITLEI02) Title I Eligible School.

- 1 = Yes
- 2 = No

(STITLI02) School-wide Title I.

- 1 = Yes
- 2 = No

(MAGNET02) Magnet School.

- 1 = Yes
- 2 = No

(CHARTR02) Charter School.

- 1 = Yes
- 2 = No

(FRELCH02) Free Lunch Eligible Students. These counts of students may be taken by the schools at a different time than the membership counts, therefore the count of free lunch and membership students may not be comparable in a given school. In some states, a single school may provide the free lunch program for a cluster of schools, and the free lunch eligible count for the school providing services may be over represented relative to the school’s total membership. To avoid identifying any student as eligible for free lunch, the number reported may have been adjusted. Prior to 1999–2000, schools with a free and reduced-price count greater than 95 percent of the total student membership of the school had the lunch count reduced to 95 percent of the membership total. For the 2002–03 file, free and reduced-price lunch count was reduced to the membership minus 3 if the reported free and reduced-price lunch total was larger than this. Free and reduced-price lunch counts in schools with a total student membership of 3 or lower are adjusted to -2 (not applicable).

(REDLCH02) Reduced-Price Lunch Eligible Students. There are no comments on this item.

(TOTFRL02) Total Free and Reduced-Price Lunch Eligible Students. If not reported, this total field was calculated using reported free and reduced-price lunch detail.

(MIGRNT02) Migrant Students served in the prior year. There are no comments on this item.

Students by Grade (PK–12), Race/Ethnicity, and by Gender. Race/ethnicity counts may be taken by the schools at a different time than membership counts, thus, race/ethnicity and membership totals may not be the same. Student by grade and student by race/ethnicity not reported were calculated using reported student membership by grade and race/ethnicity. If total students by grade was reported, those totals were used; if not, students by grade, race/ethnicity and gender were aggregated up to student grade totals.

Ungraded Students by Race/Ethnicity, and by Gender. The classification of “ungraded” is not used for students in Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Massachusetts, Minnesota, Nebraska, New Mexico, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Texas, Washington, Wisconsin, Wyoming, Bureau of Indian Affairs, Department of Defense Dependents Schools (overseas), and Guam. Ungraded student fields not reported were calculated using reported ungraded student detail.

### ***Locale Code Methodology***

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

Starting with the 2002-03 CCD file, the methodology was updated to incorporate 2000 Census Standards for Defining Metropolitan and Micropolitan Statistical Areas and geography information (e.g. using Core-based Statistical Area ((CBSA)) geographical entities instead of Metropolitan Statistical Area ((MSA)) entities). These changes in the assignment methodology will impact the locale code of many schools. For example, a greater number of schools were assigned a rural locale code when compared to the 2001-02 CCD file.

Before the 2002-03 CCD data files, Locale Codes were assigned based on the classification of the place in which each school is located. The CCD school file was checked for the existence of physical location addresses. If the location address was missing, records were coded based upon the mailing address.

The addresses were then geocoded to match to Census TIGER® files. This match process produced geographic information that was used in the two methodologies that determines the school locale code.

State coordinators may have also provided an INOUT flag to indicate whether a school is located inside or outside the city or town (incorporated place) limits. These flags were provided for schools that could not be matched to the block level to improve the accuracy of the geographic information that resulted from the Census TIGER® file match program. The complete methodology for schools not matched to the block level is considered the “old” methodology and



is described in more detail following the “new” methodology description below.

Addresses that could be matched to a Census block could be coded with 100 percent accuracy to reflect the MSA definition of that block. These cases are marked with a new imputation flag of "W". The remaining addresses could not be assigned Census block information, and, thus, their associated locale codes had to be calculated using the old methodology. Those cases are marked with an old imputation flag of "O".

The new methodology works as follows:

1. Each address was checked for census block level of coding. Addresses that could not be coded to the block level were separated out for application of the old methodology.
2. The addresses were checked for an incorporated place code.
3. If the address had an incorporated place code, it was matched to a list of principal cities of metropolitan areas. Addresses that matched this list were determined to be situated in, and therefore assumed to primarily serve, a principal city of a metropolitan area. The 2000 Census population of the city was then used to determine whether the unit was assigned a locale of "1" or "2."
4. At this point the remaining addresses were checked to determine if they were situated in a metropolitan area. Those units that were in a metropolitan area were then checked for urban/rural character. Addresses that were determined to be rural were assigned a locale code of "8." The remaining addresses in the metropolitan area were then assigned a locale code of "3" or "4" depending upon the population of the principal city of the metropolitan area in which they were situated.
5. All addresses that were not in a metropolitan area were then matched with the population of that place. Units located in cities with a population of 25,000 or greater were assigned a code of "5." Units located in cities whose populations fell between 2,500 and 24,999 were assigned a code of "6."
6. Remaining addresses that were not in a metropolitan area, and located in place with less than 2,500, were coded as "7."

The addresses that could not be matched to the Census block level were coded using the old methodology. The old methodology worked as follows:

1. Addresses were checked to be matched to an incorporated place code. Those that matched the principal city code of a metropolitan area were coded as "1" or "2" depending upon the population of the city.
2. Addresses that did not match the principal city code were then checked for metropolitan area status. Those addresses determined to be inside a Metropolitan Area (MA) with an urban status were coded as "3" or "4" depending upon the population of the MA. Addresses within an MA with a rural status were coded as "8."

3. The remaining addresses that were situated in an incorporated place were then matched to the populations of those places. Those whose populations were 25,000 or greater were assigned a code of "5." Those whose populations were between 2,500 and 24,999 were assigned a code of "6." Addresses within a Metropolitan Statistical Area having a rural characteristic were coded as "8."
4. Remaining addresses that had sufficient addresses were assigned a code of "7."
5. Addresses that had critical missing address information had their locale codes pulled forward from the previous survey (where they existed.)
6. Finally, addresses that could not be assigned a code under either method, or that had no city, were assigned a code of "N".

Department of Defense Dependents (overseas) Schools were assigned a code of "N". Units located in outlying areas were assigned a code of "N" because the geographical and governmental structure of the areas do not fit into the definitional scheme used to derive the codes.

#### **Locale Code**

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

- 1 = Large City: A principal city of a Metropolitan Core Based Statistical Area (CBSA), with the city having a population greater than or equal to 250,000.
- 2 = Mid-size City: A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.
- 3 = Urban Fringe of a Large City: Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA of a Large City and defined as urban by the Census Bureau.
- 4 = Urban Fringe of a Mid-size City: Any incorporated place, Census designated place, or non-place territory within a CBSA of a Mid-size City and defined as urban by the Census Bureau.
- 5 = Large Town: An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.
- 6 = Small Town: An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.

- 7 = Rural, outside CBSA: Any incorporated place, Census designated place, or non-place territory not within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau.
- 8 = Rural, inside CBSA: Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA and defined as rural by the Census Bureau.

### Schools with Mailing Address in Another State

NCES School ID	School name	City	State
<u>Arizona Schools</u>			
040010302329	OMBUDSMAN LEARNING CENTER -	LIBERTYVILLE	IL
040018502147	SABIS INTERNATIONAL (CHARTER)	EDEN PRAIRIE	MN
040032402160	SCH FOR INTEGRATED ACAD & TECH	VISTA	CA
040032402265	SCH FOR INTEGRATED ACAD & TECH	VISTA	CA
<u>Arkansas Schools</u>			
051311000593	TEXARKANA AREA VOC CENTER	TEXARKANA	TX
<u>California Schools</u>			
062519003767	STATE LINE ELEMENTARY	NEW PINE CREEK	OR
<u>District of Columbia Schools</u>			
110003000213	OAKHILL	LAUREL	MD
<u>Idaho Schools</u>			
160132000237	POWELL ELEMENTARY JUNIOR HI	LOLO	MT
160261000459	PLEASANT VALLEY ELEM/JR HI	JORDAN VALLEY	OR
<u>Indiana Schools</u>			
181161001870	UNION ELEMENTARY SCHOOL	COLLEGE CORNER	OH
<u>North Dakota Schools</u>			
380315000073	STEVENSON SCHOOL	SIDNEY	MT
380567000826	SQUAW GAP SCHOOL	SIDNEY	MT
381869000820	UNION SCHOOL	POLLOCK	SD
382034000714	EAST FAIRVIEW ELEMENTARY	FAIRVIEW	MT
<u>Ohio Schools</u>			
390501203842	BROOKFIELD ELEMENTARY SCHOOL	SHARON	PA
390013004180	ALLIANCE ACADEMY OF CINCINATTI	GRAND RAPIDS	MI

**Schools with Mailing Address in Another State—continued**

<u>NCES School ID</u>	<u>School name</u>	<u>City</u>	<u>State</u>
<u>South Dakota Schools</u>			
467209000503	KLEIN ELEMENTARY	VALENTINE	NE
467209000504	LAKEVIEW ELEMENTARY	CROOKSTON	NE
467209000506	LITTLEBURG ELEMENTARY	VALENTINE	NE
<u>Texas Schools</u>			
482127002128	MAXFIELD EL	GORMAN	UT
<u>Utah Schools</u>			
490090000491	NAVAJO MOUNTAIN HIGH	TONALEA	AZ
<u>Vermont Schools</u>			
500001000178	RIVENDELL S.U.	ORFORD	NH
500002400180	RIVENDELL ACADEMY	ORFORD	NH
<u>Wyoming Schools</u>			
560583000337	ALTA ELEMENTARY	DRIGGS	ID

## State FIPS Codes and Abbreviations Used in CCD Datasets

<u>STATE NAME</u>	<u>FIPS<sup>1</sup></u>	<u>STABBREV<sup>2</sup></u>	<u>STATE NAME</u>	<u>FIPS<sup>1</sup></u>	<u>STABBREV<sup>2</sup></u>
Alabama	01	AL	Oklahoma	40	OK
Alaska	02	AK	Oregon	41	OR
Arizona	04	AZ	Pennsylvania	42	PA
Arkansas	05	AR	Rhode Island	44	RI
California	06	CA	South Carolina	45	SC
Colorado	08	CO	South Dakota	46	SD
Connecticut	09	CT	Tennessee	47	TN
Delaware	10	DE	Texas	48	TX
District of Columbia	11	DC	Utah	49	UT
Florida	12	FL	Vermont	50	VT
Georgia	13	GA	Virginia	51	VA
Hawaii	15	HI	Washington	53	WA
Idaho	16	ID	West Virginia	54	WV
Illinois	17	IL	Wisconsin	55	WI
Indiana	18	IN	Wyoming	56	WY
Iowa	19	IA			
Kansas	20	KS	Department of Defense		
Kentucky	21	KY	Dependents Schools		
Louisiana	22	LA	(overseas)	58	DO <sup>3</sup>
Maine	23	ME			
Maryland	24	MD	Department of Defense		
Massachusetts	25	MA	Dependents Schools		
Michigan	26	MI	(domestic)	61	DD <sup>3</sup>
Minnesota	27	MN			
Mississippi	28	MS	Bureau of		
Missouri	29	MO	Indian Affairs	59	BI <sup>3</sup>
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			

<sup>1</sup>Federal Information Processing STD Codes (01–78).

<sup>2</sup>Postal State Abbreviation Codes.

<sup>3</sup>Not 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 Public Elementary/Secondary School Universe Survey**

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2002–03 Public Elementary/Secondary School Universe Survey SAS files are called SC021AAI.SD2, SC021AKN.SD2, SC021AOW.SD2. The flat ASCII files are called SC021AAI.DAT, SC021AKN.DAT, SC021AOW.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), and the seventh and eighth characters indicate the set of states that are included in the file (AI = Alabama through Iowa; KN = Kansas through North Dakota; OW = Ohio through Wyoming, followed by the outlying areas). 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

## Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

LRECL = 1730

(\*) 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 school identification code (NCESSCH).

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
NCESSCH	0001	0012	12	AN	ID assigned by NCES to each school.
+FIPST	0001	0002	2	AN	Federal Information Processing Standards, FIPS state code.
+LEAID	0001	0007	7	AN	ID assigned by NCES to system. NOTE: Position # 0001-0002 is the FIPS state code for the location of the school, and position # 0003-0007 is the agency code.
+SCHNO	0008	0012	5	AN	Unique number for each school within an LEA. NOTE: By combining LEAID with SCHNO, each school can be uniquely identified within the total file.
STID02	0013	0026	14	AN	State’s own ID for the education agency.
SEASCH02	0027	0046	20	AN	State’s own ID for the school.
LEANM02	0047	0106	60	AN	Name of the education agency that operates this school.
SCHNAM02	0107	0156	50	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.					
PHONE02	0157	0166	10	AN	Telephone number of school. NOTE: Position # 0157-0159 is the area code, and position #0160-0166 is the exchange and number.

## APPENDIX A—Record Layout

### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
MSTREE02	0167	0196	30	AN	The mailing address of the school—may be a street address, a Post Office box number, or, if verified that there is no address beyond CITY, STATE, and ZIP, the character “N.”
MCITY02	0197	0226	30	AN	City name of the mailing address.
MSTATE02	0227	0228	2	AN	Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see State FIPS codes and abbreviations used in CCD dataset).
MZIP02	0229	0233	5	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP402	0234	0237	4	AN	If the mailing address has been assigned the additional four-digit ZIP+4, this field contains that number; otherwise, this field is blank.
LSTREE02	0238	0267	30	AN	Location Address.
LCITY02	0268	0297	30	AN	Location City.
LSTATE02	0298	0299	2	AN	Location State (PO Abbreviation).
LZIP02	0300	0304	5	AN	Location 5 digit ZIP Code.
LZIP402	0305	0308	4	AN	Location +4 ZIP code.
TYPE02	0309	0309	1	AN	NCES code for type of school:  1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school
STATUS02	0310	0310	1	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 on previous year’s CCD school universe as being affiliated with a different education agency. 6 = School is temporarily closed and may reopen within three years. 7 = School is scheduled to be operational within two years.
LOCALE02	0311	0311	1	AN	NCES code for location of the school relative to populous areas :  1 = <u>Large City</u> : A principal city of a Metropolitan Core Based Statistical Area (CBSA), with the city having a population greater than or equal to 250,000.  2 = <u>Mid-size City</u> : A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.



## APPENDIX A—Record Layout

### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
					3 = <u>Urban Fringe of a Large City</u> : Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA 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 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 Metropolitan CBSA or inside a Micropolitan CBSA.
					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 Metropolitan CBSA or inside a Micropolitan CBSA.
					7 = <u>Rural, outside CBSA</u> : Any incorporated place, Census designated place, or non-place territory not within a Metropolitan CBSA or within a Micropolitan CBSA 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 Metropolitan CBSA and defined as rural by the Census Bureau.
INOUT02	0312	0312	1	AN	A flag indicating whether the school's physical location is located inside or outside the city or town limits. The following codes are used:  1 = Inside the city or town limits 2 = Outside the city or town limits
LATCOD02	0313	0322	10	AN	Latitude: The first 3 numbers 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.
LONCOD02	0323	0332	10	AN	Longitude: The first 3 numbers 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.
CONUM02	0333	0337	5	AN	FIPS county number, based on LCITY of school. NOTE: Position #0333-0334 is the FIPS state number, and position #0335-0337 is the FIPS number for county within state.
CONAME02	0338	0367	30	AN	Name of county in which school is located.
FTE02	0368	0372	5*	N	Total Full-Time Equivalent Classroom Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
GSLO02	0373	0374	2	AN	School low grade offered. The following codes are used: UG = Ungraded PK = Prekindergarten

## APPENDIX A—Record Layout

### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
					KG = Kindergarten 01 -- 12 = First through Twelfth grade 00 = School had no students reported UG and 00 each occurs only in isolation from other codes. When one of these does occur, it is both the lowest and the highest grade.
GSHI02	0375	0376	2	AN	School high grade offered. The following codes are used:  UG = Ungraded PK = Prekindergarten KG = Kindergarten 01 -- 12 = First through Twelfth grade 00 = School had no students reported  UG and 00 each occurs only in isolation from other codes. When one of these does occur, it is both the lowest and the highest grade. GSLO02 and GSHI02 add up to the Grade Span of the school.
LEVEL02	0377	0377	1	AN	School Level. The following codes were calculated from the school's corresponding GSLO and GSHI values:  1 = Primary (low graded = PK through 03; high grade = PK through 08) 2 = Middle (low grade = 04 through 07; high grade = 04 through 09) 3 = High (low grade = 07 through 12; high grade = 12 only) 4 = Other (any other configuration not falling within the above three categories, including Ungraded)
TITLEI02	0378	0378	1	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
STITLI02	0379	0379	1	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
MAGNET02	0380	0380	1	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 background 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
CHARTR02	0381	0381	1	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

## APPENDIX A—Record Layout

### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
					2 = No
FRELCH02	0382	0385	4	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
REDLCH02	0386	0389	4	N	Count of students eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.
TOTFRL02	0390	0393	4	N	Total of Free Lunch Eligible and Reduced-Price Lunch Eligible. The total is only available if both of the details (or the total) were reported.
MIGRNT02	0394	0397	4	N	Migrant students enrolled in previous year. Cumulative unduplicated (within school) number of migrant students, as defined under 34 CFR 200.40, enrolled anytime during the previous regular school year.
PK02	0398	0401	4	N	Total Prekindergarten students.
AMPKM02	0402	0405	4	N	Prekindergarten students - American Indian/Alaskan Native - male.
AMPKF02	0406	0409	4	N	Prekindergarten students - American Indian/Alaskan Native - female.
AMPKU02	0410	0413	4	N	Prekindergarten students - American Indian/Alaskan Native - gender unknown.
ASPKM02	0414	0417	4	N	Prekindergarten students - Asian/Pacific Islander - male.
ASPKF02	0418	0421	4	N	Prekindergarten students - Asian/Pacific Islander - female.
ASPKU02	0422	0425	4	N	Prekindergarten students - Asian/Pacific Islander - gender unknown.
HIPKM02	0426	0429	4	N	Prekindergarten students - Hispanic - male.
HIPKF02	0430	0433	4	N	Prekindergarten students - Hispanic - female.
HIPKU02	0434	0437	4	N	Prekindergarten students - Hispanic - gender unknown.
BLPKM02	0438	0441	4	N	Prekindergarten students - Black, not Hispanic - male.
BLPKF02	0442	0445	4	N	Prekindergarten students - Black, not Hispanic - female.
BLPKU02	0446	0449	4	N	Prekindergarten students - Black, not Hispanic - gender unknown.
WHPKM02	0450	0453	4	N	Prekindergarten students - White, not Hispanic - male.
WHPKF02	0454	0457	4	N	Prekindergarten students - White, not Hispanic - female.
WHPKU02	0458	0461	4	N	Prekindergarten students - White, not Hispanic - gender unknown.
KG02	0462	0465	4	N	Total Kindergarten students.
AMKGM02	0466	0469	4	N	Kindergarten students - American Indian/Alaskan Native - male.
AMKGF02	0470	0473	4	N	Kindergarten students - American Indian/Alaskan Native - female.

## APPENDIX A—Record Layout

### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
AMKGU02	0474	0477	4	N	Kindergarten students - American Indian/Alaskan Native - gender unknown.
ASKGM02	0478	0481	4	N	Kindergarten students - Asian/Pacific Islander - male.
ASKGF02	0482	0485	4	N	Kindergarten students - Asian/Pacific Islander - female.
ASKGU02	0486	0489	4	N	Kindergarten students - Asian/Pacific Islander - gender unknown.
HIKGM02	0490	0493	4	N	Kindergarten students - Hispanic - male.
HIKGF02	0494	0497	4	N	Kindergarten students - Hispanic - female.
HIKGU02	0498	0501	4	N	Kindergarten students - Hispanic - gender unknown.
BLKGM02	0502	0505	4	N	Kindergarten students - Black, not Hispanic - male.
BLKGF02	0506	0509	4	N	Kindergarten students - Black, not Hispanic - female.
BLKGU02	0510	0513	4	N	Kindergarten students - Black, not Hispanic - gender unknown.
WHKGM02	0514	0517	4	N	Kindergarten students - White, not Hispanic - male.
WHKGF02	0518	0521	4	N	Kindergarten students - White, not Hispanic - female.
WHKGU02	0522	0525	4	N	Kindergarten students - White, not Hispanic - gender unknown.
G0102	0526	0529	4	N	Total Grade 1 students.
AM01M02	0530	0533	4	N	Grade 1 students - American Indian/Alaskan Native - male.
AM01F02	0534	0537	4	N	Grade 1 students - American Indian/Alaskan Native - female.
AM01U02	0538	0541	4	N	Grade 1 students - American Indian/Alaskan Native - gender unknown.
AS01M02	0542	0545	4	N	Grade 1 students - Asian/Pacific Islander - male.
AS01F02	0546	0549	4	N	Grade 1 students - Asian/Pacific Islander - female.
AS01U02	0550	0553	4	N	Grade 1 students - Asian/Pacific Islander - gender unknown.
HI01M02	0554	0557	4	N	Grade 1 students - Hispanic - male.
HI01F02	0558	0561	4	N	Grade 1 students - Hispanic - female.
HI01U02	0562	0565	4	N	Grade 1 students - Hispanic - gender unknown.
BL01M02	0566	0569	4	N	Grade 1 students - Black, not Hispanic - male.
BL01F02	0570	0573	4	N	Grade 1 students - Black, not Hispanic - female.
BL01U02	0574	0577	4	N	Grade 1 students - Black, not Hispanic - gender unknown.
WH01M02	0578	0581	4	N	Grade 1 students - White, not Hispanic - male.
WH01F02	0582	0585	4	N	Grade 1 students - White, not Hispanic - female.

**APPENDIX A—Record Layout**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03**

<b>Variable name</b>	<b>Start position</b>	<b>End position</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
WH01U02	0586	0589	4	N	Grade 1 students - White, not Hispanic - gender unknown.
G0202	0590	0593	4	N	Total Grade 2 students.
AM02M02	0594	0597	4	N	Grade 2 students - American Indian/Alaskan Native - male.
AM02F02	0598	0601	4	N	Grade 2 students - American Indian/Alaskan Native - female.
AM02U02	0602	0605	4	N	Grade 2 students - American Indian/Alaskan Native - gender unknown.
AS02M02	0606	0609	4	N	Grade 2 students - Asian/Pacific Islander - male.
AS02F02	0610	0613	4	N	Grade 2 students - Asian/Pacific Islander - female.
AS02U02	0614	0617	4	N	Grade 2 students - Asian/Pacific Islander - gender unknown.
HI02M02	0618	0621	4	N	Grade 2 students - Hispanic - male.
HI02F02	0622	0625	4	N	Grade 2 students - Hispanic - female.
HI02U02	0626	0629	4	N	Grade 2 students - Hispanic - gender unknown.
BL02M02	0630	0633	4	N	Grade 2 students - Black, not Hispanic - male.
BL02F02	0634	0637	4	N	Grade 2 students - Black, not Hispanic - female.
BL02U02	0638	0641	4	N	Grade 2 students - Black, not Hispanic - gender unknown.
WH02M02	0642	0645	4	N	Grade 2 students - White, not Hispanic - male.
WH02F02	0646	0649	4	N	Grade 2 students - White, not Hispanic - female.
WH02U02	0650	0653	4	N	Grade 2 students - White, not Hispanic - gender unknown.
G0302	0654	0657	4	N	Total Grade 3 students.
AM03M02	0658	0661	4	N	Grade 3 students - American Indian/Alaskan Native - male.
AM03F02	0662	0665	4	N	Grade 3 students - American Indian/Alaskan Native - female.
AM03U02	0666	0669	4	N	Grade 3 students - American Indian/Alaskan Native - gender unknown.
AS03M02	0670	0673	4	N	Grade 3 students - Asian/Pacific Islander - male.
AS03F02	0674	0677	4	N	Grade 3 students - Asian/Pacific Islander - female.
AS03U02	0678	0681	4	N	Grade 3 students - Asian/Pacific Islander - gender unknown.
HI03M02	0682	0685	4	N	Grade 3 students - Hispanic - male.
HI03F02	0686	0689	4	N	Grade 3 students - Hispanic - female.
HI03U02	0690	0693	4	N	Grade 3 students - Hispanic - gender unknown.

**APPENDIX A—Record Layout**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03**

<b>Variable name</b>	<b>Start position</b>	<b>End position</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
BL03M02	0694	0697	4	N	Grade 3 students - Black, not Hispanic - male.
BL03F02	0698	0701	4	N	Grade 3 students - Black, not Hispanic - female.
BL03U02	0702	0705	4	N	Grade 3 students - Black, not Hispanic - gender unknown.
WH03M02	0706	0709	4	N	Grade 3 students - White, not Hispanic - male.
WH03F02	0710	0713	4	N	Grade 3 students - White, not Hispanic - female.
WH03U02	0714	0717	4	N	Grade 3 students - White, not Hispanic - gender unknown.
G0402	0718	0721	4	N	Total Grade 4 students.
AM04M02	0722	0725	4	N	Grade 4 students - American Indian/Alaskan Native - male.
AM04F02	0726	0729	4	N	Grade 4 students - American Indian/Alaskan Native - female.
AM04U02	0730	0733	4	N	Grade 4 students - American Indian/Alaskan Native - gender unknown.
AS04M02	0734	0737	4	N	Grade 4 students - Asian/Pacific Islander - male.
AS04F02	0738	0741	4	N	Grade 4 students - Asian/Pacific Islander - female.
AS04U02	0742	0745	4	N	Grade 4 students - Asian/Pacific Islander - gender unknown.
HI04M02	0746	0749	4	N	Grade 4 students - Hispanic - male.
HI04F02	0750	0753	4	N	Grade 4 students - Hispanic - female.
HI04U02	0754	0757	4	N	Grade 4 students - Hispanic - gender unknown.
BL04M02	0758	0761	4	N	Grade 4 students - Black, not Hispanic - male.
BL04F02	0762	0765	4	N	Grade 4 students - Black, not Hispanic - female.
BL04U02	0766	0769	4	N	Grade 4 students - Black, not Hispanic - gender unknown.
WH04M02	0770	0773	4	N	Grade 4 students - White, not Hispanic - male.
WH04F02	0774	0777	4	N	Grade 4 students - White, not Hispanic - female.
WH04U02	0778	0781	4	N	Grade 4 students - White, not Hispanic - gender unknown.
G0502	0782	0785	4	N	Total Grade 5 students.
AM05M02	0786	0789	4	N	Grade 5 students - American Indian/Alaskan Native - male.
AM05F02	0790	0793	4	N	Grade 5 students - American Indian/Alaskan Native - female.
AM05U02	0794	0797	4	N	Grade 5 students - American Indian/Alaskan Native - gender unknown.
AS05M02	0798	0801	4	N	Grade 5 students - Asian/Pacific Islander - male.

**APPENDIX A—Record Layout**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03**

<b>Variable name</b>	<b>Start position</b>	<b>End position</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
AS05F02	0802	0805	4	N	Grade 5 students - Asian/Pacific Islander - female.
AS05U02	0806	0809	4	N	Grade 5 students - Asian/Pacific Islander - gender unknown.
HI05M02	0810	0813	4	N	Grade 5 students - Hispanic - male.
HI05F02	0814	0817	4	N	Grade 5 students - Hispanic - female.
HI05U02	0818	0821	4	N	Grade 5 students - Hispanic - gender unknown.
BL05M02	0822	0825	4	N	Grade 5 students - Black, not Hispanic - male.
BL05F02	0826	0829	4	N	Grade 5 students - Black, not Hispanic - female.
BL05U02	0830	0833	4	N	Grade 5 students - Black, not Hispanic - gender unknown.
WH05M02	0834	0837	4	N	Grade 5 students - White, not Hispanic - male.
WH05F02	0838	0841	4	N	Grade 5 students - White, not Hispanic - female.
WH05U02	0842	0845	4	N	Grade 5 students - White, not Hispanic - gender unknown.
G0602	0846	0849	4	N	Total Grade 6 students.
AM06M02	0850	0853	4	N	Grade 6 students - American Indian/Alaskan Native - male.
AM06F02	0854	0857	4	N	Grade 6 students - American Indian/Alaskan Native - female.
AM06U02	0858	0861	4	N	Grade 6 students - American Indian/Alaskan Native - gender unknown.
AS06M02	0862	0865	4	N	Grade 6 students - Asian/Pacific Islander - male.
AS06F02	0866	0869	4	N	Grade 6 students - Asian/Pacific Islander - female.
AS06U02	0870	0873	4	N	Grade 6 students - Asian/Pacific Islander - gender unknown.
HI06M02	0874	0877	4	N	Grade 6 students - Hispanic - male.
HI06F02	0878	0881	4	N	Grade 6 students - Hispanic - female.
HI06U02	0882	0885	4	N	Grade 6 students - Hispanic - gender unknown.
BL06M02	0886	0889	4	N	Grade 6 students - Black, not Hispanic - male.
BL06F02	0890	0893	4	N	Grade 6 students - Black, not Hispanic - female.
BL06U02	0894	0897	4	N	Grade 6 students - Black, not Hispanic - gender unknown.
WH06M02	0898	0901	4	N	Grade 6 students - White, not Hispanic - male.
WH06F02	0902	0905	4	N	Grade 6 students - White, not Hispanic - female.
WH06U02	0906	0909	4	N	Grade 6 students - White, not Hispanic - gender unknown.

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<b>Variable name</b>	<b>Start position</b>	<b>End position</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
G0702	0910	0913	4	N	Total Grade 7 students.
AM07M02	0914	0917	4	N	Grade 7 students - American Indian/Alaskan Native - male.
AM07F02	0918	0921	4	N	Grade 7 students - American Indian/Alaskan Native - female.
AM07U02	0922	0925	4	N	Grade 7 students - American Indian/Alaskan Native - gender unknown.
AS07M02	0926	0929	4	N	Grade 7 students - Asian/Pacific Islander - male.
AS07F02	0930	0933	4	N	Grade 7 students - Asian/Pacific Islander - female.
AS07U02	0934	0937	4	N	Grade 7 students - Asian/Pacific Islander - gender unknown.
HI07M02	0938	0941	4	N	Grade 7 students - Hispanic - male.
HI07F02	0942	0945	4	N	Grade 7 students - Hispanic - female.
HI07U02	0946	0949	4	N	Grade 7 students - Hispanic - gender unknown.
BL07M02	0950	0953	4	N	Grade 7 students - Black, not Hispanic - male.
BL07F02	0954	0957	4	N	Grade 7 students - Black, not Hispanic - female.
BL07U02	0958	0961	4	N	Grade 7 students - Black, not Hispanic - gender unknown.
WH07M02	0962	0965	4	N	Grade 7 students - White, not Hispanic - male.
WH07F02	0966	0969	4	N	Grade 7 students - White, not Hispanic - female.
WH07U02	0970	0973	4	N	Grade 7 students - White, not Hispanic - gender unknown.
G0802	0974	0977	4	N	Total Grade 8 students.
AM08M02	0978	0981	4	N	Grade 8 students - American Indian/Alaskan Native - male.
AM08F02	0982	0985	4	N	Grade 8 students - American Indian/Alaskan Native - female.
AM08U02	0986	0989	4	N	Grade 8 students - American Indian/Alaskan Native - gender unknown.
AS08M02	0990	0993	4	N	Grade 8 students - Asian/Pacific Islander - male.
AS08F02	0994	0997	4	N	Grade 8 students - Asian/Pacific Islander - female.
AS08U02	0998	1001	4	N	Grade 8 students - Asian/Pacific Islander - gender unknown.
HI08M02	1002	1005	4	N	Grade 8 students - Hispanic - male.
HI08F02	1006	1009	4	N	Grade 8 students - Hispanic - female.
HI08U02	1010	1013	4	N	Grade 8 students - Hispanic - gender unknown.
BL08M02	1014	1017	4	N	Grade 8 students - Black, not Hispanic - male.



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<b>Variable name</b>	<b>Start position</b>	<b>End position</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
BL08F02	1018	1021	4	N	Grade 8 students - Black, not Hispanic - female.
BL08U02	1022	1025	4	N	Grade 8 students - Black, not Hispanic - gender unknown.
WH08M02	1026	1029	4	N	Grade 8 students - White, not Hispanic - male.
WH08F02	1030	1033	4	N	Grade 8 students - White, not Hispanic - female.
WH08U02	1034	1037	4	N	Grade 8 students - White, not Hispanic - gender unknown.
G0902	1038	1041	4	N	Total Grade 9 students.
AM09M02	1042	1045	4	N	Grade 9 students - American Indian/Alaskan Native - male.
AM09F02	1046	1049	4	N	Grade 9 students - American Indian/Alaskan Native - female.
AM09U02	1050	1053	4	N	Grade 9 students - American Indian/Alaskan Native - gender unknown.
AS09M02	1054	1057	4	N	Grade 9 students - Asian/Pacific Islander - male.
AS09F02	1058	1061	4	N	Grade 9 students - Asian/Pacific Islander - female.
AS09U02	1062	1065	4	N	Grade 9 students - Asian/Pacific Islander - gender unknown.
HI09M02	1066	1069	4	N	Grade 9 students - Hispanic - male.
HI09F02	1070	1073	4	N	Grade 9 students - Hispanic - female.
HI09U02	1074	1077	4	N	Grade 9 students - Hispanic - gender unknown.
BL09M02	1078	1081	4	N	Grade 9 students - Black, not Hispanic - male.
BL09F02	1082	1085	4	N	Grade 9 students - Black, not Hispanic - female.
BL09U02	1086	1089	4	N	Grade 9 students - Black, not Hispanic - gender unknown.
WH09M02	1090	1093	4	N	Grade 9 students - White, not Hispanic - male.
WH09F02	1094	1097	4	N	Grade 9 students - White, not Hispanic - female.
WH09U02	1098	1101	4	N	Grade 9 students - White, not Hispanic - gender unknown.
G1002	1102	1105	4	N	Total Grade 10 students.
AM10M02	1106	1109	4	N	Grade 10 students - American Indian/Alaskan Native - male.
AM10F02	1110	1113	4	N	Grade 10 students - American Indian/Alaskan Native - female.
AM10U02	1114	1117	4	N	Grade 10 students - American Indian/Alaskan Native - gender unknown.
AS10M02	1118	1121	4	N	Grade 10 students - Asian/Pacific Islander - male.
AS10F02	1122	1125	4	N	Grade 10 students - Asian/Pacific Islander - female.

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<b>Variable name</b>	<b>Start position</b>	<b>End position</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
AS10U02	1126	1129	4	N	Grade 10 students - Asian/Pacific Islander - gender unknown.
HI10M02	1130	1133	4	N	Grade 10 students - Hispanic - male.
HI10F02	1134	1137	4	N	Grade 10 students - Hispanic - female.
HI10U02	1138	1141	4	N	Grade 10 students - Hispanic - gender unknown.
BL10M02	1142	1145	4	N	Grade 10 students - Black, not Hispanic - male.
BL10F02	1146	1149	4	N	Grade 10 students - Black, not Hispanic - female.
BL10U02	1150	1153	4	N	Grade 10 students - Black, not Hispanic - gender unknown.
WH10M02	1154	1157	4	N	Grade 10 students - White, not Hispanic - male.
WH10F02	1158	1161	4	N	Grade 10 students - White, not Hispanic - female.
WH10U02	1162	1165	4	N	Grade 10 students - White, not Hispanic - gender unknown.
G1102	1166	1169	4	N	Total Grade 11 students.
AM11M02	1170	1173	4	N	Grade 11 students - American Indian/Alaskan Native - male.
AM11F02	1174	1177	4	N	Grade 11 students - American Indian/Alaskan Native - female.
AM11U02	1178	1181	4	N	Grade 11 students - American Indian/Alaskan Native - gender unknown.
AS11M02	1182	1185	4	N	Grade 11 students - Asian/Pacific Islander - male.
AS11F02	1186	1189	4	N	Grade 11 students - Asian/Pacific Islander - female.
AS11U02	1190	1193	4	N	Grade 11 students - Asian/Pacific Islander - gender unknown.
HI11M02	1194	1197	4	N	Grade 11 students - Hispanic - male.
HI11F02	1198	1201	4	N	Grade 11 students - Hispanic - female.
HI11U02	1202	1205	4	N	Grade 11 students - Hispanic - gender unknown.
BL11M02	1206	1209	4	N	Grade 11 students - Black, not Hispanic - male.
BL11F02	1210	1213	4	N	Grade 11 students - Black, not Hispanic - female.
BL11U02	1214	1217	4	N	Grade 11 students - Black, not Hispanic - gender unknown.
WH11M02	1218	1221	4	N	Grade 11 students - White, not Hispanic - male.
WH11F02	1222	1225	4	N	Grade 11 students - White, not Hispanic - female.
WH11U02	1226	1229	4	N	Grade 11 students - White, not Hispanic - gender unknown.
G1202	1230	1233	4	N	Total Grade 12 students.

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<b>Variable name</b>	<b>Start position</b>	<b>End position</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
AM12M02	1234	1237	4	N	Grade 12 students - American Indian/Alaskan Native - male.
AM12F02	1238	1241	4	N	Grade 12 students - American Indian/Alaskan Native - female.
AM12U02	1242	1245	4	N	Grade 12 students - American Indian/Alaskan Native - gender unknown.
AS12M02	1246	1249	4	N	Grade 12 students - Asian/Pacific Islander - male.
AS12F02	1250	1253	4	N	Grade 12 students - Asian/Pacific Islander - female.
AS12U02	1254	1257	4	N	Grade 12 students - Asian/Pacific Islander - gender unknown.
HI12M02	1258	1261	4	N	Grade 12 students - Hispanic - male.
HI12F02	1262	1265	4	N	Grade 12 students - Hispanic - female.
HI12U02	1266	1269	4	N	Grade 12 students - Hispanic - gender unknown.
BL12M02	1270	1273	4	N	Grade 12 students - Black, not Hispanic - male.
BL12F02	1274	1277	4	N	Grade 12 students - Black, not Hispanic - female.
BL12U02	1278	1281	4	N	Grade 12 students - Black, not Hispanic - gender unknown.
WH12M02	1282	1285	4	N	Grade 12 students - White, not Hispanic - male.
WH12F02	1286	1289	4	N	Grade 12 students - White, not Hispanic - female.
WH12U02	1290	1293	4	N	Grade 12 students - White, not Hispanic - gender unknown.
UG02	1294	1297	4	N	Total Ungraded students.
AMUGM02	1298	1301	4	N	Ungraded students - American Indian/Alaskan Native - male.
AMUGF02	1302	1305	4	N	Ungraded students - American Indian/Alaskan Native - female.
AMUGU02	1306	1309	4	N	Ungraded students - American Indian/Alaskan Native - gender unknown.
ASUGM02	1310	1313	4	N	Ungraded students - Asian/Pacific Islander - male.
ASUGF02	1314	1317	4	N	Ungraded students - Asian/Pacific Islander - female.
ASUGU02	1318	1321	4	N	Ungraded students - Asian/Pacific Islander - gender unknown.
HIUGM02	1322	1325	4	N	Ungraded students - Hispanic - male.
HIUGF02	1326	1329	4	N	Ungraded students - Hispanic - female.
HIUGU02	1330	1333	4	N	Ungraded students - Hispanic - gender unknown.
BLUGM02	1334	1337	4	N	Ungraded students - Black, not Hispanic - male.
BLUGF02	1338	1341	4	N	Ungraded students - Black, not Hispanic - female.

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<b>Variable name</b>	<b>Start position</b>	<b>End position</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
BLUGU02	1342	1345	4	N	Ungraded students - Black, not Hispanic - gender unknown.
WHUGM02	1346	1349	4	N	Ungraded students - White, not Hispanic - male.
WHUGF02	1350	1353	4	N	Ungraded students - White, not Hispanic - female.
WHUGU02	1354	1357	4	N	Ungraded students - White, not Hispanic - gender unknown.
MEMBER02	1358	1361	4	N	Total students, All Grades: The reported total membership of the school.
AM02	1362	1365	4	N	American Indian/Alaskan Native students. If not reported, this field was calculated by summing the AMALM02, AMALF02, AMALU02 fields.
AMALM02	1366	1369	4	N	Total students, All Grades - American Indian/Alaskan Native - male.
AMALF02	1370	1373	4	N	Total students, All Grades - American Indian/Alaskan Native - female.
AMALU02	1374	1377	4	N	Total students, All Grades - American Indian/Alaskan Native - gender unknown.
ASIAN02	1378	1381	4	N	Asian/Pacific Islander students. If not reported, this field was calculated by summing the ASALM02, ASALF02, ASALU02 fields.
ASALM02	1382	1385	4	N	Total students, All Grades - Asian/Pacific Islander - male.
ASALF02	1386	1389	4	N	Total students, All Grades - Asian/Pacific Islander - female.
ASALU02	1390	1393	4	N	Total students, All Grades - Asian/Pacific Islander - gender unknown.
HISP02	1394	1397	4	N	Hispanic students. If not reported, this field was calculated by summing the HIALM02, HIALF02, HIALU02 fields.
HIALM02	1398	1401	4	N	Total students, All Grades - Hispanic - male.
HIALF02	1402	1405	4	N	Total students, All Grades - Hispanic - female.
HIALU02	1406	1409	4	N	Total students, All Grades - Hispanic - gender unknown.
BLACK02	1410	1413	4	N	Black, not Hispanic students. If not reported, this field was calculated by summing the BLALM02, BLALF02, BLALU02 fields.
BLALM02	1414	1417	4	N	Total students, All Grades - Black, not Hispanic - male.
BLALF02	1418	1421	4	N	Total students, All Grades - Black, not Hispanic - female.
BLALU02	1422	1425	4	N	Total students, All Grades - Black, not Hispanic - gender unknown.
WHITE02	1426	1429	4	N	White, not Hispanic students. If not reported, this field was calculated by summing the WHALM02, WHALF02, WHALU02 fields.
WHALM02	1430	1433	4	N	Total students, All Grades - White, not Hispanic - male.
WHALF02	1434	1437	4	N	Total students, All Grades - White, not Hispanic - female.

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<b>Variable name</b>	<b>Start position</b>	<b>End position</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
WHALU02	1438	1441	4	N	Total students, All Grades - White, not Hispanic - gender unknown.
TOTETH02	1442	1445	4	N	Calculated school ethnicity membership: The sum of the fields IND02, ASIAN02, HISP02, BLACK02, WHITE02. Students belonging to an unknown or non-CCD race category are not captured in this field.
PUPTCH02	1446	1450	5*	N	Calculated Pupil Teacher Ratio: Total reported students (MEMBER02) divided by FTE classroom teachers (FTE02). Reported to the nearest tenth; field includes one explicit decimal.
TOTGRD02	1451	1454	4	N	Calculated school membership: The sum of reported grade totals. If one of the grade totals is missing, then TOTGRD is missing.
ILOCAL02	1455	1455	1	AN	If the field contains an “O,” the old methodology was used to determine Locale Code; If the field contains a “W,” the new methodology was used to determine Locale Code.
IFTE02	1456	1456	1	AN	If the field contains anything other than “R,” the Total Classroom Teachers count originally submitted was adjusted.
IGSLO02	1457	1457	1	AN	If this field contains anything other than “R,” the GSLO value originally submitted was adjusted.
IGSHI02	1458	1458	1	AN	If this field contains anything other than “R,” the GSHI value originally submitted was adjusted.
ITITLI02	1459	1459	1	AN	If the field contains anything other than “R,” the Title I eligible value originally submitted was adjusted.
ISTITL02	1460	1460	1	AN	If the field contains anything other than “R,” the School-wide Title I value originally submitted was adjusted.
IMAGNE02	1461	1461	1	AN	If the field contains anything other than “R,” the Magnet School value originally submitted was adjusted.
ICHART02	1462	1462	1	AN	If the field contains anything other than “R,” the Charter School value originally submitted was adjusted.
IFRELC02	1463	1463	1	AN	If the field contains anything other than “R,” the Students Eligible for Free Lunch count originally submitted was adjusted.
IREDL02	1464	1464	1	AN	If the field contains anything other than “R,” the Students Eligible for Reduced-Price Lunch count originally submitted was adjusted.
ITOTFR02	1465	1465	1	AN	If the field contains anything other than “R,” the Total of Free Lunch Eligible and Reduced-Price Lunch Eligible count originally submitted was adjusted.
IMIGRN02	1466	1466	1	AN	If the field contains anything other than “R,” the Migrant Students Enrolled in Previous Year count originally submitted was adjusted.
IPK02	1467	1467	1	AN	If the field contains anything other than “R,” the Total Prekindergarten

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Variable name	Start position	End position	Field length	Data type	Description
					students count originally submitted was adjusted.
IAMPKM02	1468	1468	1	AN	If the field contains anything other than “R,” the Prekindergarten students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAMPKF02	1469	1469	1	AN	If the field contains anything other than “R,” the Prekindergarten students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAMPKU02	1470	1470	1	AN	If the field contains anything other than “R,” the Prekindergarten students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IASPKM02	1471	1471	1	AN	If the field contains anything other than “R,” the Prekindergarten students - Asian/Pacific Islander - male count originally submitted was adjusted.
IASPKF02	1472	1472	1	AN	If the field contains anything other than “R,” the Prekindergarten students - Asian/Pacific Islander - female count originally submitted was adjusted.
IASPKU02	1473	1473	1	AN	If the field contains anything other than “R,” the Prekindergarten students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHIPKM02	1474	1474	1	AN	If the field contains anything other than “R,” the Prekindergarten students - Hispanic - male count originally submitted was adjusted.
IHIPKF02	1475	1475	1	AN	If the field contains anything other than “R,” the Prekindergarten students - Hispanic - female count originally submitted was adjusted.
IHIPKU02	1476	1476	1	AN	If the field contains anything other than “R,” the Prekindergarten students - Hispanic - gender unknown count originally submitted was adjusted.
IBLPKM02	1477	1477	1	AN	If the field contains anything other than “R,” the Prekindergarten students - Black, not Hispanic - male count originally submitted was adjusted.
IBLPKF02	1478	1478	1	AN	If the field contains anything other than “R,” the Prekindergarten students - Black, not Hispanic - female count originally submitted was adjusted.
IBLPKU02	1479	1479	1	AN	If the field contains anything other than “R,” the Prekindergarten students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWHPKM02	1480	1480	1	AN	If the field contains anything other than “R,” the Prekindergarten students - White, not Hispanic - male count originally submitted was adjusted.
IWHPKF02	1481	1481	1	AN	If the field contains anything other than “R,” the Prekindergarten students - White, not Hispanic - female count originally submitted was adjusted.
IWHPKU02	1482	1482	1	AN	If the field contains anything other than “R,” the Prekindergarten students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IKG02	1483	1483	1	AN	If the field contains anything other than “R,” the Total Kindergarten students count originally submitted was adjusted.

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Variable name	Start position	End position	Field length	Data type	Description
IAMKGM02	1484	1484	1	AN	If the field contains anything other than “R,” the Kindergarten students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAMKGF02	1485	1485	1	AN	If the field contains anything other than “R,” the Kindergarten students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAMKGU02	1486	1486	1	AN	If the field contains anything other than “R,” the Kindergarten students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IASKGM02	1487	1487	1	AN	If the field contains anything other than “R,” the Kindergarten students - Asian/Pacific Islander - male count originally submitted was adjusted.
IASKGF02	1488	1488	1	AN	If the field contains anything other than “R,” the Kindergarten students - Asian/Pacific Islander - female count originally submitted was adjusted.
IASKGU02	1489	1489	1	AN	If the field contains anything other than “R,” the Kindergarten students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHIKGM02	1490	1490	1	AN	If the field contains anything other than “R,” the Kindergarten students - Hispanic - male count originally submitted was adjusted.
IHIKGF02	1491	1491	1	AN	If the field contains anything other than “R,” the Kindergarten students - Hispanic - female count originally submitted was adjusted.
IHIKGU02	1492	1492	1	AN	If the field contains anything other than “R,” the Kindergarten students - Hispanic - gender unknown count originally submitted was adjusted.
IBLKGM02	1493	1493	1	AN	If the field contains anything other than “R,” the Kindergarten students - Black, not Hispanic - male count originally submitted was adjusted.
IBLKGF02	1494	1494	1	AN	If the field contains anything other than “R,” the Kindergarten students - Black, not Hispanic - female count originally submitted was adjusted.
IBLKGU02	1495	1495	1	AN	If the field contains anything other than “R,” the Kindergarten students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWHKGM02	1496	1496	1	AN	If the field contains anything other than “R,” the Kindergarten students - White, not Hispanic - male count originally submitted was adjusted.
IWHKGF02	1497	1497	1	AN	If the field contains anything other than “R,” the Kindergarten students - White, not Hispanic - female count originally submitted was adjusted.
IWHKGU02	1498	1498	1	AN	If the field contains anything other than “R,” the Kindergarten students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IG0102	1499	1499	1	AN	If the field contains anything other than “R,” the Total Grade 1 students count originally submitted was adjusted.

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Variable name	Start position	End position	Field length	Data type	Description
IAM01M02	1500	1500	1	AN	If the field contains anything other than “R,” the Grade 1 students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAM01F02	1501	1501	1	AN	If the field contains anything other than “R,” the Grade 1 students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAM01U02	1502	1502	1	AN	If the field contains anything other than “R,” the Grade 1 students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IAS01M02	1503	1503	1	AN	If the field contains anything other than “R,” the Grade 1 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS01F02	1504	1504	1	AN	If the field contains anything other than “R,” the Grade 1 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS01U02	1505	1505	1	AN	If the field contains anything other than “R,” the Grade 1 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI01M02	1506	1506	1	AN	If the field contains anything other than “R,” the Grade 1 students - Hispanic - male count originally submitted was adjusted.
IHI01F02	1507	1507	1	AN	If the field contains anything other than “R,” the Grade 1 students - Hispanic - female count originally submitted was adjusted.
IHI01U02	1508	1508	1	AN	If the field contains anything other than “R,” the Grade 1 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL01M02	1509	1509	1	AN	If the field contains anything other than “R,” the Grade 1 students - Black, not Hispanic - male count originally submitted was adjusted.
IBL01F02	1510	1510	1	AN	If the field contains anything other than “R,” the Grade 1 students - Black, not Hispanic - female count originally submitted was adjusted.
IBL01U02	1511	1511	1	AN	If the field contains anything other than “R,” the Grade 1 students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWH01M02	1512	1512	1	AN	If the field contains anything other than “R,” the Grade 1 students - White, not Hispanic - male count originally submitted was adjusted.
IWH01F02	1513	1513	1	AN	If the field contains anything other than “R,” the Grade 1 students - White, not Hispanic - female count originally submitted was adjusted.
IWH01U02	1514	1514	1	AN	If the field contains anything other than “R,” the Grade 1 students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IG0202	1515	1515	1	AN	If the field contains anything other than “R,” the Total Grade 2 students count originally submitted was adjusted.
IAM02M02	1516	1516	1	AN	If the field contains anything other than “R,” the Grade 2 students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAM02F02	1517	1517	1	AN	If the field contains anything other than “R,” the Grade 2 students - American Indian/Alaskan Native - female count originally submitted was adjusted.



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### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
IAM02U02	1518	1518	1	AN	If the field contains anything other than “R,” the Grade 2 students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IAS02M02	1519	1519	1	AN	If the field contains anything other than “R,” the Grade 2 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS02F02	1520	1520	1	AN	If the field contains anything other than “R,” the Grade 2 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS02U02	1521	1521	1	AN	If the field contains anything other than “R,” the Grade 2 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI02M02	1522	1522	1	AN	If the field contains anything other than “R,” the Grade 2 students - Hispanic - male count originally submitted was adjusted.
IHI02F02	1523	1523	1	AN	If the field contains anything other than “R,” the Grade 2 students - Hispanic - female count originally submitted was adjusted.
IHI02U02	1524	1524	1	AN	If the field contains anything other than “R,” the Grade 2 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL02M02	1525	1525	1	AN	If the field contains anything other than “R,” the Grade 2 students - Black, not Hispanic - male count originally submitted was adjusted.
IBL02F02	1526	1526	1	AN	If the field contains anything other than “R,” the Grade 2 students - Black, not Hispanic - female count originally submitted was adjusted.
IBL02U02	1527	1527	1	AN	If the field contains anything other than “R,” the Grade 2 students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWH02M02	1528	1528	1	AN	If the field contains anything other than “R,” the Grade 2 students - White, not Hispanic - male count originally submitted was adjusted.
IWH02F02	1529	1529	1	AN	If the field contains anything other than “R,” the Grade 2 students - White, not Hispanic - female count originally submitted was adjusted.
IWH02U02	1530	1530	1	AN	If the field contains anything other than “R,” the Grade 2 students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IG0302	1531	1531	1	AN	If the field contains anything other than “R,” the Total Grade 3 students count originally submitted was adjusted.
IAM03M02	1532	1532	1	AN	If the field contains anything other than “R,” the Grade 3 students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAM03F02	1533	1533	1	AN	If the field contains anything other than “R,” the Grade 3 students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAM03U02	1534	1534	1	AN	If the field contains anything other than “R,” the Grade 3 students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.

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### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
IAS03M02	1535	1535	1	AN	If the field contains anything other than “R,” the Grade 3 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS03F02	1536	1536	1	AN	If the field contains anything other than “R,” the Grade 3 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS03U02	1537	1537	1	AN	If the field contains anything other than “R,” the Grade 3 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI03M02	1538	1538	1	AN	If the field contains anything other than “R,” the Grade 3 students - Hispanic - male count originally submitted was adjusted.
IHI03F02	1539	1539	1	AN	If the field contains anything other than “R,” the Grade 3 students - Hispanic - female count originally submitted was adjusted.
IHI03U02	1540	1540	1	AN	If the field contains anything other than “R,” the Grade 3 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL03M02	1541	1541	1	AN	If the field contains anything other than “R,” the Grade 3 students - Black, not Hispanic - male count originally submitted was adjusted.
IBL03F02	1542	1542	1	AN	If the field contains anything other than “R,” the Grade 3 students - Black, not Hispanic - female count originally submitted was adjusted.
IBL03U02	1543	1543	1	AN	If the field contains anything other than “R,” the Grade 3 students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWH03M02	1544	1544	1	AN	If the field contains anything other than “R,” the Grade 3 students - White, not Hispanic - male count originally submitted was adjusted.
IWH03F02	1545	1545	1	AN	If the field contains anything other than “R,” the Grade 3 students - White, not Hispanic - female count originally submitted was adjusted.
IWH03U02	1546	1546	1	AN	If the field contains anything other than “R,” the Grade 3 students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IG0402	1547	1547	1	AN	If the field contains anything other than “R,” the Total Grade 4 students count originally submitted was adjusted.
IAM04M02	1548	1548	1	AN	If the field contains anything other than “R,” the Grade 4 students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAM04F02	1549	1549	1	AN	If the field contains anything other than “R,” the Grade 4 students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAM04U02	1550	1550	1	AN	If the field contains anything other than “R,” the Grade 4 students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IAS04M02	1551	1551	1	AN	If the field contains anything other than “R,” the Grade 4 students - Asian/Pacific Islander - male count originally submitted was adjusted.

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### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
IAS04F02	1552	1552	1	AN	If the field contains anything other than “R,” the Grade 4 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS04U02	1553	1553	1	AN	If the field contains anything other than “R,” the Grade 4 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI04M02	1554	1554	1	AN	If the field contains anything other than “R,” the Grade 4 students - Hispanic - male count originally submitted was adjusted.
IHI04F02	1555	1555	1	AN	If the field contains anything other than “R,” the Grade 4 students - Hispanic - female count originally submitted was adjusted.
IHI04U02	1556	1556	1	AN	If the field contains anything other than “R,” the Grade 4 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL04M02	1557	1557	1	AN	If the field contains anything other than “R,” the Grade 4 students - Black, not Hispanic - male count originally submitted was adjusted.
IBL04F02	1558	1558	1	AN	If the field contains anything other than “R,” the Grade 4 students - Black, not Hispanic - female count originally submitted was adjusted.
IBL04U02	1559	1559	1	AN	If the field contains anything other than “R,” the Grade 4 students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWH04M02	1560	1560	1	AN	If the field contains anything other than “R,” the Grade 4 students - White, not Hispanic - male count originally submitted was adjusted.
IWH04F02	1561	1561	1	AN	If the field contains anything other than “R,” the Grade 4 students - White, not Hispanic - female count originally submitted was adjusted.
IWH04U02	1562	1562	1	AN	If the field contains anything other than “R,” the Grade 4 students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IG0502	1563	1563	1	AN	If the field contains anything other than “R,” the Total Grade 5 students count originally submitted was adjusted.
IAM05M02	1564	1564	1	AN	If the field contains anything other than “R,” the Grade 5 students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAM05F02	1565	1565	1	AN	If the field contains anything other than “R,” the Grade 5 students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAM05U02	1566	1566	1	AN	If the field contains anything other than “R,” the Grade 5 students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IAS05M02	1567	1567	1	AN	If the field contains anything other than “R,” the Grade 5 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS05F02	1568	1568	1	AN	If the field contains anything other than “R,” the Grade 5 students - Asian/Pacific Islander - female count originally submitted was adjusted.

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**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03**

<b>Variable name</b>	<b>Start position</b>	<b>End position</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
IAS05U02	1569	1569	1	AN	If the field contains anything other than “R,” the Grade 5 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI05M02	1570	1570	1	AN	If the field contains anything other than “R,” the Grade 5 students - Hispanic - male count originally submitted was adjusted.
IHI05F02	1571	1571	1	AN	If the field contains anything other than “R,” the Grade 5 students - Hispanic - female count originally submitted was adjusted.
IHI05U02	1572	1572	1	AN	If the field contains anything other than “R,” the Grade 5 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL05M02	1573	1573	1	AN	If the field contains anything other than “R,” the Grade 5 students - Black, not Hispanic - male count originally submitted was adjusted.
IBL05F02	1574	1574	1	AN	If the field contains anything other than “R,” the Grade 5 students - Black, not Hispanic - female count originally submitted was adjusted.
IBL05U02	1575	1575	1	AN	If the field contains anything other than “R,” the Grade 5 students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWH05M02	1576	1576	1	AN	If the field contains anything other than “R,” the Grade 5 students - White, not Hispanic - male count originally submitted was adjusted.
IWH05F02	1577	1577	1	AN	If the field contains anything other than “R,” the Grade 5 students - White, not Hispanic - female count originally submitted was adjusted.
IWH05U02	1578	1578	1	AN	If the field contains anything other than “R,” the Grade 5 students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IG0602	1579	1579	1	AN	If the field contains anything other than “R,” the Total Grade 6 students count originally submitted was adjusted.
IAM06M02	1580	1580	1	AN	If the field contains anything other than “R,” the Grade 6 students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAM06F02	1581	1581	1	AN	If the field contains anything other than “R,” the Grade 6 students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAM06U02	1582	1582	1	AN	If the field contains anything other than “R,” the Grade 6 students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IAS06M02	1583	1583	1	AN	If the field contains anything other than “R,” the Grade 6 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS06F02	1584	1584	1	AN	If the field contains anything other than “R,” the Grade 6 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS06U02	1585	1585	1	AN	If the field contains anything other than “R,” the Grade 6 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.

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### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
IHI06M02	1586	1586	1	AN	If the field contains anything other than “R,” the Grade 6 students - Hispanic - male count originally submitted was adjusted.
IHI06F02	1587	1587	1	AN	If the field contains anything other than “R,” the Grade 6 students - Hispanic - female count originally submitted was adjusted.
IHI06U02	1588	1588	1	AN	If the field contains anything other than “R,” the Grade 6 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL06M02	1589	1589	1	AN	If the field contains anything other than “R,” the Grade 6 students - Black, not Hispanic - male count originally submitted was adjusted.
IBL06F02	1590	1590	1	AN	If the field contains anything other than “R,” the Grade 6 students - Black, not Hispanic - female count originally submitted was adjusted.
IBL06U02	1591	1591	1	AN	If the field contains anything other than “R,” the Grade 6 students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWH06M02	1592	1592	1	AN	If the field contains anything other than “R,” the Grade 6 students - White, not Hispanic - male count originally submitted was adjusted.
IWH06F02	1593	1593	1	AN	If the field contains anything other than “R,” the Grade 6 students - White, not Hispanic - female count originally submitted was adjusted.
IWH06U02	1594	1594	1	AN	If the field contains anything other than “R,” the Grade 6 students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IG0702	1595	1595	1	AN	If the field contains anything other than “R,” the Total Grade 7 students count originally submitted was adjusted.
IAM07M02	1596	1596	1	AN	If the field contains anything other than “R,” the Grade 7 students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAM07F02	1597	1597	1	AN	If the field contains anything other than “R,” the Grade 7 students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAM07U02	1598	1598	1	AN	If the field contains anything other than “R,” the Grade 7 students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IAS07M02	1599	1599	1	AN	If the field contains anything other than “R,” the Grade 7 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS07F02	1600	1600	1	AN	If the field contains anything other than “R,” the Grade 7 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS07U02	1601	1601	1	AN	If the field contains anything other than “R,” the Grade 7 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI07M02	1602	1602	1	AN	If the field contains anything other than “R,” the Grade 7 students - Hispanic - male count originally submitted was adjusted.

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### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
IHI07F02	1603	1603	1	AN	If the field contains anything other than “R,” the Grade 7 students - Hispanic - female count originally submitted was adjusted.
IHI07U02	1604	1604	1	AN	If the field contains anything other than “R,” the Grade 7 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL07M02	1605	1605	1	AN	If the field contains anything other than “R,” the Grade 7 students - Black, not Hispanic - male count originally submitted was adjusted.
IBL07F02	1606	1606	1	AN	If the field contains anything other than “R,” the Grade 7 students - Black, not Hispanic - female count originally submitted was adjusted.
IBL07U02	1607	1607	1	AN	If the field contains anything other than “R,” the Grade 7 students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWH07M02	1608	1608	1	AN	If the field contains anything other than “R,” the Grade 7 students - White, not Hispanic - male count originally submitted was adjusted.
IWH07F02	1609	1609	1	AN	If the field contains anything other than “R,” the Grade 7 students - White, not Hispanic - female count originally submitted was adjusted.
IWH07U02	1610	1610	1	AN	If the field contains anything other than “R,” the Grade 7 students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IG0802	1611	1611	1	AN	If the field contains anything other than “R,” the Total Grade 8 students count originally submitted was adjusted.
IAM08M02	1612	1612	1	AN	If the field contains anything other than “R,” the Grade 8 students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAM08F02	1613	1613	1	AN	If the field contains anything other than “R,” the Grade 8 students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAM08U02	1614	1614	1	AN	If the field contains anything other than “R,” the Grade 8 students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IAS08M02	1615	1615	1	AN	If the field contains anything other than “R,” the Grade 8 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS08F02	1616	1616	1	AN	If the field contains anything other than “R,” the Grade 8 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS08U02	1617	1617	1	AN	If the field contains anything other than “R,” the Grade 8 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI08M02	1618	1618	1	AN	If the field contains anything other than “R,” the Grade 8 students - Hispanic - male count originally submitted was adjusted.
IHI08F02	1619	1619	1	AN	If the field contains anything other than “R,” the Grade 8 students - Hispanic - female count originally submitted was adjusted.

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<b>Variable name</b>	<b>Start position</b>	<b>End position</b>	<b>Field length</b>	<b>Data type</b>	<b>Description</b>
IHI08U02	1620	1620	1	AN	If the field contains anything other than “R,” the Grade 8 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL08M02	1621	1621	1	AN	If the field contains anything other than “R,” the Grade 8 students - Black, not Hispanic - male count originally submitted was adjusted.
IBL08F02	1622	1622	1	AN	If the field contains anything other than “R,” the Grade 8 students - Black, not Hispanic - female count originally submitted was adjusted.
IBL08U02	1623	1623	1	AN	If the field contains anything other than “R,” the Grade 8 students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWH08M02	1624	1624	1	AN	If the field contains anything other than “R,” the Grade 8 students - White, not Hispanic - male count originally submitted was adjusted.
IWH08F02	1625	1625	1	AN	If the field contains anything other than “R,” the Grade 8 students - White, not Hispanic - female count originally submitted was adjusted.
IWH08U02	1626	1626	1	AN	If the field contains anything other than “R,” the Grade 8 students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IG0902	1627	1627	1	AN	If the field contains anything other than “R,” the Total Grade 9 students count originally submitted was adjusted.
IAM09M02	1628	1628	1	AN	If the field contains anything other than “R,” the Grade 9 students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAM09F02	1629	1629	1	AN	If the field contains anything other than “R,” the Grade 9 students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAM09U02	1630	1630	1	AN	If the field contains anything other than “R,” the Grade 9 students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IAS09M02	1631	1631	1	AN	If the field contains anything other than “R,” the Grade 9 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS09F02	1632	1632	1	AN	If the field contains anything other than “R,” the Grade 9 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS09U02	1633	1633	1	AN	If the field contains anything other than “R,” the Grade 9 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI09M02	1634	1634	1	AN	If the field contains anything other than “R,” the Grade 9 students - Hispanic - male count originally submitted was adjusted.
IHI09F02	1635	1635	1	AN	If the field contains anything other than “R,” the Grade 9 students - Hispanic - female count originally submitted was adjusted.
IHI09U02	1636	1636	1	AN	If the field contains anything other than “R,” the Grade 9 students - Hispanic - gender unknown count originally submitted was adjusted.

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### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
IBL09M02	1637	1637	1	AN	If the field contains anything other than “R,” the Grade 9 students - Black, not Hispanic - male count originally submitted was adjusted.
IBL09F02	1638	1638	1	AN	If the field contains anything other than “R,” the Grade 9 students - Black, not Hispanic - female count originally submitted was adjusted.
IBL09U02	1639	1639	1	AN	If the field contains anything other than “R,” the Grade 9 students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWH09M02	1640	1640	1	AN	If the field contains anything other than “R,” the Grade 9 students - White, not Hispanic - male count originally submitted was adjusted.
IWH09F02	1641	1641	1	AN	If the field contains anything other than “R,” the Grade 9 students - White, not Hispanic - female count originally submitted was adjusted.
IWH09U02	1642	1642	1	AN	If the field contains anything other than “R,” the Grade 9 students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IG1002	1643	1643	1	AN	If the field contains anything other than “R,” the Total Grade 10 students count originally submitted was adjusted.
IAM10M02	1644	1644	1	AN	If the field contains anything other than “R,” the Grade 10 students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAM10F02	1645	1645	1	AN	If the field contains anything other than “R,” the Grade 10 students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAM10U02	1646	1646	1	AN	If the field contains anything other than “R,” the Grade 10 students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IAS10M02	1647	1647	1	AN	If the field contains anything other than “R,” the Grade 10 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS10F02	1648	1648	1	AN	If the field contains anything other than “R,” the Grade 10 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS10U02	1649	1649	1	AN	If the field contains anything other than “R,” the Grade 10 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI10M02	1650	1650	1	AN	If the field contains anything other than “R,” the Grade 10 students - Hispanic - male count originally submitted was adjusted.
IHI10F02	1651	1651	1	AN	If the field contains anything other than “R,” the Grade 10 students - Hispanic - female count originally submitted was adjusted.
IHI10U02	1652	1652	1	AN	If the field contains anything other than “R,” the Grade 10 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL10M02	1653	1653	1	AN	If the field contains anything other than “R,” the Grade 10 students - Black, not Hispanic - male count originally submitted was adjusted.



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### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
IBL10F02	1654	1654	1	AN	If the field contains anything other than “R,” the Grade 10 students - Black, not Hispanic - female count originally submitted was adjusted.
IBL10U02	1655	1655	1	AN	If the field contains anything other than “R,” the Grade 10 students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWH10M02	1656	1656	1	AN	If the field contains anything other than “R,” the Grade 10 students - White, not Hispanic - male count originally submitted was adjusted.
IWH10F02	1657	1657	1	AN	If the field contains anything other than “R,” the Grade 10 students - White, not Hispanic - female count originally submitted was adjusted.
IWH10U02	1658	1658	1	AN	If the field contains anything other than “R,” the Grade 10 students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IG1102	1659	1659	1	AN	If the field contains anything other than “R,” the Total Grade 11 students count originally submitted was adjusted.
IAM11M02	1660	1660	1	AN	If the field contains anything other than “R,” the Grade 11 students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAM11F02	1661	1661	1	AN	If the field contains anything other than “R,” the Grade 11 students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAM11U02	1662	1662	1	AN	If the field contains anything other than “R,” the Grade 11 students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IAS11M02	1663	1663	1	AN	If the field contains anything other than “R,” the Grade 11 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS11F02	1664	1664	1	AN	If the field contains anything other than “R,” the Grade 11 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS11U02	1665	1665	1	AN	If the field contains anything other than “R,” the Grade 11 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI11M02	1666	1666	1	AN	If the field contains anything other than “R,” the Grade 11 students - Hispanic - male count originally submitted was adjusted.
IHI11F02	1667	1667	1	AN	If the field contains anything other than “R,” the Grade 11 students - Hispanic - female count originally submitted was adjusted.
IHI11U02	1668	1668	1	AN	If the field contains anything other than “R,” the Grade 11 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL11M02	1669	1669	1	AN	If the field contains anything other than “R,” the Grade 11 students - Black, not Hispanic - male count originally submitted was adjusted.
IBL11F02	1670	1670	1	AN	If the field contains anything other than “R,” the Grade 11 students - Black, not Hispanic - female count originally submitted was adjusted.

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### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
IBL11U02	1671	1671	1	AN	If the field contains anything other than “R,” the Grade 11 students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWH11M02	1672	1672	1	AN	If the field contains anything other than “R,” the Grade 11 students - White, not Hispanic - male count originally submitted was adjusted.
IWH11F02	1673	1673	1	AN	If the field contains anything other than “R,” the Grade 11 students - White, not Hispanic - female count originally submitted was adjusted.
IWH11U02	1674	1674	1	AN	If the field contains anything other than “R,” the Grade 11 students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IG1202	1675	1675	1	AN	If the field contains anything other than “R,” the Total Grade 12 students count originally submitted was adjusted.
IAM12M02	1676	1676	1	AN	If the field contains anything other than “R,” the Grade 12 students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAM12F02	1677	1677	1	AN	If the field contains anything other than “R,” the Grade 12 students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAM12U02	1678	1678	1	AN	If the field contains anything other than “R,” the Grade 12 students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IAS12M02	1679	1679	1	AN	If the field contains anything other than “R,” the Grade 12 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS12F02	1680	1680	1	AN	If the field contains anything other than “R,” the Grade 12 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS12U02	1681	1681	1	AN	If the field contains anything other than “R,” the Grade 12 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI12M02	1682	1682	1	AN	If the field contains anything other than “R,” the Grade 12 students - Hispanic - male count originally submitted was adjusted.
IHI12F02	1683	1683	1	AN	If the field contains anything other than “R,” the Grade 12 students - Hispanic - female count originally submitted was adjusted.
IHI12U02	1684	1684	1	AN	If the field contains anything other than “R,” the Grade 12 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL12M02	1685	1685	1	AN	If the field contains anything other than “R,” the Grade 12 students - Black, not Hispanic - male count originally submitted was adjusted.
IBL12F02	1686	1686	1	AN	If the field contains anything other than “R,” the Grade 12 students - Black, not Hispanic - female count originally submitted was adjusted.
IBL12U02	1687	1687	1	AN	If the field contains anything other than “R,” the Grade 12 students - Black, not Hispanic - gender unknown count originally submitted was adjusted.

## APPENDIX A—Record Layout

### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
IWH12M02	1688	1688	1	AN	If the field contains anything other than “R,” the Grade 12 students - White, not Hispanic - male count originally submitted was adjusted.
IWH12F02	1689	1689	1	AN	If the field contains anything other than “R,” the Grade 12 students - White, not Hispanic - female count originally submitted was adjusted.
IWH12U02	1690	1690	1	AN	If the field contains anything other than “R,” the Grade 12 students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IUG02	1691	1691	1	AN	If the field contains anything other than “R,” the Total Ungraded students count originally submitted was adjusted.
IAMUGM02	1692	1692	1	AN	If the field contains anything other than “R,” the Ungraded students - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAMUGF02	1693	1693	1	AN	If the field contains anything other than “R,” the Ungraded students - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAMUGU02	1694	1694	1	AN	If the field contains anything other than “R,” the Ungraded students - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IASUGM02	1695	1695	1	AN	If the field contains anything other than “R,” the Ungraded students - Asian/Pacific Islander - male count originally submitted was adjusted.
IASUGF02	1696	1696	1	AN	If the field contains anything other than “R,” the Ungraded students - Asian/Pacific Islander - female count originally submitted was adjusted.
IASUGU02	1697	1697	1	AN	If the field contains anything other than “R,” the Ungraded students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHIUGM02	1698	1698	1	AN	If the field contains anything other than “R,” the Ungraded students - Hispanic - male count originally submitted was adjusted.
IHIUGF02	1699	1699	1	AN	If the field contains anything other than “R,” the Ungraded students - Hispanic - female count originally submitted was adjusted.
IHIUGU02	1700	1700	1	AN	If the field contains anything other than “R,” the Ungraded students - Hispanic - gender unknown count originally submitted was adjusted.
IBLUGM02	1701	1701	1	AN	If the field contains anything other than “R,” the Ungraded students - Black, not Hispanic - male count originally submitted was adjusted.
IBLUGF02	1702	1702	1	AN	If the field contains anything other than “R,” the Ungraded students - Black, not Hispanic - female count originally submitted was adjusted.
IBLUGU02	1703	1703	1	AN	If the field contains anything other than “R,” the Ungraded students - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWHUGM02	1704	1704	1	AN	If the field contains anything other than “R,” the Ungraded students - White, not Hispanic - male count originally submitted was adjusted.

## APPENDIX A—Record Layout

### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
IWHUGF02	1705	1705	1	AN	If the field contains anything other than “R,” the Ungraded students - White, not Hispanic - female count originally submitted was adjusted.
IWHUGU02	1706	1706	1	AN	If the field contains anything other than “R,” the Ungraded students - White, not Hispanic - gender unknown count originally submitted was adjusted.
IMEMB02	1707	1707	1	AN	If the field contains anything other than “R,” the Total students, All Grades count originally submitted was adjusted.
IAM02	1708	1708	1	AN	If the field contains anything other than “R,” one or more of the American Indian/Alaskan Native student counts originally submitted was adjusted.
IAMALM02	1709	1709	1	AN	If the field contains anything other than “R,” the Total students, All Grades - American Indian/Alaskan Native - male count originally submitted was adjusted.
IAMALF02	1710	1710	1	AN	If the field contains anything other than “R,” the Total students, All Grades - American Indian/Alaskan Native - female count originally submitted was adjusted.
IAMALU02	1711	1711	1	AN	If the field contains anything other than “R,” the Total students, All Grades - American Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IASIAN02	1712	1712	1	AN	If the field contains anything other than “R,” one or more of the Asian/Pacific Islander student counts originally submitted was adjusted.
IASALM02	1713	1713	1	AN	If the field contains anything other than “R,” the Total students, All Grades - Asian/Pacific Islander - male count originally submitted was adjusted.
IASALF02	1714	1714	1	AN	If the field contains anything other than “R,” the Total students, All Grades - Asian/Pacific Islander - female count originally submitted was adjusted.
IASALU02	1715	1715	1	AN	If the field contains anything other than “R,” the Total students, All Grades - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHISP02	1716	1716	1	AN	If the field contains anything other than “R,” one or more of the Hispanic student counts originally submitted was adjusted.
IHIALM02	1717	1717	1	AN	If the field contains anything other than “R,” the Total students, All Grades - Hispanic - male count originally submitted was adjusted.
IHIALF02	1718	1718	1	AN	If the field contains anything other than “R,” the Total students, All Grades - Hispanic - female count originally submitted was adjusted.
IHIALU02	1719	1719	1	AN	If the field contains anything other than “R,” the Total students, All Grades - Hispanic - gender unknown count originally submitted was adjusted.
IBLACK02	1720	1720	1	AN	If the field contains anything other than “R,” one or more of the Black, not Hispanic student counts originally submitted was adjusted.
IBLALM02	1721	1721	1	AN	If the field contains anything other than “R,” the Total students, All Grades - Black, not Hispanic - male count originally submitted was adjusted.

## APPENDIX A—Record Layout

### Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03

Variable name	Start position	End position	Field length	Data type	Description
IBLALF02	1722	1722	1	AN	If the field contains anything other than “R,” the Total students, All Grades - Black, not Hispanic - female count originally submitted was adjusted.
IBLALU02	1723	1723	1	AN	If the field contains anything other than “R,” the Total students, All Grades - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWHITE02	1724	1724	1	AN	If the field contains anything other than “R,” one or more of the White, not Hispanic student counts originally submitted was adjusted.
IWHALM02	1725	1725	1	AN	If the field contains anything other than “R,” the Total students, All Grades - White, not Hispanic - male count originally submitted was adjusted.
IWHALF02	1726	1726	1	AN	If the field contains anything other than “R,” the Total students, All Grades - White, not Hispanic - female count originally submitted was adjusted.
IWHALU02	1727	1727	1	AN	If the field contains anything other than “R,” the Total students, All Grades - White, not Hispanic - gender unknown count originally submitted was adjusted.
IETH02	1728	1728	1	AN	If the field contains anything other than “T,” one or more of the race/ethnicity student counts originally submitted was adjusted.
IPUTCH02	1729	1729	1	AN	If the field contains anything other than “T,” one or more of the Pupil/Teacher counts originally submitted was adjusted.
ITOTGR02	1730	1730	1	AN	If the field contains anything other than “T,” one or more of the grade totals originally submitted was adjusted.



**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002-03**

Variable	Label	M	N	Blank	Other
NCESSCH	Unique School ID (NCES Assigned)	0	0	0	99635
FIPST	Fips State Number	0	0	0	99635
LEAID	Unique Agency ID (NCES Assigned)	0	0	0	99635
SCHNO	School ID within State (NCES Assigned)	0	0	0	99635
STID02	State Agency ID	0	3	0	99632
SEASCH02	State School ID	0	2	0	99633
LEANM02	Name of Operating Agency	0	0	0	99635
SCHNAM02	School Name	0	0	0	99635
PHONE02	Telephone Number of School	996	0	0	98639
MSTREE02	Mailing Address	12	29	0	99594
MCITY02	Mailing City Name	0	0	0	99635
MSTATE02	Mailing USPS State Abbreviation	0	0	0	99635
MZIP02	Mailing 5-Digit ZIP Code	0	0	0	99635
MZIP402	Mailing ZIP+4 if Assigned	4	0	21170	78461
LSTREE02	Location Address	11842	1	0	87792
LCITY02	Location City Name	0	0	0	99635
LSTATE02	Location USPS State Abbreviation	0	0	0	99635
LZIP02	Location 5-Digit ZIP Code	0	0	0	99635
LZIP402	Location ZIP+4 (if assigned)	0	0	21190	78445
LATCOD02	Latitude	0	0	0	99635
LONCOD02	Longitude	0	0	0	99635
CONUM02	FIPS County Number (FIPS St+County)	0	1550	0	98085
CONAME02	County Name	0	1550	0	98085

**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002-03**

Variable	Label	Minimum	Maximum	Mean	-1	-2
FTE02	Classroom Teachers (Full-Time Equiv)	0.0	680.3	31.3	7,490	2,357
FRELCH02	Free Lunch Eligible Students	0.0	4,003.0	172.0	12,656	5,089
REDLCH02	Reduced-price Lunch Eligible Students	0.0	899.0	40.8	12,659	5,089
TOTFRL02	Total Free and Reduced Lunch Students	0.0	4,180.0	207.6	7,367	5,274
MIGRNT02	Migrant Students	0.0	3,885.0	8.5	26,970	3,393
PK02	Students (Total PK Grade)	0.0	1,702.0	33.8	740	76,362
AMPKM02	Students (PK-Amer Ind/AK Nat-Male)	0.0	66.0	0.3	752	76,366
AMPKF02	Students (PK-Amer Ind/AK Nat-Female)	0.0	42.0	0.2	752	76,366
AMPKU02	Students (PK-Amer Ind/AK Nat-Unknown)	0.0	8.0	#	745	76,794
ASPKM02	Students (PK-Asian/Pac Isl-Male)	0.0	791.0	0.6	779	76,366
ASPKF02	Students (PK-Asian/Pac Isl-Female)	0.0	730.0	0.5	779	76,366
ASPKU02	Students (PK-Asian/Pac Isl-Unknown)	0.0	136.0	#	745	76,794
HIPKM02	Students (PK-Hispanic-Male)	0.0	491.0	4.5	793	76,366
HIPKF02	Students (PK-Hispanic-Female)	0.0	463.0	4.1	793	76,366
HIPKU02	Students (PK-Hispanic-Unknown)	0.0	61.0	#	745	76,794
BLPKM02	Students (PK-Black-Male)	0.0	589.0	4.3	799	76,366
BLPKF02	Students (PK-Black-Female)	0.0	466.0	3.9	799	76,366
BLPKU02	Students (PK-Black-Unknown)	0.0	46.0	#	745	76,794
WHPKM02	Students (PK-White-Male)	0.0	697.0	8.7	821	76,366
WHPKF02	Students (PK-White-Female)	0.0	514.0	6.7	821	76,366
WHPKU02	Students (PK-White-Unknown)	0.0	139.0	0.1	745	76,794
KG02	Students (Total KG Grade)	0.0	840.0	65.4	107	46,216
AMKGM02	Students (KG-Amer Ind/AK Nat-Male)	0.0	124.0	0.4	1,700	46,218
AMKGF02	Students (KG-Amer Ind/AK Nat-Female)	0.0	122.0	0.4	1,700	46,218
AMKGU02	Students (KG-Amer Ind/AK Nat-Unknown)	0.0	135.0	0.1	1,079	46,741
ASKGM02	Students (KG-Asian/Pac Isl-Male)	0.0	100.0	1.4	2,240	46,218
ASKGF02	Students (KG-Asian/Pac Isl-Female)	0.0	91.0	1.4	2,240	46,218
ASKGU02	Students (KG-Asian/Pac Isl-Unknown)	0.0	100.0	0.1	1,079	46,741
HIKGM02	Students (KG-Hispanic-Male)	0.0	216.0	7.4	2,509	46,218
HIKGF02	Students (KG-Hispanic-Female)	0.0	223.0	7.0	2,509	46,218
HIKGU02	Students (KG-Hispanic-Unknown)	0.0	197.0	0.3	1,079	46,741
BLKGM02	Students (KG-Black-Male)	0.0	166.0	5.5	2,693	46,218
BLKGF02	Students (KG-Black-Female)	0.0	137.0	5.1	2,693	46,218
BLKGU02	Students (KG-Black-Unknown)	0.0	200.0	0.4	1,079	46,741
WHKGM02	Students (KG-White-Male)	0.0	381.0	18.7	3,521	46,218
WHKGF02	Students (KG-White-Female)	0.0	340.0	17.2	3,521	46,218
WHKGU02	Students (KG-White-Unknown)	0.0	276.0	2.2	1,079	46,741

# Rounds to zero



**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002-03**

Variable	Label	Minimum	Maximum	Mean	-1	-2
G0102	Students (Total 1st Grade)	0.0	748.0	67.4	108	45,287
AM01M02	Students (1st-Amer Ind/AK Nat-Male)	0.0	113.0	0.4	1,710	45,300
AM01F02	Students (1st-Amer Ind/AK Nat-Female)	0.0	89.0	0.4	1,710	45,300
AM01U02	Students (1st-Amer Ind/AK Nat-Unknown)	0.0	102.0	0.1	1,072	45,784
AS01M02	Students (1st-Asian/Pac Isl-Male)	0.0	120.0	1.5	2,369	45,300
AS01F02	Students (1st-Asian/Pac Isl-Female)	0.0	112.0	1.4	2,369	45,300
AS01U02	Students (1st-Asian/Pac Isl-Unknown)	0.0	122.0	0.1	1,072	45,784
HI01M02	Students (1st-Hispanic-Male)	0.0	218.0	7.6	2,634	45,300
HI01F02	Students (1st-Hispanic-Female)	0.0	239.0	7.2	2,634	45,300
HI01U02	Students (1st-Hispanic-Unknown)	0.0	207.0	0.3	1,072	45,784
BL01M02	Students (1st-Black-Male)	0.0	134.0	5.7	2,739	45,300
BL01F02	Students (1st-Black-Female)	0.0	130.0	5.4	2,739	45,300
BL01U02	Students (1st-Black-Unknown)	0.0	144.0	0.4	1,072	45,784
WH01M02	Students (1st-White-Male)	0.0	271.0	19.0	3,595	45,300
WH01F02	Students (1st-White-Female)	0.0	256.0	17.7	3,595	45,300
WH01U02	Students (1st-White-Unknown)	0.0	291.0	2.4	1,072	45,784
G0202	Students (Total 2nd Grade)	0.0	806.0	66.7	107	45,184
AM02M02	Students (2nd-Amer Ind/AK Nat-Male)	0.0	118.0	0.4	1,730	45,201
AM02F02	Students (2nd-Amer Ind/AK Nat-Female)	0.0	94.0	0.4	1,730	45,201
AM02U02	Students (2nd-Amer Ind/AK Nat-Unk)	0.0	96.0	0.1	1,080	45,668
AS02M02	Students (2nd-Asian/Pac Isl-Male)	0.0	122.0	1.5	2,288	45,201
AS02F02	Students (2nd-Asian/Pac Isl-Female)	0.0	103.0	1.4	2,288	45,201
AS02U02	Students (2nd-Asian/Pac Isl-Unknown)	0.0	127.0	0.1	1,080	45,668
HI02M02	Students (2nd-Hispanic-Male)	0.0	241.0	7.3	2,612	45,201
HI02F02	Students (2nd-Hispanic-Female)	0.0	238.0	7.0	2,612	45,201
HI02U02	Students (2nd-Hispanic-Unknown)	0.0	204.0	0.3	1,080	45,668
BL02M02	Students (2nd-Black-Male)	0.0	138.0	5.7	2,780	45,201
BL02F02	Students (2nd-Black-Female)	0.0	166.0	5.5	2,780	45,201
BL02U02	Students (2nd-Black-Unknown)	0.0	180.0	0.4	1,080	45,668
WH02M02	Students (2nd-White-Male)	0.0	291.0	18.8	3,601	45,201
WH02F02	Students (2nd-White-Female)	0.0	273.0	17.7	3,601	45,201
WH02U02	Students (2nd-White-Unknown)	0.0	340.0	2.4	1,080	45,668
G0302	Students (Total 3rd Grade)	0.0	780.0	67.8	110	45,164
AM03M02	Students (3rd-Amer Ind/AK Nat-Male)	0.0	102.0	0.4	1,760	45,178
AM03F02	Students (3rd-Amer Ind/AK Nat-Female)	0.0	113.0	0.4	1,760	45,178
AM03U02	Students (3rd-Amer Ind/AK Nat-Unk)	0.0	100.0	0.1	1,084	45,629
AS03M02	Students (3rd-Asian/Pac Isl-Male)	0.0	129.0	1.5	2,363	45,178
AS03F02	Students (3rd-Asian/Pac Isl-Female)	0.0	86.0	1.4	2,363	45,178

**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002-03**

Variable	Label	Minimum	Maximum	Mean	-1	-2
AS03U02	Students (3rd-Asian/Pac Isl-Unknown)	0.0	141.0	0.1	1,084	45,629
HI03M02	Students (3rd-Hispanic-Male)	0.0	234.0	7.2	2,612	45,178
HI03F02	Students (3rd-Hispanic-Female)	0.0	225.0	6.9	2,612	45,178
HI03U02	Students (3rd-Hispanic-Unknown)	0.0	187.0	0.3	1,084	45,629
BL03M02	Students (3rd-Black-Male)	0.0	152.0	6.0	2,752	45,178
BL03F02	Students (3rd-Black-Female)	0.0	144.0	5.8	2,752	45,178
BL03U02	Students (3rd-Black-Unknown)	0.0	178.0	0.5	1,084	45,629
WH03M02	Students (3rd-White-Male)	0.0	296.0	19.1	3,596	45,178
WH03F02	Students (3rd-White-Female)	0.0	309.0	18.0	3,596	45,178
WH03U02	Students (3rd-White-Unknown)	0.0	460.0	2.5	1,084	45,629
G0402	Students (Total 4th Grade)	0.0	784.0	69.0	110	45,471
AM04M02	Students (4th-Amer Ind/AK Nat-Male)	0.0	100.0	0.4	1,749	45,489
AM04F02	Students (4th-Amer Ind/AK Nat-Female)	0.0	98.0	0.4	1,749	45,489
AM04U02	Students (4th-Amer Ind/AK Nat-Unk)	0.0	120.0	0.1	1,082	45,945
AS04M02	Students (4th-Asian/Pac Isl-Male)	0.0	119.0	1.5	2,336	45,489
AS04F02	Students (4th-Asian/Pac Isl-Female)	0.0	110.0	1.4	2,336	45,489
AS04U02	Students (4th-Asian/Pac Isl-Unknown)	0.0	151.0	0.1	1,082	45,945
HI04M02	Students (4th-Hispanic-Male)	0.0	241.0	7.1	2,640	45,489
HI04F02	Students (4th-Hispanic-Female)	0.0	247.0	6.8	2,640	45,489
HI04U02	Students (4th-Hispanic-Unknown)	0.0	191.0	0.3	1,082	45,945
BL04M02	Students (4th-Black-Male)	0.0	148.0	6.1	2,822	45,489
BL04F02	Students (4th-Black-Female)	0.0	165.0	5.9	2,822	45,489
BL04U02	Students (4th-Black-Unknown)	0.0	197.0	0.5	1,082	45,945
WH04M02	Students (4th-White-Male)	0.0	302.0	19.7	3,563	45,489
WH04F02	Students (4th-White-Female)	0.0	263.0	18.5	3,563	45,489
WH04U02	Students (4th-White-Unknown)	0.0	421.0	2.6	1,082	45,945
G0502	Students (Total 5th Grade)	0.0	796.0	71.4	115	46,704
AM05M02	Students (5th-Amer Ind/AK Nat-Male)	0.0	120.0	0.4	1,708	46,724
AM05F02	Students (5th-Amer Ind/AK Nat-Female)	0.0	112.0	0.4	1,708	46,724
AM05U02	Students (5th-Amer Ind/AK Nat-Unknown)	0.0	116.0	0.1	1,032	47,176
AS05M02	Students (5th-Asian/Pac Isl-Male)	0.0	106.0	1.5	2,270	46,724
AS05F02	Students (5th-Asian/Pac Isl-Female)	0.0	107.0	1.5	2,270	46,724
AS05U02	Students (5th-Asian/Pac Isl-Unknown)	0.0	140.0	0.1	1,032	47,176
HI05M02	Students (5th-Hispanic-Male)	0.0	326.0	7.1	2,534	46,724
HI05F02	Students (5th-Hispanic-Female)	0.0	312.0	6.8	2,534	46,724
HI05U02	Students (5th-Hispanic-Unknown)	0.0	209.0	0.3	1,032	47,176
BL05M02	Students (5th-Black-Male)	0.0	197.0	6.2	2,644	46,724
BL05F02	Students (5th-Black-Female)	0.0	187.0	6.0	2,644	46,724

**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002-03**

Variable	Label	Minimum	Maximum	Mean	-1	-2
BL05U02	Students (5th-Black-Unknown)	0.0	285.0	0.5	1,032	47,176
WH05M02	Students (5th-White-Male)	0.0	378.0	20.7	3,391	46,724
WH05F02	Students (5th-White-Female)	0.0	335.0	19.5	3,391	46,724
WH05U02	Students (5th-White-Unknown)	0.0	456.0	2.7	1,032	47,176
G0602	Students (Total 6th Grade)	0.0	1,348.0	99.4	107	60,838
AM06M02	Students (6th-Amer Ind/AK Nat-Male)	0.0	151.0	0.6	1,312	60,866
AM06F02	Students (6th-Amer Ind/AK Nat-Female)	0.0	142.0	0.6	1,312	60,866
AM06U02	Students (6th-Amer Ind/AK Nat-Unknown)	0.0	133.0	0.1	737	61,816
AS06M02	Students (6th-Asian/Pac Isl-Male)	0.0	227.0	2.1	1,569	60,866
AS06F02	Students (6th-Asian/Pac Isl-Female)	0.0	204.0	2.0	1,569	60,866
AS06U02	Students (6th-Asian/Pac Isl-Unknown)	0.0	135.0	0.1	737	61,816
HI06M02	Students (6th-Hispanic-Male)	0.0	681.0	9.5	1,776	60,866
HI06F02	Students (6th-Hispanic-Female)	0.0	657.0	9.1	1,776	60,866
HI06U02	Students (6th-Hispanic-Unknown)	0.0	254.0	0.4	737	61,816
BL06M02	Students (6th-Black-Male)	0.0	300.0	8.8	1,834	60,866
BL06F02	Students (6th-Black-Female)	0.0	293.0	8.5	1,834	60,866
BL06U02	Students (6th-Black-Unknown)	0.0	336.0	0.7	737	61,816
WH06M02	Students (6th-White-Male)	0.0	400.0	28.9	2,305	60,866
WH06F02	Students (6th-White-Female)	0.0	382.0	27.2	2,305	60,866
WH06U02	Students (6th-White-Unknown)	0.0	535.0	4.0	737	61,816
G0702	Students (Total 7th Grade)	0.0	1,402.0	131.2	111	69,926
AM07M02	Students (7th-Amer Ind/AK Nat-Male)	0.0	133.0	0.8	1,209	69,941
AM07F02	Students (7th-Amer Ind/AK Nat-Female)	0.0	161.0	0.8	1,209	69,941
AM07U02	Students (7th-Amer Ind/AK Nat-Unknown)	0.0	125.0	0.2	681	70,493
AS07M02	Students (7th-Asian/Pac Isl-Male)	0.0	309.0	2.8	1,347	69,941
AS07F02	Students (7th-Asian/Pac Isl-Female)	0.0	306.0	2.6	1,347	69,941
AS07U02	Students (7th-Asian/Pac Isl-Unknown)	0.0	472.0	0.2	681	70,493
HI07M02	Students (7th-Hispanic-Male)	0.0	710.0	12.3	1,498	69,941
HI07F02	Students (7th-Hispanic-Female)	0.0	678.0	11.8	1,498	69,941
HI07U02	Students (7th-Hispanic-Unknown)	0.0	223.0	0.4	681	70,493
BL07M02	Students (7th-Black-Male)	0.0	360.0	11.3	1,553	69,941
BL07F02	Students (7th-Black-Female)	0.0	342.0	10.9	1,553	69,941
BL07U02	Students (7th-Black-Unknown)	0.0	368.0	0.9	681	70,493
WH07M02	Students (7th-White-Male)	0.0	387.0	38.8	1,851	69,941
WH07F02	Students (7th-White-Female)	0.0	390.0	36.6	1,851	69,941
WH07U02	Students (7th-White-Unknown)	0.0	648.0	5.3	681	70,493
G0802	Students (Total 8th Grade)	0.0	1,303.0	126.0	109	69,628
AM08M02	Students (8th-Amer Ind/AK Nat-Male)	0.0	263.0	0.8	1,183	69,650

**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002-03**

Variable	Label	Minimum	Maximum	Mean	-1	-2
AM08F02	Students (8th-Amer Ind/AK Nat-Female)	0.0	276.0	0.8	1,183	69,650
AM08U02	Students (8th-Amer Ind/AK Nat-Unk)	0.0	119.0	0.2	677	70,167
AS08M02	Students (8th-Asian/Pac Isl-Male)	0.0	292.0	2.8	1,332	69,650
AS08F02	Students (8th-Asian/Pac Isl-Female)	0.0	263.0	2.6	1,332	69,650
AS08U02	Students (8th-Asian/Pac Isl-Unknown)	0.0	486.0	0.2	677	70,167
HI08M02	Students (8th-Hispanic-Male)	0.0	665.0	11.3	1,464	69,650
HI08F02	Students (8th-Hispanic-Female)	0.0	626.0	10.9	1,464	69,650
HI08U02	Students (8th-Hispanic-Unknown)	0.0	219.0	0.4	677	70,167
BL08M02	Students (8th-Black-Male)	0.0	337.0	10.5	1,540	69,650
BL08F02	Students (8th-Black-Female)	0.0	328.0	10.4	1,540	69,650
BL08U02	Students (8th-Black-Unknown)	0.0	444.0	0.8	677	70,167
WH08M02	Students (8th-White-Male)	0.0	419.0	37.7	1,840	69,650
WH08F02	Students (8th-White-Female)	0.0	388.0	35.7	1,840	69,650
WH08U02	Students (8th-White-Unknown)	0.0	654.0	5.2	677	70,167
G0902	Students (Total 9th Grade)	0.0	2,351.0	169.8	144	75,022
AM09M02	Students (9th-Amer Ind/AK Nat-Male)	0.0	279.0	1.1	905	75,039
AM09F02	Students (9th-Amer Ind/AK Nat-Female)	0.0	294.0	1.0	905	75,039
AM09U02	Students (9th-Amer Ind/AK Nat-Unk)	0.0	310.0	0.2	500	75,477
AS09M02	Students (9th-Asian/Pac Isl-Male)	0.0	398.0	3.8	1,066	75,039
AS09F02	Students (9th-Asian/Pac Isl-Female)	0.0	357.0	3.4	1,066	75,039
AS09U02	Students (9th-Asian/Pac Isl-Unknown)	0.0	318.0	0.3	500	75,477
HI09M02	Students (9th-Hispanic-Male)	0.0	1,147.0	16.4	1,139	75,039
HI09F02	Students (9th-Hispanic-Female)	0.0	985.0	15.0	1,139	75,039
HI09U02	Students (9th-Hispanic-Unknown)	0.0	738.0	0.6	500	75,477
BL09M02	Students (9th-Black-Male)	0.0	860.0	15.5	1,180	75,039
BL09F02	Students (9th-Black-Female)	0.0	700.0	14.3	1,180	75,039
BL09U02	Students (9th-Black-Unknown)	0.0	947.0	1.2	500	75,477
WH09M02	Students (9th-White-Male)	0.0	586.0	49.4	1,448	75,039
WH09F02	Students (9th-White-Female)	0.0	586.0	45.9	1,448	75,039
WH09U02	Students (9th-White-Unknown)	0.0	755.0	6.6	500	75,477
G1002	Students (Total 10th Grade)	0.0	1,695.0	153.7	125	75,872
AM10M02	Students (10th-Amer Ind/AK Nat-Male)	0.0	202.0	0.9	860	75,877
AM10F02	Students (10th-Amer Ind/AK Nat-Female)	0.0	207.0	0.9	860	75,877
AM10U02	Students (10th-Amer Ind/AK Nat-Unk)	0.0	205.0	0.2	472	76,188
AS10M02	Students (10th-Asian/Pac Isl-Male)	0.0	282.0	3.6	1,044	75,877
AS10F02	Students (10th-Asian/Pac Isl-Female)	0.0	287.0	3.4	1,044	75,877
AS10U02	Students (10th-Asian/Pac Isl-Unknown)	0.0	302.0	0.3	472	76,188
HI10M02	Students (10th-Hispanic-Male)	0.0	813.0	13.4	1,127	75,877

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Variable	Label	Minimum	Maximum	Mean	-1	-2
HI10F02	Students (10th-Hispanic-Female)	0.0	696.0	12.8	1,127	75,877
HI10U02	Students (10th-Hispanic-Unknown)	0.0	731.0	0.5	472	76,188
BL10M02	Students (10th-Black-Male)	0.0	532.0	11.9	1,138	75,877
BL10F02	Students (10th-Black-Female)	0.0	676.0	12.1	1,138	75,877
BL10U02	Students (10th-Black-Unknown)	0.0	960.0	1.0	472	76,188
WH10M02	Students (10th-White-Male)	0.0	534.0	46.7	1,417	75,877
WH10F02	Students (10th-White-Female)	0.0	506.0	44.3	1,417	75,877
WH10U02	Students (10th-White-Unknown)	0.0	903.0	6.5	472	76,188
G1102	Students (Total 11th Grade)	0.0	1,386.0	139.3	123	76,034
AM11M02	Students (11th-Amer Ind/AK Nat-Male)	0.0	182.0	0.8	839	76,040
AM11F02	Students (11th-Amer Ind/AK Nat-Female)	0.0	173.0	0.8	839	76,040
AM11U02	Students (11th-Amer Ind/AK Nat-Unk)	0.0	134.0	0.2	475	76,347
AS11M02	Students (11th-Asian/Pac Isl-Male)	0.0	277.0	3.4	1,041	76,040
AS11F02	Students (11th-Asian/Pac Isl-Female)	0.0	277.0	3.2	1,041	76,040
AS11U02	Students (11th-Asian/Pac Isl-Unknown)	0.0	218.0	0.2	475	76,347
HI11M02	Students (11th-Hispanic-Male)	0.0	530.0	10.8	1,080	76,040
HI11F02	Students (11th-Hispanic-Female)	0.0	529.0	10.6	1,080	76,040
HI11U02	Students (11th-Hispanic-Unknown)	0.0	414.0	0.4	475	76,347
BL11M02	Students (11th-Black-Male)	0.0	314.0	9.4	1,117	76,040
BL11F02	Students (11th-Black-Female)	0.0	337.0	10.1	1,117	76,040
BL11U02	Students (11th-Black-Unknown)	0.0	666.0	0.8	475	76,347
WH11M02	Students (11th-White-Male)	0.0	530.0	44.2	1,422	76,040
WH11F02	Students (11th-White-Female)	0.0	515.0	42.5	1,422	76,040
WH11U02	Students (11th-White-Unknown)	0.0	846.0	6.4	475	76,347
G1202	Students (Total 12th Grade)	0.0	1,652.0	129.8	124	76,230
AM12M02	Students (12th-Amer Ind/AK Nat-Male)	0.0	180.0	0.7	843	76,237
AM12F02	Students (12th-Amer Ind/AK Nat-Female)	0.0	195.0	0.7	843	76,237
AM12U02	Students (12th-Amer Ind/AK Nat-Unk)	0.0	131.0	0.1	486	76,585
AS12M02	Students (12th-Asian/Pac Isl-Male)	0.0	286.0	3.2	1,082	76,237
AS12F02	Students (12th-Asian/Pac Isl-Female)	0.0	281.0	3.1	1,082	76,237
AS12U02	Students (12th-Asian/Pac Isl-Unknown)	0.0	176.0	0.2	486	76,585
HI12M02	Students (12th-Hispanic-Male)	0.0	816.0	9.1	1,119	76,237
HI12F02	Students (12th-Hispanic-Female)	0.0	430.0	9.3	1,119	76,237
HI12U02	Students (12th-Hispanic-Unknown)	0.0	291.0	0.3	486	76,585
BL12M02	Students (12th-Black-Male)	0.0	456.0	8.3	1,115	76,237
BL12F02	Students (12th-Black-Female)	0.0	362.0	9.2	1,115	76,237
BL12U02	Students (12th-Black-Unknown)	0.0	498.0	0.7	486	76,585
WH12M02	Students (12th-White-Male)	0.0	489.0	42.0	1,426	76,237

**APPENDIX B – Value Distribution and Field Frequencies**  
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Variable	Label	Minimum	Maximum	Mean	-1	-2
WH12F02	Students (12th-White-Female)	0.0	464.0	41.1	1,426	76,237
WH12U02	Students (12th-White-Unknown)	0.0	826.0	6.1	486	76,585
UG02	Students (Total Ungraded)	0.0	2,042.0	8.1	3,657	39,605
AMUGM02	Students (Ungr-Amer Ind/AK Nat-Male)	0.0	33.0	#	4,829	39,605
AMUGF02	Students (Ungr-Amer Ind/AK Nat-Female)	0.0	39.0	#	4,829	39,605
AMUGU02	Students (Ungr-Amer Ind/AK Nat-Unk)	0.0	9.0	#	4,772	39,616
ASUGM02	Students (Ungr-Asian/Pac Isl-Male)	0.0	228.0	0.1	4,868	39,605
ASUGF02	Students (Ungr-Asian/Pac Isl-Female)	0.0	121.0	0.1	4,868	39,605
ASUGU02	Students (Ungr-Asian/Pac Isl-Unknown)	0.0	131.0	#	4,772	39,616
HIUGM02	Students (Ungr-Hispanic-Male)	0.0	519.0	1.5	4,931	39,605
HIUGF02	Students (Ungr-Hispanic-Female)	0.0	375.0	0.8	4,931	39,605
HIUGU02	Students (Ungr-Hispanic-Unknown)	0.0	89.0	#	4,772	39,616
BLUGM02	Students (Ungr-Black-Male)	0.0	1,097.0	1.5	4,971	39,605
BLUGF02	Students (Ungr-Black-Female)	0.0	574.0	0.7	4,971	39,605
BLUGU02	Students (Ungr-Black-Unknown)	0.0	380.0	#	4,772	39,616
WHUGM02	Students (Ungr-White-Male)	0.0	963.0	2.1	5,172	39,605
WHUGF02	Students (Ungr-White-Female)	0.0	348.0	1.1	5,172	39,605
WHUGU02	Students (Ungr-White-Unknown)	0.0	278.0	0.1	4,772	39,616
MEMBER02	Students (Total Reported Membership)	0.0	7,524.0	507.8	369	3,238
AM02	Am Indian/Alaskan Students	0.0	1,252.0	6.6	2,008	3,231
AMALM02	Students (Tot-Amer Ind/AK Nat-Male)	0.0	626.0	3.1	4,407	3,231
AMALF02	Students (Tot-Amer Ind/AK Nat-Female)	0.0	626.0	3.0	4,407	3,231
AMALU02	Students (Tot-Amer Ind/AK Nat-Unk)	0.0	1,024.0	0.6	2,008	3,254
ASIAN02	Asian/Pacific Islander Students	0.0	2,226.0	22.2	2,008	3,231
ASALM02	Students (Tot-Asian/Pac Isl-Male)	0.0	1,139.0	11.5	5,589	3,231
ASALF02	Students (Tot-Asian/Pac Isl-Female)	0.0	1,117.0	10.8	5,589	3,231
ASALU02	Students (Tot-Asian/Pac Isl-Unknown)	0.0	1,014.0	0.8	2,008	3,254
HISP02	Hispanic Students	0.0	4,995.0	96.4	2,008	3,231
HIALM02	Students (Tot-Hispanic-Male)	0.0	2,577.0	50.7	5,829	3,231
HIALF02	Students (Tot-Hispanic-Female)	0.0	2,441.0	48.0	5,829	3,231
HIALU02	Students (Tot-Hispanic-Unknown)	0.0	2,091.0	1.7	2,008	3,254
BLACK02	Black Non-Hispanic Students	0.0	3,071.0	85.4	2,008	3,231
BLALM02	Students (Tot-Black-Male)	0.0	1,504.0	43.7	6,049	3,231
BLALF02	Students (Tot-Black-Female)	0.0	1,586.0	42.2	6,049	3,231
BLALU02	Students (Tot-Black-Unknown)	0.0	3,071.0	3.1	2,008	3,254
WHITE02	White Non-Hispanic Students	0.0	5,940.0	295.2	2,008	3,231
WHALM02	Students (Tot-White-Male)	0.0	2,013.0	149.5	6,446	3,231
WHALF02	Students (Tot-White-Female)	0.0	2,053.0	140.0	6,446	3,231

# Rounds to zero

**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002-03**

Variable	Label	Minimum	Maximum	Mean	-1	-2
WHALU02	Students (Tot-White-Unknown)	0.0	5,940.0	19.3	2,008	3,254
TOTETH02	Total Ethnic	0.0	7,524.0	505.7	2,008	3,231
PUPTCH02	Pupil Teacher Ratio	0.0	1,665.0	16.1	9,266	3,068
TOTGRD02	Students (Total Calculated Membership)	0.0	7,524.0	508.4	1,007	3,240

**APPENDIX B – Value Distribution and Field Frequencies**  
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School Type Code

TYPE02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
1	89485	89.81	89485	89.81
2	2246	2.25	91731	92.07
3	1143	1.15	92874	93.21
4	6761	6.79	99635	100.00

Operational Status Code

STATUS02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
1	94421	94.77	94421	94.77
2	1392	1.40	95813	96.16
3	1950	1.96	97763	98.12
4	1244	1.25	99007	99.37
5	80	0.08	99087	99.45
6	305	0.31	99392	99.76
7	243	0.24	99635	100.00

Locale Code

LOCALE02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
1	12210	12.25	12210	12.25
2	13339	13.39	25549	25.64
3	21563	21.64	47112	47.28
4	11318	11.36	58430	58.64
5	1080	1.08	59510	59.73
6	9085	9.12	68595	68.85
7	16992	17.05	85587	85.90
8	10823	10.86	96410	96.76
N	3225	3.24	99635	100.00

Imputation Flags:  
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**APPENDIX B – Value Distribution and Field Frequencies**  
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Location Relative to Town Limits

INOUT02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
1	1761	1.77	1761	1.77
2	1052	1.06	2813	2.82
M	95430	95.78	98243	98.60
N	1392	1.40	99635	100.00

School Low Grade Offered

GSL002	Frequency	Cumulative Percent	Cumulative Frequency	Percent
00	1231	1.24	1231	1.24
01	1518	1.52	2749	2.76
02	556	0.56	3305	3.32
03	1421	1.43	4726	4.74
04	1490	1.50	6216	6.24
05	2415	2.42	8631	8.66
06	10980	11.02	19611	19.68
07	6928	6.95	26539	26.64
08	851	0.85	27390	27.49
09	14022	14.07	41412	41.56
10	772	0.77	42184	42.34
11	139	0.14	42323	42.48
12	117	0.12	42440	42.60
KG	31224	31.34	73664	73.93
N	1940	1.95	75604	75.88
PK	23224	23.31	98828	99.19
UG	807	0.81	99635	100.00

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**APPENDIX B – Value Distribution and Field Frequencies**  
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School High Grade Offered

GSHI02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
00	1231	1.24	1231	1.24
01	480	0.48	1711	1.72
02	1420	1.43	3131	3.14
03	1802	1.81	4933	4.95
04	3649	3.66	8582	8.61
05	24953	25.04	33535	33.66
06	16064	16.12	49599	49.78
07	598	0.60	50197	50.38
08	19256	19.33	69453	69.71
09	1518	1.52	70971	71.23
10	253	0.25	71224	71.48
11	275	0.28	71499	71.76
12	24005	24.09	95504	95.85
KG	587	0.59	96091	96.44
N	1940	1.95	98031	98.39
PK	797	0.80	98828	99.19
UG	807	0.81	99635	100.00

School Level

LEVEL02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
1	54230	54.43	54230	54.43
2	16304	16.36	70534	70.79
3	18849	18.92	89383	89.71
4	8312	8.34	97695	98.05
N	1940	1.95	99635	100.00

Title I Eligible School

TITLEI02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
1	52276	52.47	52276	52.47
2	42635	42.79	94911	95.26
M	3332	3.34	98243	98.60
N	1392	1.40	99635	100.00

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School-wide Title I

STITLI02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
1	25859	25.95	25859	25.95
2	23699	23.79	49558	49.74
M	6050	6.07	55608	55.81
N	44027	44.19	99635	100.00

Magnet School

MAGNET02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
1	2040	2.05	2040	2.05
2	77627	77.91	79667	79.96
M	18576	18.64	98243	98.60
N	1392	1.40	99635	100.00

Charter School

CHARTR02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
1	2816	2.83	2816	2.83
2	95427	95.78	98243	98.60
N	1392	1.40	99635	100.00

Locale Code Adj Flag

ILOCAL02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
N	1392	1.40	1392	1.40
O	26001	26.10	27393	27.49
W	72242	72.51	99635	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies**  
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Teachers Adj Flag

IFTE02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	2662	2.67	2662	2.67
N	1940	1.95	4602	4.62
R	95033	95.38	99635	100.00

School Low Grade Offered Adj Flag

IGSLO02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	4215	4.23	4215	4.23
N	1940	1.95	6155	6.18
R	93480	93.82	99635	100.00

School High Grade Offered Adj Flag

IGSHI02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	3163	3.17	3163	3.17
N	1940	1.95	5103	5.12
R	94532	94.88	99635	100.00

Title I Eligible School Adj Flag

ITITLI02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	171	0.17	171	0.17
N	1392	1.40	1563	1.57
R	98072	98.43	99635	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies**  
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School-wide Title I Adj Flag

ISTITL02	Frequency	Cumulative	
		Percent	Frequency
A	3705	3.72	3705
N	1392	1.40	5097
R	94538	94.88	99635

Magnet School Adj Flag

IMAGNE02	Frequency	Cumulative	
		Percent	Frequency
A	10952	10.99	10952
N	1392	1.40	12344
R	87291	87.61	99635

Charter School Adj Flag

ICHART02	Frequency	Cumulative	
		Percent	Frequency
A	12	0.01	12
N	1392	1.40	1404
R	98231	98.59	99635

Free Lunch Eligible Adj Flag

IFRELC02	Frequency	Cumulative	
		Percent	Frequency
A	9011	9.04	9011
N	1940	1.95	10951
R	88684	89.01	99635

Imputation Flags:

- A - Adjustment
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**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002-03**

Red-price Lunch El. Adj Flag

IREDLC02	Frequency	Cumulative	Cumulative	Percent
		Percent	Frequency	
A	7006	7.03	7006	7.03
N	1940	1.95	8946	8.98
R	90689	91.02	99635	100.00

Total Free and Red Adj Flag

ITOTFR02	Frequency	Cumulative	Cumulative	Percent
		Percent	Frequency	
A	7376	7.40	7376	7.40
N	1940	1.95	9316	9.35
R	90308	90.64	99624	99.99
T	11	0.01	99635	100.00

Migrant Students Adj Flag

IMIGRN02	Frequency	Cumulative	Cumulative	Percent
		Percent	Frequency	
A	14560	14.61	14560	14.61
N	1940	1.95	16500	16.56
R	83135	83.44	99635	100.00

Total PK Students Adj Flag

IPK02	Frequency	Cumulative	Cumulative	Percent
		Percent	Frequency	
A	59168	59.38	59168	59.38
N	1940	1.95	61108	61.33
R	38527	38.67	99635	100.00

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**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002-03**

Total KG Students Adj Flag

IKG02	Frequency	Cumulative	Cumulative	Percent
		Percent	Frequency	
A	33320	33.44	33320	33.44
N	1940	1.95	35260	35.39
R	64375	64.61	99635	100.00

Total 1st Grade Students Adj Flag

IG0102	Frequency	Cumulative	Cumulative	Percent
		Percent	Frequency	
A	32073	32.19	32073	32.19
N	1940	1.95	34013	34.14
R	65622	65.86	99635	100.00

Total 2nd Grade Students Adj Flag

IG0202	Frequency	Cumulative	Cumulative	Percent
		Percent	Frequency	
A	32011	32.13	32011	32.13
N	1940	1.95	33951	34.08
R	65684	65.92	99635	100.00

Total 3rd Grade Students Adj Flag

IG0302	Frequency	Cumulative	Cumulative	Percent
		Percent	Frequency	
A	32026	32.14	32026	32.14
N	1940	1.95	33966	34.09
R	65669	65.91	99635	100.00

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**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002-03**

Total 4th Grade Students Adj Flag

IG0402	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	32351	32.47	32351	32.47
N	1940	1.95	34291	34.42
R	65344	65.58	99635	100.00

Total 5th Grade Students Adj Flag

IG0502	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	33254	33.38	33254	33.38
N	1940	1.95	35194	35.32
R	64441	64.68	99635	100.00

Total 6th Grade Students Adj Flag

IG0602	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	44334	44.50	44334	44.50
N	1940	1.95	46274	46.44
R	53361	53.56	99635	100.00

Total 7th Grade Students Adj Flag

IG0702	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	50414	50.60	50414	50.60
N	1940	1.95	52354	52.55
R	47281	47.45	99635	100.00

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**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002-03**

Total 8th Grade Students Adj Flag

IG0802	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	50337	50.52	50337	50.52
N	1940	1.95	52277	52.47
R	47358	47.53	99635	100.00

Total 9th Grade Students Adj Flag

IG0902	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	53614	53.81	53614	53.81
N	1940	1.95	55554	55.76
R	44081	44.24	99635	100.00

Total 10th Grade Students Adj Flag

IG1002	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	54294	54.49	54294	54.49
N	1940	1.95	56234	56.44
R	43401	43.56	99635	100.00

Total 11th Grade Students Adj Flag

IG1102	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	54382	54.58	54382	54.58
N	1940	1.95	56322	56.53
R	43313	43.47	99635	100.00

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**APPENDIX B – Value Distribution and Field Frequencies**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002-03**

Total 12th Grade Students Adj Flag

IG1202	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	54461	54.66	54461	54.66
N	1940	1.95	56401	56.61
R	43234	43.39	99635	100.00

Total Ungraded Students Adj Flag

IUG02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	21272	21.35	21272	21.35
N	1940	1.95	23212	23.30
R	76423	76.70	99635	100.00

Total Reported Membership Adj Flag

IMEMB02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
A	3138	3.15	3138	3.15
N	1940	1.95	5078	5.10
R	94557	94.90	99635	100.00

Am Indian/Alaskan Stu Adj Flag

IAM02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
N	1940	1.95	1940	1.95
T	97695	98.05	99635	100.00

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**APPENDIX B – Value Distribution and Field Frequencies**  
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Asian/Pac Islander Stu Adj Flag

IASIAN02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
N	1940	1.95	1940	1.95
T	97695	98.05	99635	100.00

Hispanic Stu Adj Flag

IHISP02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
N	1940	1.95	1940	1.95
T	97695	98.05	99635	100.00

Black Non-Hispanic Stu Adj Flag

IBLACK02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
N	1940	1.95	1940	1.95
T	97695	98.05	99635	100.00

White Non-Hispanic Stu Adj Flag

IWHITE02	Frequency	Cumulative Percent	Cumulative Frequency	Percent
N	1940	1.95	1940	1.95
T	97695	98.05	99635	100.00

Total Ethnicity Adj Flag

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies**  
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IETH02	Cumulative		Cumulative	
	Frequency	Percent	Frequency	Percent
N	1940	1.95	1940	1.95
T	97695	98.05	99635	100.00

Pupil Teacher Ratio Adj Flag

IPUTCH02	Cumulative		Cumulative	
	Frequency	Percent	Frequency	Percent
N	1940	1.95	1940	1.95
T	97695	98.05	99635	100.00

Total Calculated Membership Adj Flag

ITOTGR02	Cumulative		Cumulative	
	Frequency	Percent	Frequency	Percent
N	1940	1.95	1940	1.95
T	97695	98.05	99635	100.00

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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

## **APPENDIX C—Glossary**

### **Common Core of Data, 2002–03**

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

### **Common Core of Data, 2002–03**

#### **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 with a population greater than or equal to 25,000 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.

#### **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/mathematics, 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 principal city of a Metropolitan CBSA, 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 3 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 2 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**

### **Common Core of Data, 2002–03**

#### **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**

Student who is enrolled in a group or class that is part of a public school program taught during the year or years preceding kindergarten, excluding Head Start students unless part of an authorized public education program of a 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 Metropolitan CBSA 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 Metropolitan CBSA or within a Micropolitan CBSA 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 with population less than 25,000 and greater than or equal to 2,500 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA. (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

## **APPENDIX C—Glossary**

### **Common Core of Data, 2002–03**

disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visually impairment, and other health impairments; and which adapts curriculum, materials or instruction for students served.

#### **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.

## **APPENDIX C—Glossary**

### **Common Core of Data, 2002–03**

#### **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 Metropolitan CBSA 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 4000,000 or more or a population density of at least 6,000 people per square mile. (See also “Locale Code.”)

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

Any incorporated place, Census designated place, or non-place territory within a CBSA 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 4000,000 or a population density less than 6,000 people per square mile. (See also “Locale Code.”)

#### **Urbanized Area**

An area with a population concentration of at least 50,000; generally consisting of a 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: Sch—Prekindergarten students, Agn—Prekindergarten Teachers. Not Applicable Data: Sch—Charter School (1400/1534 not applicable records), Ungraded Students; Agn—Ungraded Students, Teachers of Ungraded Classes.

### 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:** Missing Data: Agn—Other High School Completers by gender. Comments: Classroom teachers are counted differently from that done in the prior year, which was an unduplicated 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 one 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

## **APPENDIX D—State Notes** **Common Core of Data, 2002–03**

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 multi-

## **APPENDIX D—State Notes**

### **Common Core of Data, 2002–03**

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

## **APPENDIX D—State Notes** **Common Core of Data, 2002–03**

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:** Missing Data: Sch—Prekindergarten Students . 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 were 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—None. 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.

**APPENDIX D—State Notes**  
**Common Core of Data, 2002–03**

Maryland

**Date Received:** 03/31/2003

**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.

Mississippi

**Date Received:** 07/16/2003

**Anomalies:** None.

Missouri

**Date Received:** 07/14/2003

**Anomalies:** Not Applicable Data: Agn—Other High School Completers.

**APPENDIX D—State Notes**  
**Common Core of Data, 2002–03**

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 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, Regular diplomas by race/ethnicity and gender; 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 of Orford (NH), Fairlee (VT), West Fairlee (VT), and Vershire (VT), was reported as a Vermont District.

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### 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

**Anomalies:** Comments: Head Start Students are only included on the Agency file. Completer data now include students who completed their IEP. For the 2002–03 CCD, TOTDPL was imputed for the Albuquerque School District record in New Mexico.

### 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 diplomas 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. For the 2002–03 CCD, the following staff fields were imputed for the New York City School District record in New York: PKTCH, KGTC, ELMTCH, SECTCH, UGTCH, TOTTC, CORSUP, LIBSPE, LEAADM, and SCHSUP.

### North Carolina

**Date Received:** 03/17/2003

**Anomalies:** Missing Data: Agn—Other High School Completers by race/ethnicity and gender Not Applicable Data: Agn—Ungraded Students. Comments: Starting in 2000–01, Elementary and Secondary Guidance Counselors are now estimated by North Carolina using its 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.

**APPENDIX D—State Notes**  
**Common Core of Data, 2002–03**

Oklahoma

**Date Received:** 06/10/2003

**Anomalies:** Missing Data: Sch—Migrant Students (1806/1816 missing records). Not Applicable Data: Agn—Other High School Completers.

Oregon

**Date Received:** 06/10/2003

**Anomalies:** None.

Pennsylvania

**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.

South Carolina

**Date Received:** Sch—09/09/2003; Agn—10/01/2003

**Anomalies:** Missing Data: Agn—LEA Administrative Support Staff, School Administrative Support Staff, Other High School Completer by race/ethnicity. 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.



## APPENDIX D—State Notes Common Core of Data, 2002–03

### South Dakota

**Date Received:** 03/17/2003

**Anomalies:** Not Applicable Data: Sch—Ungraded Students; Agn—Ungraded Students, Other High School Completers.

### Tennessee

**Date Received:** Sch—04/15/2003; Agn—08/08/2003

**Anomalies:** Missing Data: Sch—Prekindergarten Students 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, Regular Diplomas by race/ethnicity, Other High School Completers by race/ethnicity. Comments: Tennessee is in the process of redesigning its data collections database, and due to this change the racial breakdown of students and number of teachers at the school level were not available.

### Texas

**Date Received:** 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:** Missing Data: Agn—Regular Diplomas by race/ethnicity, Other High School Completers by race/ethnicity. Comments: Students in Applied Tech Centers (ATCs) 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 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

## APPENDIX D—State Notes

### Common Core of Data, 2002–03

schools. Rivendell Interstate School District, which consists of the towns of 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 includes some Bureau of Indian Affairs (BIA) data.

#### 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— Prekindergarten Students 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

## **APPENDIX D—State Notes**

### **Common Core of Data, 2002–03**

missing records); Agn—I EP 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—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 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, Regular Diplomas by Gender Not Applicable Data: Agn—Other High School Completers.

#### Guam

**Date Received:** Guam did not report for 2002–03.

## **APPENDIX D—State Notes**

### **Common Core of Data, 2002–03**

**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—PK–12 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: Sch—Ungraded Students 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

**Anomalies:** Missing Data: Sch—Student membership by race/ethnicity and gender Agn—English Language Learner Students, Librarians/Media Specialists, Regular Diplomas by gender. 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. All students are reported as Hispanic.

#### Virgin Islands

**Date Received:** 03/14/2003

**Anomalies:** Missing Data: Sch—Prekindergarten Students, 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: 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—School Universe Shuttle**  
**Common Core of Data, Public Elementary/Secondary School Universe Survey, 2002–03**

National Center for Education Statistics  
 Public School Universe Survey

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

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

Paperwork Burden Statement-- According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0067. The time required to complete this information collection is estimated to average 55.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NCES, U.S. Department of Education, 1990 K Street, NW, Room 9087, Washington D.C. 20006-5651.

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<u>Description</u>	<u>Item Code</u>	<u>Description</u>	<u>Item Code</u>	<u>Description</u>	<u>Item Code</u>
<b>Prekindergarten Students:</b>		<b>Kindergarten Students:</b>		<b>First Grade Students:</b>	
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 _____
<b>Total Prekindergarten:</b>	<b>D241 _____</b>	<b>Total Kindergarten:</b>	<b>D242 _____</b>	<b>Total First Grade:</b>	<b>D243 _____</b>
<b>Second Grade Students:</b>		<b>Third Grade Students:</b>		<b>Fourth Grade Students:</b>	
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 _____
<b>Total Second Grade:</b>	<b>D244 _____</b>	<b>Total Third Grade:</b>	<b>D245 _____</b>	<b>Total Fourth Grade:</b>	<b>D246 _____</b>

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<u>Description</u>	<u>Item Code</u>	<u>Description</u>	<u>Item Code</u>	<u>Description</u>	<u>Item Code</u>
<b>Fifth Grade Students:</b>		<b>Sixth Grade Students:</b>		<b>Seventh Grade Students:</b>	
American Indian or Alaska Native-		American Indian or Alaska Native-		American Indian or Alaska Native-	
Male:	D091 _____	Male:	D106 _____	Male:	D121 _____
Female:	D092 _____	Female:	D107 _____	Female:	D122 _____
Unknown:	D093 _____	Unknown:	D108 _____	Unknown:	D123 _____
Asian/Pacific Islander-		Asian/Pacific Islander-		Asian/Pacific Islander-	
Male:	D094 _____	Male:	D109 _____	Male:	D124 _____
Female:	D095 _____	Female:	D110 _____	Female:	D125 _____
Unknown:	D096 _____	Unknown:	D111 _____	Unknown:	D126 _____
Hispanic-		Hispanic-		Hispanic-	
Male:	D097 _____	Male:	D112 _____	Male:	D127 _____
Female:	D098 _____	Female:	D113 _____	Female:	D128 _____
Unknown:	D099 _____	Unknown:	D114 _____	Unknown:	D129 _____
Black, not Hispanic-		Black, not Hispanic-		Black, not Hispanic-	
Male:	D100 _____	Male:	D115 _____	Male:	D130 _____
Female:	D101 _____	Female:	D116 _____	Female:	D131 _____
Unknown:	D102 _____	Unknown:	D117 _____	Unknown:	D132 _____
White, not Hispanic-		White, not Hispanic-		White, not Hispanic-	
Male:	D103 _____	Male:	D118 _____	Male:	D133 _____
Female:	D104 _____	Female:	D119 _____	Female:	D134 _____
Unknown:	D105 _____	Unknown:	D120 _____	Unknown:	D135 _____
<b>Total Fifth Grade:</b>	<b>D247 _____</b>	<b>Total Sixth Grade:</b>	<b>D248 _____</b>	<b>Total Seventh Grade:</b>	<b>D249 _____</b>
<b>Eighth Grade Students:</b>		<b>Ninth Grade Students:</b>		<b>Tenth Grade Students:</b>	
American Indian or Alaska Native-		American Indian or Alaska Native-		American Indian or Alaska Native-	
Male:	D136 _____	Male:	D151 _____	Male:	D166 _____
Female:	D137 _____	Female:	D152 _____	Female:	D167 _____
Unknown:	D138 _____	Unknown:	D153 _____	Unknown:	D168 _____
Asian/Pacific Islander-		Asian/Pacific Islander-		Asian/Pacific Islander-	
Male:	D139 _____	Male:	D154 _____	Male:	D169 _____
Female:	D140 _____	Female:	D155 _____	Female:	D170 _____
Unknown:	D141 _____	Unknown:	D156 _____	Unknown:	D171 _____
Hispanic-		Hispanic-		Hispanic-	
Male:	D142 _____	Male:	D157 _____	Male:	D172 _____
Female:	D143 _____	Female:	D158 _____	Female:	D173 _____
Unknown:	D144 _____	Unknown:	D159 _____	Unknown:	D174 _____
Black, not Hispanic-		Black, not Hispanic-		Black, not Hispanic-	
Male:	D145 _____	Male:	D160 _____	Male:	D175 _____
Female:	D146 _____	Female:	D161 _____	Female:	D176 _____
Unknown:	D147 _____	Unknown:	D162 _____	Unknown:	D177 _____
White, not Hispanic-		White, not Hispanic-		White, not Hispanic-	
Male:	D148 _____	Male:	D163 _____	Male:	D178 _____
Female:	D149 _____	Female:	D164 _____	Female:	D179 _____
Unknown:	D150 _____	Unknown:	D165 _____	Unknown:	D180 _____
<b>Total Eighth Grade:</b>	<b>D250 _____</b>	<b>Total Ninth Grade:</b>	<b>D251 _____</b>	<b>Total Tenth Grade:</b>	<b>D252 _____</b>

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

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

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