



U.S. Department of Education
Institute of Education Sciences
NCES 2005-370

Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2003-04

Preliminary File 0d



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August 2005

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August 2005

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Suggested Citation:

U.S. Department of Education, National Center for Education Statistics. *Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2003–04*, NCES 2005–370, by Terri Kennerly and Jennifer Sable. Project Officer: Quansheng Shen. Washington DC: 2005.

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**I. Introduction to the NCES Common Core of Data Local Education Agency Universe Survey:
School year 2003–04**

This preliminary file (Version 0d) has been fully edited but has not completed the formal National Center for Education Statistics (NCES) review and approval process. Data on diploma recipients and other high school completers are suppressed for this preliminary file to prevent the possible identification of individuals.

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

The purpose of the Common Core of Data (CCD) Nonfiscal surveys is to provide a listing of all schools (98,394 – which includes inactive and future schools) and agencies (17,703) [where BOUND03 = 1, 3, 4,5,6, and 7] 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 2003–04 Common Core of Data Local Education Agency Universe survey there were 17,834 records, one for each public elementary and secondary education agency in the 50 states, District of Columbia, five outlying areas, the Department of Defense Dependent (overseas and domestic) Schools, and the Bureau of Indian Affairs. Agencies that were open on last year's files (2002–03), but are closed for the 2003–04 school year (131) are kept on the file for one year. They are indicated by a value of 2 under the variable BOUND03 on the agency file. There are also 20 inactive agencies (BOUND03 = 6) and 171 future agencies (BOUND03 = 7). Once the closed, inactive and future agencies are stripped off the file, 17,512 agencies remain. The 17,512 remaining local education agencies are 12,878 regular local school districts, 2,955 supervisory unions or regional educational centers, 174 state-operated agencies, and 1,505 Federally-operated or other agencies.

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

Local Education Agency Universe data include the following variables: NCES agency ID number, state agency ID number, agency name, phone number, mailing address, physical location address, agency type code, supervisory union number, FIPS county code, county name, CSA code, CBSA code, metropolitan/micropolitan code, metropolitan status code, district locale code, operational status code (BOUND), low/high grade span offered, agency charter school code, number of schools, number of FTE teachers, number of ungraded students, number of PK–12 students, number of migrant students served in special programs, number of special education-IEP students, number of English language learner students, instructional staff fields, support staff fields, number of diploma recipients (by race/ethnicity, and by gender), number of other high school completers (by race/ethnicity, and by gender), and imputation flags. Dropout counts by grade, by race/ethnicity, and by gender are published separately from the rest of the agency universe data.

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

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

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

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

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

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

II. User's Guide

A. Methodology

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

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

Comments about the Data File

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

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

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.

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 in their state regardless of who administers the schools or districts. There are states that do not report schools that are administered by other state organizations besides the SEA (such as Health and Human Services or Department of Corrections). These schools include schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the state education agency. Conversely, when these institutions are reported on the school and agency universe files, the students and teachers may not be included in the count of persons for whom the state assumes responsibility in its official report.

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

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

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not applicable
- P - Imputation Based on Prior Year's Data
- R - As reported by the state
- T - Total based on sum of internal or external detail
- S - Count suppressed

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

Missing Value Options - All data elements are either completed by the state or they have been filled with "0," "-1," "-2," "-3," "M," "N," or "S."

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

M (or -1 for Numeric values) - Data are missing. A value was expected and none was measured. (For example, a district that has at least one 12th grader but cannot measure the number of 12th graders would report -1.)

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

S (or –3 for Numeric values) – Data are reported but suppressed to prevent possible identification of individuals.

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 all units not assigned a ‘closed’ operational status code (i.e., BOUND = 1, 3, 4, 5, 6,7).

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

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

(STID03) State Education Agency ID - State Local Education Agency ID is assigned by the state.

(NAME03) Name of Education Agency - Each record contains an agency name. NCES reviewed any record filling the 60 characters assigned, and may have adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(MSTREE03) Mailing Street - This field may contain a street address or a PO Box number. Also, some mailing addresses consist solely of a city and state, indicated by an “N” in the street address field. This field contains an “M” or an “N” for 4 records on the agency file. If the mailing street, city, state, and zip code fields were left blank or missing, data from the corresponding location address fields were inserted.

(MCITY03) Mailing City - Each record contains a mailing city. There may be some valid cases in which an agency may be located in one city and have a mailing address in another city.

(MSTATE03) Mailing State (PO Abbreviation) - Each record contains a mailing state. There are valid cases in which an agency may be located in one state and have a mailing address in another state. A list of the 21 agencies that have a mailing state code different from their FIPS state is included at the end of this document.

(MZIP03, MZIP403) Mailing Zip Code + 4 - Each record contains a mailing zip code. The last four digits may be blank if unknown.

(PHONE03) Area Code + Telephone Number - Telephone number was reported as “M” for 101 agencies.

(LSTREE03) Location Street - If the location street, city, state, and zip code fields were left blank, data from the corresponding mailing address fields were inserted.

(LCITY03) Location City - Each record contains a location city.

(LSTATE03) Location State (PO Abbreviation) - Each record contains a location state in this field.

(LZIP03, LZIP403) Location Zip Code + 4 - Each record contains a location zip code.

(AGTYP03) Education Agency Type Code - Each record has an education agency type code. Agencies classified as supervisory union administrative centers (Type 3) generally do not report student membership, although Massachusetts and Vermont are exceptions, and report students in membership for such agencies. The Agency Type Codes are:

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

(UNION03) Supervisory Union ID - Supervisory Union ID contains an “M” for 166 supervisory union components (Type 2) and supervisory union (Type 3) records on the agency file.

(CONAME03) County Name - There are 9 records in the Department of Defense overseas that contain an “N” for County Name and 1 name is missing in Maine on the agency file. All other records were reported with county name information based on the location of the district.

(CONUM03) FIPS County Code - A small number of supervisory unions in New England states have a FIPS county code that differs from the county in which the agency is physically located. There are 9 records in the Department of Defense overseas that contain an “N” for County Number on the agency file. All other records were reported with county name information based on the location of the district.

(CSA03) CSA Code - Each record has a valid entry for this field. A value in this field indicates the agency's location is associated with a recognized combined statistical area. A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan statistical area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. The geographic components of combined New England City and Town Areas (NECTAs) are individual metropolitan and micropolitan NECTAs, in various combinations. The areas that combine retain their own designations as metropolitan or micropolitan statistical areas (or NECTAs) within the larger combined statistical area (or combined NECTA).

(CBSA03) CBSA Code - Each record has a valid entry for this field. A value in this field indicates that the agency's location is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus, and designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan statistical area the field is zero filled. For all states but those in New England, the assignment was made using a file of FIPS county codes matched to Core Based Statistical Area codes. For the New England states, the assignment was made using the New England City and Town Area codes of the schools within the corresponding agency. The metropolitan area definitions used were those issued by the Office of Management and Budget (OMB) as of June 2003.

(METMIC03) Metropolitan/Micropolitan Type Code - Indicates whether the CBSA is a metropolitan or micropolitan area.

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

1 = CBSA is a metropolitan area.

2 = CBSA is a micropolitan area.

(MSC03) Metropolitan (Metro) Status Code - Metro Status Code contains an "N" for 14 open records for the outlying areas and the Department of Defense overseas records. This code is based upon the locale codes of the schools within the agency. Local education agencies in which all schools have a locale code of 5, 6 or 7 (large town, small town, or rural) are assigned a Metro Status code of "3" (not a Metropolitan Statistical Area). Within this code, any agency with a value other than 00000000 in the CBSA field, i.e., any agency whose address is within a CSA/CBSA, is assigned a Metro Status Code of "2" (other Metropolitan Statistical Area). For agencies whose schools have locale codes of 1–4 or 8 (large city; mid-sized city; urban fringe of large city; urban fringe of mid-sized city; rural within a Metropolitan Statistical Area) enrollments are aggregated by locale code and the agency is assigned a Metro Status Code of "1" (principal city) or "2" (other Metropolitan Statistical Area). Note that this procedure differs from the years prior to 1998–99 in which Metro Status Code was assigned solely on the basis of the agency's mailing address. (See a more detailed description of the Metro Status Code methodology at the end of this section).

(BOUND03) Operational Status Code - All agencies are coded to reflect their status as reported for the 2003–04 school year. The valid responses include:

- 1 = No significant boundary change for this agency since the last report
- 2 = Agency closed with no effect on another agency’s boundaries
- 3 = New agency formed with no effect on another agency’s boundaries
- 4 = Agency is being added to the report for the first time, but has been in existence
- 5 = Agency has undergone a significant change in geographical boundaries
- 6 = Agency is temporarily closed and may reopen within three years.
- 7 = Agency is scheduled to be operational within two years.

Agencies with an operational status code of “2” will remain on the file for one year for historical purposes.

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

(GSLO03, GSHI03) Low/High Grade span offered - If low/high grade span was not reported, it was calculated using the low/high grade spans of the associated schools on the school universe file. Reported grade spans were adjusted when grades spans of the associated schools were found outside of the district grade span that was reported.

(AGCHRT03) Agency Charter Code - This field was added to the CCD file starting in 2002–03. The values for this field were calculated by matching each agency to their associated schools on the school file.

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

(UG03) Ungraded Membership - Ungraded students are reported as “N” for states in which students are not assigned to this grade category.

(PK1203) Prekindergarten–Grade 12 Membership - There are valid agency records that do not include students. Some regular school districts contract with other agencies to provide services for some of their students rather than operate schools for these students directly (such as special education students). These student counts are not reported for the receiving district to avoid duplication. Conversely, in cases where all services are provided by a contracting district, no student counts are reported for the sending district. Student counts are also not generally attributed to supervisory union administrative centers or regional education service agencies.

(MIGRNT03) Migrant Students Served in a Summer Program – Collected for the previous (2002–03) school year.

(SPECED03) Special Education - IEP Students - Individually written instructional plan for students with disabilities designated as special education students under IDEA-Part B.

Diploma Recipients by Race/Ethnicity, and by Gender - Diploma Recipients includes regular diploma recipients and other diploma recipients. Diploma recipient total counts that were not reported were calculated using reported diploma recipient detail. Collected for the previous (2002–03) school year. Data on diploma recipients are suppressed for this preliminary data file to prevent the possible identification of individuals.

Other High School Completers by Race/Ethnicity, and by Gender - Some states grant a certificate of attendance or completion in lieu of a diploma, as reported in these fields. Other high school completers total fields that were not reported were calculated using reported other high school completers detail. Collected for the previous (2002–03) school year. Data on other high school completers are suppressed for this preliminary data file to prevent the possible identification of individuals.

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

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

- (SCH03) Number of Schools - This variable is constructed from the Public School Universe file. It sums the number of operational schools on that file affiliated with the district.
- (TEACH03) FTE Teachers - This variable is constructed from the Public School Universe file. It sums the FTE teachers reported on that file for schools affiliated with the district. FTE teachers are reported to the nearest tenth on the Public School and Agency Universe files. This is not necessarily the total number of teachers employed by the agency, since some teachers, often those providing special education or services to homebound students, may not be assigned to a particular school. Thus FTE counts may be less than the total teacher counts obtained from agency staff reports for each state.

Metro Status Code (MSC) methodology

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

1. The agency file was matched to the school file. Agencies that did not have any associated schools assigned had their previous year's metro status codes pulled forward. If the prior year

code was N, the code was assigned based on the agency city listed in the location address (or mailing address where no location address was provided).

2. Agencies with at least one associated school, but no enrollment, were separated from the main file.

3. The main file was then matched to the school file, and a count of locale codes by agency was obtained. (A list of the school locale codes is in the section, “District Locale Code Methodology.”)

4. Any agency that had an associated school with a locale code of 1, 2, 3, 4, or 8 was then separated out for further analysis. The remaining agencies were assigned a locale code of 3.

5. Agencies having schools with a locale code of 1, 2, 3, 4, or 8 were then matched back to the school file. Enrollment numbers were aggregated up by locale code for each group of schools belonging to a specific locale code in the agency using the following two sets of groupings: 1) Locale codes 1 and 2 and 2) Locale codes 3, 4, 5, 6, 7, and 8. Agencies, whose schools in the first grouping had a greater enrollment number than those in the second grouping, were assigned a metropolitan status code of 1. The remaining agencies were assigned a metro status code of 2. There were no ties.

6. Agencies with at least one associated school, but no enrollment, were then queried by the number of schools within each locale code. Those agencies that had an equal or greater number of schools in the first group “locale codes 1 and 2” were assigned a metro status code of 1. Those that had a predominance of schools in the second group were assigned a metro status code of 2 if any school in the agency had a locale code other than 5, 6, or 7. Otherwise they were assigned a code of 3.

7. Agencies that had only one school with no enrollment were assigned a metro status code of 1 if the school had a locale code of 1 or 2, a code of 2 if the school had a locale code of 3, 4, or 8, and a code of 3 if the school had a locale code of 5, 6, or 7.

8. Agencies with no associated schools and no prior year code were assigned a code based on the city listed in the agency location address (or mailing address where no location address was provided.)

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

10. Metro Status Codes of 3 are changed to a 2 if the district has a numeric value other than 00000000 in the CBSA field.

Metropolitan Status Code

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

- 1 = Primarily serves a principal city of an CBSA;
- 2 = Serves an CBSA but not primarily its principal city;
- 3 = Does not serve an CBSA.

District Locale Code Methodology

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

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

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

District Locale Codes

- 1 = Large City
- 2 = Mid-Size City
- 3 = Urban Fringe of a Large City
- 4 = Urban Fringe of a Mid-Size City
- 5 = Large Town
- 6 = Small Town
- 7 = Rural, outside Core Based Statistical Area (CBSA)
- 8 = Rural, inside CBSA

Agencies with Mailing Address in Another State

NCES Agency ID	Agency Name	City	State
<u>Arizona Agencies</u>			
0400103	OMBUDSMAN EDUCATIONAL SVCS	LIBERTYVILLE	IL
0400188	ADVANCED EDUCATION SVCS, INC	COLTON	CA
0400234	ACADEMY OF ARIZONA	SOUTHFIELD	MI
0400286	ADVANCED EDUCATION SERVICES	COLTON	CA
0400324	AZ SCHOOL FOR INTEGRATED ACAD	VISTA	CA
0400383	LIFE SKILLS CENTER OF ARIZONA,	AKRON	OH
<u>Idaho Agencies</u>			
1602610	PLEASANT VALLEY ELEM SD 364	JORDAN VALLEY	OR
<u>New York Agencies</u>			
3611100	FISHERS ISLAND UNION FREE SCHOO	FISHERS ISLAND	CT
<u>North Dakota Agencies</u>			
3803150	BOWLINE BUTTE 19	SIDNEY	MT
3805670	EARL 18	SIDNEY	MT
3818690	UNION 12	POLLOCK	SD
3820340	YELLOWSTONE 14	FAIRVIEW	MT
<u>South Dakota Agencies</u>			
4635010	GREATER HOYT 61-4	HAWARDEN	IA
4665250	GREATER SCOTT 61-5	HAWARDEN	IA
<u>Texas Agencies</u>			
4800033	ACADEMY OF HOUSTON	SOUTHFIELD	MI
4800077	BEXAR COUNTY ACADEMY	SOUTHFIELD	MI
4842540	TEXHOMA ISD	TEXHOMA	OK
<u>Vermont Agencies</u>			
5000010	RIVENDELL SUPERVISORY UNION	ORFORD	NH
5000024	RIVENDELL INTERSTATE SCH DIST	ORFORD	NH
5099955	SAU 70	HANOVER	NH

State FIPS codes and abbreviations used in CCD datasets

<u>STATE NAME</u>	<u>FIPS</u> ¹	<u>STABBREV</u> ²	<u>STATE NAME</u>	<u>FIPS</u> ¹	<u>STABBREV</u> ²
Alabama	01	AL	North Carolina	37	NC
Alaska	02	AK	North Dakota	38	ND
Arizona	04	AZ	Ohio	39	OH
Arkansas	05	AR	Oklahoma	40	OK
California	06	CA	Oregon	41	OR
Colorado	08	CO	Pennsylvania	42	PA
Connecticut	09	CT	Rhode Island	44	RI
Delaware	10	DE	South Carolina	45	SC
District of Columbia	11	DC	South Dakota	46	SD
Florida	12	FL	Tennessee	47	TN
Georgia	13	GA	Texas	48	TX
Hawaii	15	HI	Utah	49	UT
Idaho	16	ID	Vermont	50	VT
Illinois	17	IL	Virginia	51	VA
Indiana	18	IN	Washington	53	WA
Iowa	19	IA	West Virginia	54	WV
Kansas	20	KS	Wisconsin	55	WI
Kentucky	21	KY	Wyoming	56	WY
Louisiana	22	LA			
Maine	23	ME	<u>Other Jurisdictions</u>		
Maryland	24	MD	Department of Defense		
Massachusetts	25	MA	Dependents Schools		
Michigan	26	MI	(overseas)	58	DO ³
Minnesota	27	MN	Department of Defense		
Mississippi	28	MS	Dependents Schools		
Missouri	29	MO	(domestic)	61	DD ³
Montana	30	MT	Bureau of		
Nebraska	31	NE	Indian Affairs	59	BI ³
Nevada	32	NV	American Samoa	60	AS
New Hampshire	33	NH	Guam	66	GU
New Jersey	34	NJ	Northern Marianas	69	MP
New Mexico	35	NM	Puerto Rico	72	PR
New York	36	NY	Virgin Islands	78	VI

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

² Postal State Abbreviation Codes.

³Not official U.S. FIPS code

B. User Guidelines for Processing the Local Education Agency Universe

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. This preliminary 2003–04 Local Education Agency Universe Survey SAS file is called AG030D.SD2 and the flat ASCII file is called AG030D.DAT. The next 2003–04 Local Education Agency Universe Survey SAS file will be called AG031A.SD2 and the flat ASCII file will be called AG031A.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 (03 = 2003–04 CCD collection), the fifth and sixth characters indicate the version number (0 = Preliminary; 1 = Public File, A = first version; B = second version, etc.). The record layout for the file is contained in Appendix A.

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

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LRECL = 729

(*) Fields have one explicit decimal place

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

The file contains data for the school year 2003–04 sorted by the NCES assigned local education agency identification code (LEAID).

Note that starting with the 2002–03 CCD, all numeric fields contain a –1 to indicate Missing and a –2 to indicate Not applicable. Previously, numeric fields contained an “M” to indicate Missing and an “N” to indicate Not applicable. Character fields continue to use “M” for Missing and “N” for Not applicable. Starting in 2003–04, numeric fields with suppressed data contain a –3 and character field with suppressed data contain a “S.”

Variable Name	Start Position	End Position	Field Length	Data Type	Description
LEAID	0001	0007	7	AN	NCES Local Education Agency ID. The first two positions of this field is also the FIPS state code.
+FIPST	0001	0002	2	AN	Federal Information Processing Standards, FIPS state code.
STID03	0008	0021	14	AN	State’s own ID for the education agency.
NAME03	0022	0081	60	AN	Name of the education agency.
<p>NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation.</p> <p>M: when alphanumeric data are missing; that is, a value is expected but none was measured.</p> <p>–1: when numeric data are missing; that is, a value is expected but none was measured.</p> <p>N: when alphanumeric data are not applicable; that is, a value is neither expected nor measured.</p> <p>–2: when numeric data are not applicable; that is, a value is neither expected nor measured.</p> <p>S: alphanumeric symbol indicating data are reported but suppressed.</p> <p>–3: when numeric data are reported but suppressed.</p>					
PHONE03	0082	0091	10	AN	Telephone number of education agency. NOTE: Position # 0082–0084 is the area code, and position # 0085–0091 is the exchange and number.
MSTREE03	0092	0121	30	AN	Mailing address of the agency—may be a street address, a Post Office box number, or, if there is no address beyond CITY, STATE, and ZIP, the character “N.”
MCITY03	0122	0151	30	AN	Name of the mailing address city.
MSTATE03	0152	0153	2	AN	Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP03	0154	0158	5	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.

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MZIP403	0159	0162	4	AN	Four-digit ZIP+4, if assigned; if none, field is blank.
LSTREE03	0163	0192	30	AN	Location Address.
LCITY03	0193	0222	30	AN	Location City.
LSTATE03	0223	0224	2	AN	Location State (PO abbreviation).
LZIP03	0225	0229	5	AN	Location 5 digit ZIP Code.
LZIP403	0230	0233	4	AN	Location +4 ZIP Code.
TYPE03	0234	0234	1	AN	NCES code for type of agency: 1 = Local school district that is not a component of a supervisory union. 2 = Local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts. 3 = Supervisory union administrative center, or a county superintendent serving the same purpose. 4 = Regional education services agency, or a county superintendent serving the same purpose. 5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special need population. 6 = Federally-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special need population. 7 = Other education agencies that do not fit into the first six categories.
UNION03	0235	0237	3	AN	Supervisory Union Number. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the FIPS county number. If no number was reported, the field will contain "000."
CONUM03	0238	0242	5	AN	FIPS county number. NOTE: Position #0238–0239 is the FIPS state number, and position #0240–0242 is the FIPS number for county within state.
CONAME03	0243	0272	30	AN	Name of county.
CSA03	0273	0275	3	AN	A value in this field indicates the agency's address is associated with a recognized combined statistical area. A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan statistical Area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. The geographic components of combined New England city and town areas are individual metropolitan and micropolitan NECTAs, in various combinations. The areas that combine retain their own designations as metropolitan or micropolitan statistical areas (or NECTAs) within the larger combined statistical area (or combined NECTA).

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CBSA03	0276	0280	5	AN	A value in this field indicates that the agency’s address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus, and designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan statistical area the field is zero filled. For all states but those in New England, the assignment was made using a file of FIPS county codes matched to Core Based Statistical Area codes. For the New England states, the assignment was made using the New England City and Town Area codes of the schools within the corresponding agency. The metropolitan area definitions used were those issued by the Office of Management and Budget (OMB) as of June 2003.
METMIC03	0281	0281	1	AN	Indicates whether the CBSA is a metropolitan or micropolitan area. 0 = CBSA is equal to 70300 or higher and does not have an associated type code. CBSA equal to 70300 or higher is the New England City and Town Area code (NECTA) and is not denoted as metropolitan or micropolitan. 1 = CBSA is a metropolitan area. 2 = CBSA is a micropolitan area.
MSC03	0282	0282	1	AN	NCES classification of the agency’s service area relative to a CBSA. 1 = Primarily serves a principal city of a CBSA; 2 = Serves a CBSA but not primarily its principal city; 3 = Does not serve a CBSA.
LOCALE03	0283	0283	1	AN	NCES code for location of the agency relative to populous areas: 1 = <u>Large City</u> : A central city of a Core Based Statistical Area (CBSA) or Consolidated Statistical Area (CSA), with the city having a population greater than or equal to 250,000. 2 = <u>Mid-Size City</u> : A central city of a CBSA or CSA, with the city having a population less than 250,000. 3 = <u>Urban Fringe of a Large City</u> : Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large City and defined as urban by the Census Bureau. 4 = <u>Urban Fringe of a Mid-Size City</u> : Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Mid-size City and defined as urban by the Census Bureau. 5 = <u>Large Town</u> : An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CBSA or CSA. 6 = <u>Small Town</u> : An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CBSA or CSA.

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7 = Rural, outside CBSA: Any incorporated place, Census designated place, or non-place territory not within a CBSA or CSA of a Large or Mid-Size City and defined as rural by the Census Bureau.

8 = Rural, inside CBSA: Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large or Mid-Size City and defined as rural by the Census Bureau.

BOUND03	0284	0284	1	AN	<p>The boundary change indicator is a classification of changes in an education agency’s boundaries since the last report to NCES. The options are:</p> <p>1 = No change since last report.</p> <p>2 = Education agency has closed with no effect on another agency’s boundaries.</p> <p>3 = This is a new education agency formed with no effect on another agency’s boundaries.</p> <p>4 = Agency was in existence, but not reported on previous year’s CCD agency universe, and is now being added.</p> <p>5 = Agency has undergone a significant change in geographical boundaries or instructional responsibility.</p> <p>6 = Agency is temporarily closed and may reopen within three years.</p> <p>7 = Agency is scheduled to be operational within two years.</p>
GSLO03	0285	0286	2	AN	Agency low grade offered. If grade span data were not reported, this field was calculated from the low grade spans of the associated schools on the CCD School Universe file.
GSHI03	0287	0288	2	AN	Agency high grade offered. If grade span data were not reported, this field was calculated from the high grade spans of the associated schools on the CCD School Universe file. When combined, GSLO03 and GSHI03 are the Grade Span of the school.
AGCHRT03	0289	0289	1	AN	<p>Agency charter. Code indicating charter schools served:</p> <p>1 = All associated schools are charter schools.</p> <p>2 = All associated schools are charter and non-charter schools.</p> <p>3 = All associated schools are non-charter schools.</p>
SCH03	0290	0294	5	N	Aggregate number of schools associated with this agency on the CCD Public School file.
TEACH03	0295	0301	7*	N	Aggregate FTE classroom teachers reported for schools associated with this agency on the CCD Public School file, reported to the nearest tenth; field includes one explicit decimal point. This is NOT necessarily the total number of teachers employed by this agency.
UG03	0302	0308	7	N	Total students in classes or programs without standard grade designations.
PK1203	0309	0315	7	N	Total students in classes from prekindergarten through 12th grade that are part of the public school program.
MEMBER03	0316	0322	7	N	Calculated total student membership of the Local Education Agency: The

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Sum of the fields UG03 and PK1203.

MIGRNT03	0323	0329	7	N	The number of migrant students, as defined under 34 CFR 200.40, enrolled in summer programs during the summer immediately prior to the 2003–04 school year.
SPECED03	0330	0336	7	N	Count of all students having a written Individual Education Program (IEP) under IDEA – Part B.
ELL03	0337	0343	7	N	The number of English Language Learner students served in appropriate programs.
PKTCH03	0344	0350	7*	N	Prekindergarten Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
KGTCH03	0351	0357	7*	N	Kindergarten Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
ELMTCH03	0358	0364	7*	N	Elementary Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SECTCH03	0365	0371	7*	N	Secondary Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
UGTCH03	0372	0378	7*	N	Teachers of classes or programs to which students are assigned without standard grade designation. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTTCH03	0379	0385	7*	N	Total Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
AIDES03	0386	0392	7*	N	Instructional Aides. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
CORSUP03	0393	0399	7*	N	Instructional Coordinators & Supervisors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
ELMGUI03	0400	0406	7*	N	Elementary Guidance Counselors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
SECGUI03	0407	0413	7*	N	Secondary Guidance Counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTGUI03	0414	0420	7*	N	Total Guidance Counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSPE03	0421	0427	7*	N	Librarians/Media Specialists. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSUP03	0428	0434	7*	N	Library/Media Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEAADM03	0435	0441	7*	N	LEA Administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEASUP03	0442	0448	7*	N	LEA Administrative Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.

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SCHADM03	0449	0455	7*	N	School Administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHSUP03	0456	0462	7*	N	School Administrative Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
STUSUP03	0463	0469	7*	N	Student Support Services Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
OTHSUP03	0470	0476	7*	N	All Other Support Services Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTDPL03	0477	0482	6	N	Total Diploma Recipients. Includes both regular and other diploma recipients, comparable to adding REGDIP and OTHDIP from previous year's agency file.
AMDPLM03	0483	0488	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - male.
AMDPLF03	0489	0494	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - female.
AMDPLU03	0495	0500	6	N	Diploma Recipients - Amer. Indian/Alaskan Native - gender unknown.
ASDPLM03	0501	0506	6	N	Diploma Recipients - Asian/Pacific Islander - male.
ASDPLF03	0507	0512	6	N	Diploma Recipients - Asian/Pacific Islander - female.
ASDPLU03	0513	0518	6	N	Diploma Recipients - Asian/Pacific Islander - gender unknown.
HIDPLM03	0519	0524	6	N	Diploma Recipients - Hispanic - male.
HIDPLF03	0525	0530	6	N	Diploma Recipients - Hispanic - female.
HIDPLU03	0531	0536	6	N	Diploma Recipients - Hispanic - gender unknown.
BLDPLM03	0537	0542	6	N	Diploma Recipients - Black, not Hispanic - male.
BLDPLF03	0543	0548	6	N	Diploma Recipients - Black, not Hispanic - female.
BLDPLU03	0549	0554	6	N	Diploma Recipients - Black, not Hispanic - gender unknown.
WHDPLM03	0555	0560	6	N	Diploma Recipients - White, not Hispanic - male.
WHDPLF03	0561	0566	6	N	Diploma Recipients - White, not Hispanic - female.
WHDPLU03	0567	0572	6	N	Diploma Recipients - White, not Hispanic - gender unknown.
TOTOHC03	0573	0578	6	N	Total Other High School Completers
AMOHCM03	0579	0584	6	N	Other High School Completers - Amer. Indian/Alaskan Native - male.
AMOHCF03	0585	0590	6	N	Other High School Completers - Amer. Indian/Alaskan Native - female.
AMOHCU03	0591	0596	6	N	Other High School Completers - Amer. Indian/Alaskan Native - gender unknown.
ASOHCM03	0597	0602	6	N	Other High School Completers - Asian/Pacific Islander - male.
ASOHCF03	0603	0608	6	N	Other High School Completers - Asian/Pacific Islander - female.

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ASOHCU03	0609	0614	6	N	Other High School Completers - Asian/Pacific Islander - gender unknown.
HIOHCM03	0615	0620	6	N	Other High School Completers - Hispanic - male.
HIOHCF03	0621	0626	6	N	Other High School Completers - Hispanic - female.
HIOHCU03	0627	0632	6	N	Other High School Completers - Hispanic - gender unknown.
BLOHCM03	0633	0638	6	N	Other High School Completers - Black, not Hispanic - male.
BLOHCF03	0639	0644	6	N	Other High School Completers - Black, not Hispanic - female.
BLOHCU03	0645	0650	6	N	Other High School Completers - Black, not Hispanic - gender unknown.
WHOHCM03	0651	0656	6	N	Other High School Completers - White, not Hispanic - male.
WHOHCF03	0657	0662	6	N	Other High School Completers - White, not Hispanic - female.
WHOHCU03	0663	0668	6	N	Other High School Completers - White, not Hispanic - gender unknown.
IGSLO03	0669	0669	1	AN	If this field contains anything other than “R,” the GSLO value originally submitted was adjusted.
IGSHI03	0670	0670	1	AN	If this field contains anything other than “R,” the GSHI value originally submitted was adjusted.
ISCH03	0671	0671	1	AN	If this field contains anything other than “T,” the aggregate number of schools associated with this agency on the school universe file was adjusted.
ITEACH03	0672	0672	1	AN	If this field contains anything other than “T,” the aggregate FTE classroom teacher count reported for schools associated with this agency on the school universe file was adjusted.
IUG03	0673	0673	1	AN	If this field contains anything other than “R,” the Ungraded Student count originally submitted was adjusted.
IPK1203	0674	0674	1	AN	If this field contains anything other than “R,” the PK through 12 Student count originally submitted was adjusted.
IMEMB03	0675	0675	1	AN	If this field contains anything other than “T,” the Total Student count (Ungraded + PK through 12) was adjusted.
IMIGRN03	0676	0676	1	AN	If this field contains anything other than “R,” the Migrant Student count originally submitted was adjusted.
ISPEC03	0677	0677	1	AN	If this field contains anything other than “R,” the Special Education - IEP count originally submitted was adjusted.
IELL03	0678	0678	1	AN	If this field contains anything other than “R,” the English Language Learner Student count originally submitted was adjusted.
IPKTCH03	0679	0679	1	AN	If this field contains anything other than “R,” the Prekindergarten Teacher count originally submitted was adjusted.
IKGTCH03	0680	0680	1	AN	If this field contains anything other than “R,” the Kindergarten Teacher count originally submitted was adjusted.

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IELTCH03	0681	0681	1	AN	If this field contains anything other than “R,” the Elementary Teacher count originally submitted was adjusted.
ISETCH03	0682	0682	1	AN	If this field contains anything other than “R,” the Secondary Teacher count originally submitted was adjusted.
IUGTCH03	0683	0683	1	AN	If this field contains anything other than “R,” the Teachers of Ungraded Classes count originally submitted was adjusted.
ITOTCH03	0684	0684	1	AN	If this field contains anything other than “R,” the Total FTE Teacher count originally submitted was adjusted.
IAIDES03	0685	0685	1	AN	If this field contains anything other than “R,” the Instructional Aides count originally submitted was adjusted.
ICOSUP03	0686	0686	1	AN	If this field contains anything other than “R,” the Instructional Coordinators & Supervisors count originally submitted was adjusted.
IELGUI03	0687	0687	1	AN	If this field contains anything other than “R,” the Elementary Guidance Counselors count originally submitted was adjusted.
ISEGUI03	0688	0688	1	AN	If this field contains anything other than “R,” the Secondary Guidance Counselors count originally submitted was adjusted.
ITOGUI03	0689	0689	1	AN	If this field contains anything other than “R,” the Total Guidance Counselors count originally submitted was adjusted.
ILISPE03	0690	0690	1	AN	If this field contains anything other than “R,” the Librarians/Media Specialists count originally submitted was adjusted.
ILISUP03	0691	0691	1	AN	If this field contains anything other than “R,” the Library/Media Support Staff count originally submitted was adjusted.
ILEADM03	0692	0692	1	AN	If this field contains anything other than “R,” the LEA Administrators count originally submitted was adjusted.
ILESUP03	0693	0693	1	AN	If this field contains anything other than “R,” the LEA Administrative Support Staff count originally submitted was adjusted.
ISCADM03	0694	0694	1	AN	If this field contains anything other than “R,” the School Administrative Support Staff count originally submitted was adjusted.
ISCSUP03	0695	0695	1	AN	If this field contains anything other than “R,” the School Administrative Support Staff count originally submitted was adjusted.
ISTSUP03	0696	0696	1	AN	If this field contains anything other than “R,” the Student Support Services Staff count originally submitted was adjusted.
IOTSUP03	0697	0697	1	AN	If this field contains anything other than “R,” the All Other Support Services Staff count originally submitted was adjusted.
ITDPL03	0698	0698	1	AN	If this field contains anything other than “R,” the Total Diploma Recipients count originally submitted was adjusted.
IAMDPM03	0699	0699	1	AN	If this field contains anything other than “R,” the Diploma Recipients - Amer. Indian/Alaskan Native - male count originally submitted was adjusted.

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IAMDPF03	0700	0700	1	AN	If this field contains anything other than “R,” the Diploma Recipients - Amer. Indian/Alaskan Native - female count originally submitted was adjusted.
IAMDPU03	0701	0701	1	AN	If this field contains anything other than “R,” the Diploma Recipients - Amer. Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IASDPM03	0702	0702	1	AN	If this field contains anything other than “R,” the Diploma Recipients - Asian/Pacific Islander - male count originally submitted was adjusted.
IASDPF03	0703	0703	1	AN	If this field contains anything other than “R,” the Diploma Recipients - Asian/Pacific Islander - female count originally submitted was adjusted.
IASDPU03	0704	0704	1	AN	If this field contains anything other than “R,” the Diploma Recipients - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHIDPM03	0705	0705	1	AN	If this field contains anything other than “R,” the Diploma Recipients - Hispanic - male count originally submitted was adjusted.
IHIDPF03	0706	0706	1	AN	If this field contains anything other than “R,” the Diploma Recipients - Hispanic - female count originally submitted was adjusted.
IHIDPU03	0707	0707	1	AN	If this field contains anything other than “R,” the Diploma Recipients - Hispanic - gender unknown count originally submitted was adjusted.
IBLDPM03	0708	0708	1	AN	If this field contains anything other than “R,” the Diploma Recipients - Black, not Hispanic - male count originally submitted was adjusted.
IBLDPF03	0709	0709	1	AN	If this field contains anything other than “R,” the Diploma Recipients - Black, not Hispanic - female count originally submitted was adjusted.
IBLDPU03	0710	0710	1	AN	If this field contains anything other than “R,” the Diploma Recipients - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWHDPM03	0711	0711	1	AN	If this field contains anything other than “R,” the Diploma Recipients - White, not Hispanic - male count originally submitted was adjusted.
IWHDPF03	0712	0712	1	AN	If this field contains anything other than “R,” the Diploma Recipients - White, not Hispanic - female count originally submitted was adjusted.
IWHDPU03	0713	0713	1	AN	If this field contains anything other than “R,” the Diploma Recipients - White, not Hispanic - gender unknown count originally submitted was adjusted.
ITOHC03	0714	0714	1	AN	If this field contains anything other than “R,” the Total Other High School Completers count originally submitted was adjusted.
IAMOCM03	0715	0715	1	AN	If this field contains anything other than “R,” the Other High School Completers - Amer. Indian/Alaskan Native - male count originally submitted was adjusted.
IAMOCF03	0716	0716	1	AN	If this field contains anything other than “R,” the Other High School Completers - Amer. Indian/Alaskan Native - female count originally submitted was adjusted.

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IAMOCU03	0717	0717	1	AN	If this field contains anything other than “R,” the Other High School Completers - Amer. Indian/Alaskan Native - gender unknown count originally submitted was adjusted.
IASOCM03	0718	0718	1	AN	If this field contains anything other than “R,” the Other High School Completers - Asian/Pacific Islander - male count originally submitted was adjusted.
IASOCF03	0719	0719	1	AN	If this field contains anything other than “R,” the Other High School Completers - Asian/Pacific Islander - female count originally submitted was adjusted.
IASOCU03	0720	0720	1	AN	If this field contains anything other than “R,” the Other High School Completers - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHIOCM03	0721	0721	1	AN	If this field contains anything other than “R,” the Other High School Completers - Hispanic - male count originally submitted was adjusted.
IHIOCF03	0722	0722	1	AN	If this field contains anything other than “R,” the Other High School Completers - Hispanic - female count originally submitted was adjusted.
IHIOCU03	0723	0723	1	AN	If this field contains anything other than “R,” the Other High School Completers - Hispanic - gender unknown count originally submitted was adjusted.
IBLOCM03	0724	0724	1	AN	If this field contains anything other than “R,” the Other High School Completers - Black, not Hispanic - male count originally submitted was adjusted.
IBLOCF03	0725	0725	1	AN	If this field contains anything other than “R,” the Other High School Completers - Black, not Hispanic - female count originally submitted was adjusted.
IBLOCU03	0726	0726	1	AN	If this field contains anything other than “R,” the Other High School Completers - Black, not Hispanic - gender unknown count originally submitted was adjusted.
IWHOCM03	0727	0727	1	AN	If this field contains anything other than “R,” the Other High School Completers - White, not Hispanic - male count originally submitted was adjusted.
IWHOCF03	0728	0728	1	AN	If this field contains anything other than “R,” the Other High School Completers - White, not Hispanic - female count originally submitted was adjusted.
IWHOCU03	0729	0729	1	AN	If this field contains anything other than “R,” the Other High School Completers - White, not Hispanic - gender unknown count originally submitted was adjusted.

APPENDIX B—Value Distribution and Field Frequencies
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Variable	Label	M	N	Other
FIPST	FIPS State Number	0	0	17,834
LEAID	Unique Agency ID (NCES Assigned)	0	0	17,834
STID03	State Agency ID	0	1	17,833
NAME03	Name Of Local Education Agency	0	0	17,834
PHONE03	Telephone Number Of Agency	194	0	17,640
MSTREE03	Mailing Address	5	2	17,827
MCITY03	Mailing City Name	0	0	17,834
MSTATE03	Mailing USPS State Abbreviation	0	0	17,834
MZIP03	Mailing 5-Digit ZIP Code	0	0	17,834
MZIP403	Mailing ZIP+4 (if assigned)	0	0	17,834
LSTREE03	Location Address	1,398	0	16,436
LCITY03	Location City Name	0	0	17,834
LSTATE03	Location USPS State Abbreviation	0	0	17,834
LZIP03	Location 5-Digit ZIP Code	0	0	17,834
LZIP403	Location ZIP+4 (if assigned)	0	0	17,834
UNION03	Supervisory Union Number	166	322	17,346
CONUM03	FIPS County Number (FIPS St+County)	0	9	17,825
CONAME03	County Name	0	9	17,825
CSA03	CSA Code	0	0	17,834
CBSA03	CBSA Code	0	0	17,834

APPENDIX B—Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003–04

Variable	Label	Minimum	Maximum	Mean	-1	-2	-3
SCH03	Number Of Schools (School Univ)	0.0	1,523.0	5.6	0	322	0
TEACH03	Total Classroom Teachers (School Univ)	0.0	42,444.0	162.3	1,909	1,345	0
UG03	Total Ungraded Students	0.0	81,404.0	43.2	0	7,819	0
PK1203	Total PK thru 12 Students	0.0	942,270.0	3,009.4	4	1,587	0
MEMBER03	Total Calculated Students	0.0	1,023,674.0	3,035.5	4	1,584	0
MIGRNT03	Migrant Students	0.0	8,450.0	33.7	4,647	3,858	0
SPECED03	Count Of Special Ed IEP Students	0.0	85,441.0	409.3	1,000	1,488	0
ELL03	English Language Learner Students	0.0	326,893.0	284.4	2,810	1,418	0
PKTCH03	Prekindergarten Teachers	0.0	3,462.8	2.6	5,096	520	0
KG TCH03	Kindergarten Teachers	0.0	4,270.5	10.4	3,478	591	0
ELMTCH03	Elementary Teachers	0.0	24,678.3	92.4	1,332	775	0
SECTCH03	Secondary Teachers	0.0	28,917.5	70.8	1,334	1,064	0
UGTCH03	Teachers Of Ungraded Classes	0.0	9,850.3	21.3	1,890	3,819	0
TOTTCH03	Total Fte Teachers	0.0	70,171.4	185.9	505	718	0
AIDES03	Instructional Aides	0.0	17,803.5	42.1	1,645	697	0
CORSUP03	Instructional Coordinators/Supervisors	0.0	1,456.6	2.7	1,027	1,004	0
ELMGUI03	Elementary Guidance Counselors	0.0	497.3	2.6	1,355	1,033	0
SECGUI03	Secondary Guidance Counselors	0.0	1,503.6	3.7	1,356	1,047	0
TOTGUI03	Total Guidance	0.0	2,000.8	6.2	578	962	0
LIBSPE03	Librarians/Media Specialists	0.0	1,080.0	3.4	577	951	0
LIBSUP03	Library Media Support Staff	0.0	843.0	2.8	5,957	548	0
LEAADM03	Lea Administrators	0.0	1,611.0	4.0	541	822	0
LEASUP03	Lea Administrators Support Staff	0.0	8,160.0	11.4	2,762	507	0
SCHADM03	School Administrators	0.0	2,643.9	10.1	541	766	0
SCHSUP03	School Administrators Support Staff	0.0	4,419.0	17.8	4,181	585	0
STUSUP03	Student Support Services Staff	0.0	3,899.0	11.8	972	963	0
OTHSUP03	All Other Support Staff	0.0	17,815.0	74.4	2,196	620	0
TOTDPL03	Diploma Recip (Total)	†	†	†	0	0	17,834
AMDPLM03	Diploma Recip (Amer Ind/AK Nat-Male)	†	†	†	0	0	17,834
AMDPLF03	Diploma Recip (Amer Ind/AK Nat-Female)	†	†	†	0	0	17,834
AMDPLU03	Diploma Recip (Amer Ind/AK Nat-Unknown)	†	†	†	0	0	17,834
ASDPLM03	Diploma Recip (Asian/Pac Isl-Male)	†	†	†	0	0	17,834
ASDPLF03	Diploma Recip (Asian/Pac Isl-Female)	†	†	†	0	0	17,834
ASDPLU03	Diploma Recip (Asian/Pac Isl-Unknown)	†	†	†	0	0	17,834
HIDPLM03	Diploma Recip (Hispanic-Male)	†	†	†	0	0	17,834

† Not applicable.

Rounds to zero.

APPENDIX B—Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003–04

Variable	Label	Minimum	Maximum	Mean	-1	-2	-3
HIDPLF03	Diploma Recip (Hispanic-Female)	†	†	†	0	0	17,834
HIDPLU03	Diploma Recip (Hispanic-Unknown)†	†	†	†	0	0	17,834
BLDPLM03	Diploma Recip (Black-Male)	†	†	†	0	0	17,834
BLDPLF03	Diploma Recip (Black-Female)	†	†	†	0	0	17,834
BLDPLU03	Diploma Recip (Black-Unknown)	†	†	†	0	0	17,834
WHDPLM03	Diploma Recip (White-Male)	†	†	†	0	0	17,834
WHDPLF03	Diploma Recip (White-Female)	†	†	†	0	0	17,834
WHDPLU03	Diploma Recip (White-Unknown)	†	†	†	0	0	17,834
TOTOHC03	Other HS Completers (Total)	†	†	†	0	0	17,834
AMOHCM03	Other HS Complet (Amer Ind/AK Nat-Male)	†	†	†	0	0	17,834
AMOHCF03	Other HS Complet (Amer Ind/AK Nat-Female)	†	†	†	0	0	17,834
AMOHCU03	Other HS Complet (Amer Ind/AK Nat-Unknow)	†	†	†	0	0	17,834
ASOHCM03	Other HS Complet (Asian/Pac Isl-Male)	†	†	†	0	0	17,834
ASOHCF03	Other HS Complet (Asian/Pac Isl-Female)	†	†	†	0	0	17,834
ASOHCU03	Other HS Complet (Asian/Pac Isl-Unknown)	†	†	†	0	0	17,834
HIOHCM03	Other HS Complet (Hispanic-Male)	†	†	†	0	0	17,834
HIOHCF03	Other HS Complet (Hispanic-Female)	†	†	†	0	0	17,834
HIOHCU03	Other HS Complet (Hispanic-Unknown)	†	†	†	0	0	17,834
BLOHCM03	Other HS Complet (Black-Male)	†	†	†	0	0	17,834
BLOHCF03	Other HS Complet (Black-Female)	†	†	†	0	0	17,834
BLOHCU03	Other HS Complet (Black-Unknown)	†	†	†	0	0	17,834
WHOHCM03	Other HS Complet (White-Male)	†	†	†	0	0	17,834
WHOHCF03	Other HS Complet (White-Female)	†	†	†	0	0	17,834
WHOHCU03	Other HS Complet (White-Unknown)	†	†	†	0	0	17,834

† Not applicable.

Rounds to zero.

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Agency Type Code

TYPE03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	12958	72.66	12958	72.66
2	1514	8.49	14472	81.15
3	284	1.59	14756	82.74
4	1178	6.61	15934	89.35
5	181	1.01	16115	90.36
6	46	0.26	16161	90.62
7	1673	9.38	17834	100.00

Metro/Micro Code

METMIC03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	5865	32.89	5865	32.89
1	8738	49.00	14603	81.88
2	3231	18.12	17834	100.00

Metro Status Code

MSC03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2108	11.82	2108	11.82
2	7449	41.77	9557	53.59
3	8263	46.33	17820	99.92
N	14	0.08	17834	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

The FREQ Procedure

Agency Locale Code

LOCALE03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	822	4.61	822	4.61
2	952	5.34	1774	9.95
3	2586	14.50	4360	24.45
4	1558	8.74	5918	33.18
5	131	0.73	6049	33.92
6	1762	9.88	7811	43.80
7	5522	30.96	13333	74.76
8	2716	15.23	16049	89.99
N	1785	10.01	17834	100.00

Operational Status Code

BOUND03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	17222	96.57	17222	96.57
2	131	0.73	17353	97.30
3	229	1.28	17582	98.59
4	18	0.10	17600	98.69
5	43	0.24	17643	98.93
6	20	0.11	17663	99.04
7	171	0.96	17834	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

The FREQ Procedure

Agency Low Grade Offered

GSLO03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	1072	6.01	1072	6.01
01	73	0.41	1145	6.42
02	20	0.11	1165	6.53
03	24	0.13	1189	6.67
04	17	0.10	1206	6.76
05	81	0.45	1287	7.22
06	169	0.95	1456	8.16
07	189	1.06	1645	9.22
08	36	0.20	1681	9.43
09	754	4.23	2435	13.65
10	34	0.19	2469	13.84
11	20	0.11	2489	13.96
12	3	0.02	2492	13.97
KG	5608	31.45	8100	45.42
N	325	1.82	8425	47.24
PK	9256	51.90	17681	99.14
UG	153	0.86	17834	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

The FREQ Procedure

Agency High Grade Offered

GSHI03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00	1072	6.01	1072	6.01
01	3	0.02	1075	6.03
02	9	0.05	1084	6.08
03	24	0.13	1108	6.21
04	45	0.25	1153	6.47
05	126	0.71	1279	7.17
06	593	3.33	1872	10.50
07	70	0.39	1942	10.89
08	2711	15.20	4653	26.09
09	66	0.37	4719	26.46
10	49	0.27	4768	26.74
11	42	0.24	4810	26.97
12	12484	70.00	17294	96.97
KG	35	0.20	17329	97.17
N	325	1.82	17654	98.99
PK	27	0.15	17681	99.14
UG	153	0.86	17834	100.00

Agency Charter Code

AGCHRT03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1610	9.03	1610	9.03
2	509	2.85	2119	11.88
3	14600	81.87	16719	93.75
N	1115	6.25	17834	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Agency Low Grade Offered Adj Flag

IGSL003	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2463	13.81	2463	13.81
N	322	1.81	2785	15.62
R	15049	84.38	17834	100.00

Agency High Grade Offered Adj Flag

IGSHI03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2105	11.80	2105	11.80
N	322	1.81	2427	13.61
R	15407	86.39	17834	100.00

Number Of Schools Adj Flag

ISCH03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	322	1.81	322	1.81
T	17512	98.19	17834	100.00

Number Of Teachers Adj Flag

ITEACH03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	322	1.81	322	1.81
T	17512	98.19	17834	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Ungraded Students Adj Flag

IUG03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	488	2.74	488	2.74
N	322	1.81	810	4.54
R	17024	95.46	17834	100.00

PK Thru 12 Adj Flag

IPK1203	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	408	2.29	408	2.29
N	322	1.81	730	4.09
R	17104	95.91	17834	100.00

Students Adj Flag

IMEMB03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	322	1.81	322	1.81
T	17512	98.19	17834	100.00

Migrant Students Adj Flag

IMIGRN03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1557	8.73	1557	8.73
N	322	1.81	1879	10.54
R	15955	89.46	17834	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
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- S - Count suppressed

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Special Ed IEP Students Adj Flag

ISPEC03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	513	2.88	513	2.88
N	322	1.81	835	4.68
R	16999	95.32	17834	100.00

English Lang Learner Students Adj Flag

IELL03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	502	2.81	502	2.81
N	322	1.81	824	4.62
R	17010	95.38	17834	100.00

Prekindergarten Teachers Adj Flag

IPKTCH03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2089	11.71	2089	11.71
N	322	1.81	2411	13.52
R	15423	86.48	17834	100.00

Kindergarten Teachers Adj Flag

IKGTCH03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2009	11.26	2009	11.26
N	322	1.81	2331	13.07
R	15503	86.93	17834	100.00

Imputation Flags:

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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Elementary Teachers Adj Flag

IELTCH03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	159	0.89	159	0.89
N	322	1.81	481	2.70
R	17353	97.30	17834	100.00

Secondary Teachers Adj Flag

ISETCH03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	160	0.90	160	0.90
N	322	1.81	482	2.70
R	17352	97.30	17834	100.00

Ungraded Teachers Adj Flag

IUGTCH03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2174	12.19	2174	12.19
N	322	1.81	2496	14.00
R	15338	86.00	17834	100.00

Total FTE Teachers Adj Flag

ITOTCH03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	159	0.89	159	0.89
N	322	1.81	481	2.70
R	17353	97.30	17834	100.00

Imputation Flags:

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

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Instructional Aides Adj Flag

IAIDES03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1264	7.09	1264	7.09
N	322	1.81	1586	8.89
R	16248	91.11	17834	100.00

Instruct Coordinators/Super Adj Flag

ICOSUP03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	444	2.49	444	2.49
N	322	1.81	766	4.30
R	17068	95.70	17834	100.00

Elementary Guidance Counselor Adj Flag

IELGUI03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	159	0.89	159	0.89
N	322	1.81	481	2.70
R	17353	97.30	17834	100.00

Secondary Guidance Counselor Adj Flag

ISEGUI03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	159	0.89	159	0.89
N	322	1.81	481	2.70
R	17353	97.30	17834	100.00

Imputation Flags:

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

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Total Guidance Counselor Adj Flag

ITOGUI03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	159	0.89	159	0.89
N	322	1.81	481	2.70
R	17353	97.30	17834	100.00

Librarian/Media Specialist Adj Flag

ILISPE03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	159	0.89	159	0.89
N	322	1.81	481	2.70
R	17353	97.30	17834	100.00

Library Media Support Staff Adj Flag

ILISUP03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3029	16.98	3029	16.98
N	322	1.81	3351	18.79
R	14483	81.21	17834	100.00

Lea Administrator Adj Flag

ILEADM03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	159	0.89	159	0.89
N	322	1.81	481	2.70
R	17353	97.30	17834	100.00

Imputation Flags:

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

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Lea Admin Support Staff Adj Flag

ILESUP03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2047	11.48	2047	11.48
N	322	1.81	2369	13.28
R	15465	86.72	17834	100.00

School Admin Adj Flag

ISCADM03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	159	0.89	159	0.89
N	322	1.81	481	2.70
R	17353	97.30	17834	100.00

School Admin Support Staff Adj Flag

ISCSUP03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3502	19.64	3502	19.64
N	322	1.81	3824	21.44
R	14010	78.56	17834	100.00

Student Support Serv Staff Adj Flag

ISTSUP03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	389	2.18	389	2.18
N	322	1.81	711	3.99
R	17123	96.01	17834	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
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- S - Count suppressed

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

All Other Support Staff Adj Flag

IOTSUP03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1777	9.96	1777	9.96
N	322	1.81	2099	11.77
R	15735	88.23	17834	100.00

Dipl Recip (Total) Adj Flag

ITDPL03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Dipl Recip Amer Ind/AK Nat-Male Adj Flag

IAMDPM03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Dipl Recip Amer Ind/AK Nat-Fem Adj Flag

IAMDPF03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Imputation Flags:

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- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Dipl Recip Amer Ind/AK Nat-Unk Adj Flag

IAMDPU03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Dipl Recip Asian/Pac Isl-Male Adj Flag

IASDPM03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Dipl Recip Asian/Pac Isl-Fem Adj Flag

IASDPF03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Dipl Recip Asian/Pac Isl-Unk Adj Flag

IASDPU03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
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- P - Imputation Based on Prior Year's Data
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- S - Count suppressed

APPENDIX B – Value Distribution and Field Frequencies Common Core of Data, Local Education Agency Universe Survey, 2003-04

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Dipl Recip Hispanic-Male Adj Flag

IHIDPM03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Dipl Recip Hispanic-Female Adj Flag

IHIDPF03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Dipl Recip Hispanic-Unknown Adj Flag

IHIDPU03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Dipl Recip Black-Male Adj Flag

IBLDPM03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Imputation Flags:

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

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Dipl Recip Black-Female Adj Flag

IBLDPF03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Dipl Recip Black-Unknown Adj Flag

IBLDPU03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Dipl Recip White-Male Adj Flag

IWHDPM03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Dipl Recip White-Female Adj Flag

IWHDPF03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
- R - As Reported by the State
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- S - Count suppressed

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Dipl Recip White-Unknown Adj Flag

IWHDPU03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Oth HS Completers (Total) Adj Flag

ITOHC03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

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

IAMOCM03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

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

IAMOCF03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Imputation Flags:

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

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

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

IAMOCU03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Oth HS Compl Asian/Pac Isl-Male Adj Flag

IASOCM03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Oth HS Compl Asian/Pac Isl-Fem Adj Flag

IASOCF03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Oth HS Compl Asian/Pac Isl-Unk Adj Flag

IASOCU03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- N - Not Applicable
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**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Oth HS Compl Hispanic-Male Adj Flag

IHIOCM03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Oth HS Compl Hispanic-Female Adj Flag

IHIOCF03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Oth HS Compl Hispanic-Unknown Adj Flag

IHIOCU03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00 00

Oth HS Compl Black-Male Adj Flag

IBLOCM03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Imputation Flags:

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

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Oth HS Compl Black-Female Adj Flag

IBLOCF03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Oth HS Compl Black-Unknown Adj Flag

IBLOCU03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Oth HS Compl White-Male Adj Flag

IWHOCM03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Oth HS Compl White-Female Adj Flag

IWHOCF03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Imputation Flags:

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

**APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04**

Common Core of Data Public Education Agency Universe, 2003-2004
Imputation Flag Frequencies

The FREQ Procedure

Oth HS Compl White-Unknown Adj Flag

IWHOCU03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
S	17834	100.00	17834	100.00

Imputation Flags:

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

APPENDIX B – Value Distribution and Field Frequencies
Common Core of Data, Local Education Agency Universe Survey, 2003-04

APPENDIX C—Glossary

Common Core of Data, 2003–04

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, 2003–04

Core Based Statistical Area (CBSA)

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

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

Diploma, High School

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

Diploma Recipient

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

District Locale Code

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

Dropout

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

Education Agency

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

Elementary

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

English Language Learner (ELL)

“English Language Learner (ELL)” was formerly referred to as “Limited English Proficient (LEP).” Students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also Limited-English-Proficient students are individuals who were not born in the United States or whose

APPENDIX C—Glossary

Common Core of Data, 2003–04

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, 2003–04

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.

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Common Core of Data, 2003–04

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 Metropolitan 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, 2003–04

Library and Media Support Staff

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

Limited-English Proficient (LEP)

See “English Language Learner (ELL).”

Locale Code

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

Longitude

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

Magnet School or Program

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

Media Specialist

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

Membership

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

Metropolitan Status (Metro Status)

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

Metropolitan Statistical Area (MSA)

An area consisting of one or more contiguous counties (cities and towns in New England) that contain a core area with a large population nucleus, as well as adjacent communities having a high degree of economic and social integration with that core.

APPENDIX C—Glossary

Common Core of Data, 2003–04

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 three years; scheduled to be operational within two years. Prior to 1998–99 the term “Boundary Change” was used.

Operational Status, School

Classification of the operational condition of a school. Classifications include currently operational; closed; new; added; changed agency; temporarily closed and may reopen within three years; scheduled to be operational within two years.

Other Diploma Recipient

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

APPENDIX C—Glossary

Common Core of Data, 2003–04

Other High School Completer

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

Other Support Staff

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

Prekindergarten Student

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

Prekindergarten Teacher

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

Principal City

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

Public School

An institution that provides educational services and has one or more grade groups (PK–12), or which is ungraded; has one or more teachers to give instruction; is located in one or more buildings; has an assigned administrator; receives public funds as primary support; and is operated by an education agency.

Reduced-Price Lunch Student

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

Regional Education Service Agency

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

Regular Diploma Recipient

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

APPENDIX C—Glossary

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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 within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau. 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 CBSA or CSA and defined as rural by the Census Bureau. Category represents a subset of “Rural,” and was introduced in 1998–99. (See also “Locale Code.”)

School Administrative Support Staff

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

School Administrator

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

School District

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

Secondary

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

Small Town

An incorporated place or Census Designated Place (CDP) with population less than 25,000 and greater than or equal to 2,500 and located outside a CBSA or CSA. (See also “Locale Code.”)

Special Education School

A public elementary/secondary school that focuses primarily on special education; including instruction for any of the following: autism, deaf-blindness, developmental delay, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language

APPENDIX C—Glossary

Common Core of Data, 2003–04

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, 2003–04

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 400,000 or more or a population density of at least 6,000 people per square mile. (See also “Locale Code.”)

Urban Fringe of a Mid-size City

Any incorporated place, Census designated place, 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 400,000 or a population density less than 6,000 people per square mile. (See also “Locale Code.”)

Urbanized Area

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

Vocational Education School

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

White

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

APPENDIX C—Glossary
Common Core of Data, 2003–04

APPENDIX D—State Notes **Common Core of Data, 2003–04**

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: 08/27/2004

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

Alaska

Date Received: 04/05/2004

Anomalies: Missing Data: Agn - Instructional Coordinators and Supervisors. Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

Arizona

Date Received: 09/29/2004

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: 04/18/2004

Anomalies: Comments: Dropout and Completion Counts are reported by race/ethnicity and gender. However, Other High School Completers are reported by race/ethnicity, but not by gender.

California

Date Received: 08/02/2004

Anomalies: Missing Data: Sch - Prekindergarten Students; Agn - Prekindergarten Teachers, Library/Media Support Staff. Not Applicable Data: Agn - Other High School Completers. Comments: Free Lunch Eligible counts represent participants instead of eligible students. California reports “more than 1 race” students in the grade totals. Six schools reported PK = M, but their reported Grade Span Low = KG. Revised the Grade Span Low for these six schools to include PK (otherwise PK = N would be set).

APPENDIX D—State Notes Common Core of Data, 2003–04

Colorado

Date Received: Sch - 09/24/2004; Agn – 10/01/2004

Anomalies: Missing Data: Agn - Teachers of Ungraded Classes. Not Applicable Data: Sch – Ungraded Students; Agn – Ungraded Students. 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 apportioned by the state to all schools in the district.

Connecticut

Date Received: 07/20/2004

Anomalies: Missing Data: Sch - Free Lunch Eligible Students, Reduced-price Lunch Eligible Students. Not Applicable Data: Sch - Ungraded Students; Agn - Ungraded Students. Comments – Ungraded students are not reported, but teachers of ungraded classes are reported.

Delaware

Date Received: 03/15/2004

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

District of Columbia

Date Received: 08/18/2004

Anomalies: Missing Data: Agn – Dropout Data. Not Applicable: Agn –PreKindergarten Teachers, and Kindergarten Teachers.

Florida

Date Received: 04/02/2004

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.

APPENDIX D—State Notes Common Core of Data, 2003–04

Georgia

Date Received: 03/30/2004

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

Hawaii

Date Received: 05/27/2004

Anomalies: Missing Data: Agn - Kindergarten Teachers. Not Applicable Data: Sch – Magnet School.

Idaho

Date Received: 04/29/2004

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

Illinois

Date Received: 10/04/2004

Anomalies: Missing Data: Agn – ELL Students, 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: 06/18/2004

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

Iowa

Date Received: 03/30/2004

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

APPENDIX D—State Notes Common Core of Data, 2003–04

Kansas

Date Received: 03/29/2004

Anomalies: Not Applicable Data: Agn - Other High School Completers. Comments: At the state level, only pre-school programs for special education are recognized as Prekindergarten. The pre-school programs operated by some schools are considered private daycare and are licensed by a state social services agency and are not reported. 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: 04/26/2004

Anomalies: Missing Data: Sch – Free Lunch Eligible Students, Reduced Price Lunch Eligible Students, and Total of Free Lunch and Reduced Price Lunch Eligible, Prekindergarten Students. Not Applicable Data: Sch – Charter School. 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 is prorated into the 5 CCD race categories. Prekindergarten students are only collected at the district –level and not by school. 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: 07/30/2004

Anomalies: Not Applicable: Sch – Ungraded Students; Agn - Ungraded Students. 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 and Head Start are not required to report student counts or non-certified staff.

APPENDIX D—State Notes Common Core of Data, 2003–04

Maine

Date Received: 08/23/2004

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

Maryland

Date Received: 05/03/2004

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

Massachusetts

Date Received: Sch - 07/15/2004; Agn – 07/21/2004

Anomalies: Missing Data: Agn - Prekindergarten Teachers, LEA Administrative Support Staff. Not Applicable Data: Sch - Ungraded Students; Agn - Migrant Students, Ungraded Students.

Michigan

Date Received: 05/27/2004

Anomalies: Missing Data: 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: 06/10/2004

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

Mississippi

Date Received: 07/27/2004

Anomalies: None.

APPENDIX D—State Notes Common Core of Data, 2003–04

Missouri

Date Received: 06/28/2004

Anomalies: Missing Data: Sch - One school did not report County Name, nor County Number (nor Mailing address). Not Applicable Data: Agn – Library/Media Support Staff, School Administrative Support Staff, Other High School Completers.

Montana

Date Received: 04/13/2004

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: Sch – Magnet School, Charter School. Agn - Other High School Completers, Teachers of Ungraded Classes. Comments: Most support staff data fields cannot be reported because the Montana Department of Public Instruction only collects data for certified staff.

Nebraska

Date Received: 04/29/2004

Anomalies: Missing Data: Sch - Magnet School; Agn - Prekindergarten Teachers, Kindergarten Teachers, School Administrative Support Staff. Not Applicable Data: Sch - Charter School, Ungraded Students; Agn - Ungraded Students, Teachers of Ungraded Classes. Comments: Instructional staff do not identify Prekindergarten and Kindergarten staff. They are included in Elementary Teachers. In the past, 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 of Nebraska’s school migrant data is prorated to the percentage of students in each district. SPECED counts are at the district of residence which is different than the membership.

Nevada

Date Received: Sch – 05/25/2004; Agn – 07/01/2004

Anomalies: None.

APPENDIX D—State Notes Common Core of Data, 2003–04

New Hampshire

Date Received: 03/15/2004

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

New Jersey

Date Received: 03/30/2004

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: 05/14/2004

Anomalies: Not Applicable: Sch - Ungraded Students, Agn – Ungraded Students. Comments: Head Start Students are only included on the Agency file. Completion data now includes students who complete their IEP programs.

New York

Date Received: Sch – 09/14/2004; Agn – 11/23/2004

Anomalies: Missing Data: Sch - Classroom Teacher, Free Lunch Eligible Students, Reduced-Price Lunch Eligible Students, Total of Free Lunch and Reduced Price Lunch Eligible Students, Migrant Students; Agn - Ungraded Students, PK12 Student count, Migrant Students, Special Education Students, English Language Learner Students. Comments: New York did not report student counts by school district level, only student counts by grade for each school were reported. The number of students by agency was calculated by summing the total students for each associated school on the school file and posting results to the corresponding agency, otherwise NY would not have been included in the 100 Largest School District tables. 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. Grade span offered was calculated for each school and agency record based upon the lowest and highest student by grade fields with counts greater than zero.

APPENDIX D—State Notes Common Core of Data, 2003–04

North Carolina

Date Received: 04/05/2004

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

North Dakota

Date Received: 04/06/2004

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

Ohio

Date Received: 09/22/2004

Anomalies: Missing Data: Agn - Migrant Students. Not Applicable Data: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students, Other High School Completers.

Oklahoma

Date Received: 07/26/2004

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

Oregon

Date Received: 04/22/2004

Anomalies: None.

Pennsylvania

Date Received: 06/25/2004

Anomalies: Missing Data: Agn - Physical Location Address, Grade Span, 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. Grade span offered was calculated for each school and agency record based upon the lowest and highest student by grade fields with counts greater than zero.

APPENDIX D—State Notes Common Core of Data, 2003–04

Rhode Island

Date Received: 03/30/2004

Anomalies: Missing Data: Sch - Migrant Students; Agn - Migrant Students, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary 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: 09/30/2004

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

South Dakota

Date Received: 03/31/2004

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

Tennessee

Date Received: Sch - 04/08/2004; Agn - 07/01/2004

Anomalies: Missing Data: Sch - Classroom Teachers, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Students, Migrant Students, Students by race and by gender; Agn - English Language Learner Students, Migrant Students, Instructional Coordinators and Supervisors, Library/Media Support Staff, LEA Administrative Support Staff, Student Support Services Staff. Not Applicable Data: Sch - Prekindergarten Students. Comments: Tennessee is in the process of redesigning its data collection database and because of this redesign, the racial breakdown of students and the number of teachers at the school level was not available.

APPENDIX D—State Notes Common Core of Data, 2003–04

Texas

Date Received: 06/02/2004

Anomalies: Missing Data: Agn - Migrant Students, Library/Media Support Staff. Not Applicable Data: Sch – Magnet School, 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: 04/21/2004

Anomalies: Comments: Students in Applied Tech Centers (ATC's) are reported in membership with the high schools. Prekindergarten data on the school file represent Head Start 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: 04/28/2004

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

Virginia

Date Received: Sch - 03/25/2004; Agn - 03/30/2004

Anomalies: Not Applicable Data: Agn - Teachers of Ungraded Classes. 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.

APPENDIX D—State Notes Common Core of Data, 2003–04

Washington

Date Received: 09/13/2004

Anomalies: Missing Data: Sch - Migrant Students; Agn - Migrant Students, Grades 07 and 08 Dropout Students. Not Applicable Data: Sch – Magnet School, Charter School, Ungraded Students; Agn - Ungraded Students. Comments: Staff counts reported on the agency universe file include some Bureau of Indian Affairs (BIA) data.

West Virginia

Date Received: 03/26/2004

Anomalies: Missing Data: Agn – Ungraded Students, Migrant Students, Other High School Completers.

Wisconsin

Date Received: 10/05/2004

Anomalies: Missing Data: Sch - Free Lunch Eligible Students, Reduced-price Lunch Eligible Students; Agn - Other High School Completers. Not Applicable Data: Sch – Magnet School, Ungraded Students; Agn - Ungraded Students, Other High School Completers, Grades 07 and 08 Dropout Students. Comments: Total FTE Teachers and Guidance Counselors may not equal totals derived by summing the individual counts of elementary and secondary FTE Teachers and Guidance Counselors because some districts did not identify the grade level for these categories. English Language Learner data are for the prior school year.

Wyoming

Date Received: 03/30/2004

Anomalies: Not Applicable Data: Sch - Magnet School, Ungraded Students; Agn – Ungraded Students.

APPENDIX D—State Notes Common Core of Data, 2003–04

Bureau of Indian Affairs

Date Received: 07/17/2004

Anomalies: Missing Data: Sch - Prekindergarten Students, Classroom Teachers, Student Membership Count by Gender, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Students, Charter Schools, Migrant Students; Agn – Special Ed (IEP) Students, English Language Learner Students, Migrant Students, Dropout Students, Diploma Recipients, 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 – Magnet School, Ungraded Students; Agn - Ungraded Students. Comments: Only student counts by grade for each school were reported, except ungraded and prekindergarten students. 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: 06/29/2004

Anomalies: Missing Data: Sch – Physical Location Address, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Eligible Students; Agn – Dropout Students, Library/Media Support Staff. Not Applicable Data: Sch – Magnet School, Charter School, Migrant Students, Ungraded Students; Agn - Migrant Students, Ungraded Students, Other High School Completers. Comments: Ungraded Students, 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: 06/29/2004

Anomalies: Missing Data: Sch - Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Eligible Students; Agn - Dropout Students, Library/Media Support Staff. Not Applicable Data: Sch – Magnet School, Charter School, Ungraded Students, Migrant Students; Agn – Ungraded Students, 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.

APPENDIX D—State Notes Common Core of Data, 2003–04

American Samoa

Date Received: 05/07/2004

Anomalies: Missing Data: Sch – Reduced-Price Lunch Eligible Students, Migrant Students; Agn – Diploma Recipients by Gender, Other High School Completers by Gender, Migrant Students. Not Applicable Data: Sch – Magnet School, Charter School. Comments: According to the CCD state coordinator - All students in American Samoa are eligible for the Free Lunch Program under MOU with the USDA, therefore, there are no eligible Reduced Price Lunch Students.

Guam

Date Received: 07/22/2004

Anomalies: Missing Data: Agn – Grades 07 and 08 Dropout Students. Not Applicable Data: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Migrant Students, Other High School Completers, Teachers of Ungraded Classes. Comments: Guam did not report 2002–03 CCD, therefore, Guam’s universe and directory values were pulled forward from the 2001–02 year. Guam did report data for the current 2003 – 04 CCD.

Northern Marianas

Date Received: 03/29/2004

Anomalies: Missing Data: Sch - Student Membership Count by Gender, Migrant Students; Agn – Diploma Recipients by Gender, English Language Learner Students. Not Applicable Data: Sch – Magnet School, Charter School; Agn – Migrant Students, Other High School Completers.

Puerto Rico

Date Received: 09/23/2004

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

Virgin Islands

Date Received: 03/15/2004

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, English Language Learner Students, Prekindergarten Teachers. Not Applicable Data: Sch – Charter School; 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 D—State Notes
Common Core of Data, 2003–04**

APPENDIX E—Shuttle
Common Core of Data, Local Education Agency Universe Survey, 2003–04

National Center for Education Statistics
 Education Agency Universe Survey

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

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

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

Migrant students served in summer program immediately prior to current school year:	B009	_____
Students having an IDEA-Part B Individual Education Program (IEP):	C031	_____
Limited-English-Proficient students served in appropriate programs:	C032	_____

APPENDIX E—Shuttle
Common Core of Data, Local Education Agency Universe Survey, 2003–04

High school completers (previous year):

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

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

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

APPENDIX E—Shuttle
Common Core of Data, Local Education Agency Universe Survey, 2003–04

Dropouts (previous year) :

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