



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

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

Version 1a



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January 2005

Julia Naum
Terri Kennerly
U.S. Bureau of the Census

Jennifer Sable
Education Statistics Services Institute

John Sietsema
Project Officer
**National Center for
Education Statistics**

U.S. Department of Education

Rod Paige
Secretary

Institute of Education Sciences

Grover J. Whitehurst
Director

National Center for Education Statistics

Jeffrey Owings
Associate Commissioner

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U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

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Content Contact:

John Sietsema
202-502-7425
John.Sietsema@ed.gov

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I. Introduction to the NCES Common Core of Data Local Education Agency Universe Survey: School year 2002–03, Version 1a

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

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

In the 2002–03 Common Core of Data Local Education Agency Universe survey there were 17,761 records, one for each public elementary and secondary education agency in the 50 states, District of Columbia, five outlying areas, the Department of Defense Dependent (overseas and domestic) Schools, and the Bureau of Indian Affairs. Agencies that were open on last year's files (2001–02), but are closed for the 2002–03 school year (227) are kept on the file for 1 year. They are indicated by a value of 2 under the variable BOUND02 on the agency file. Once these closed agencies are stripped off the file, 17,534 open agencies remain. Of the 17,534 open local education agencies, 14,481 are regular local school districts, 1,450 are supervisory unions or regional educational centers, 169 are state-operated agencies, and 1,434 are Federally-operated or other agencies, most often charter school districts.

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

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

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

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

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

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

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

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

II. User's Guide

A. Methodology

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

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

Comments about the Data File

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

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

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

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

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

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

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

- A = Adjustment
- N = Not applicable
- P = Imputation Based on Prior Year's Data
- R = As reported by the state
- T = Total based on sum of internal or external detail

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

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

- 0 = There are no occurrences of this data element. A value was expected and measured, but there were 0 (zero) cases found in the category. (For example, a district having no 12th graders would report 0.)
- M (or -1 for Numeric values) = Data are missing. A value was expected and none was measured. (For example, a district that has at least one 12th grader but cannot measure the number of 12th graders would report -1.)

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

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

Comments about the Data Fields

Data users should also take note of certain conditions regarding each variable on the file. The code in parentheses before the variable name indicates the field name, which is also referenced in appendix A. Counts are based on open (BOUND = 1, 3, 4, 5, 6,7) units only, and may differ from the counts in *Appendix B. Value Distribution and Field Frequencies*.

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

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

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

(NAME02) Name of Education Agency. Each record contains an agency name. NCES reviewed any record filling the 60 characters assigned, and may have adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(MSTREE02) Mailing Street. This field may contain a street address or a P.O. Box number. Also, some mailing addresses consist solely of a city and state, indicated by an “N” in the street address field. This field contains an “M” or an “N” for 8 records on the agency file. If the mailing street, city, state, and zip code fields were left blank or missing, data from the corresponding location address fields were inserted.

(MCITY02) Mailing City. Each record contains a mailing city. There may be some valid cases in which an agency may be located in one city and have a mailing address in another city.

(MSTATE02) Mailing State (PO Abbreviation). Each record contains a mailing state. There are valid cases in which an agency may be located in one state and have a mailing address in another state. A list of the 21 agencies that have a mailing state code different from their FIPS state is included at the end of this document.

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

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

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

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

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

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

(TYPE02) Education Agency Type Code. Each record has an education agency type code. Agencies classified as supervisory union administrative centers (Type 3) generally do not report student membership, although Massachusetts and Vermont are exceptions, and report students in membership for such agencies. The Agency Type Codes are:

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

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

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

(CONUM02) FIPS County Code. A small number of supervisory unions in New England states have a FIPS county code that differs from the county in which the agency is physically located. There are nine records in the Department of Defense overseas that contain an “N” for County Number on the agency file. All other records were reported with county name information based on the location of the district.

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

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

(CBSA02) CBSA Code. Each record has a valid entry for this field. A value in this field indicates that the agency's location is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus, and designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan statistical area the field is zero filled. For all states but those in New England, the assignment was made using a file of FIPS county codes matched to Core Based Statistical Area codes. For the New England states, the assignment was made using the New England City and Town Area codes of the schools within the corresponding agency. The metropolitan area definitions used were those issued by the Office of Management and Budget (OMB) as of June 2003.

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

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

(MSC02) Metropolitan (Metro) Status Code. Metro Status Code contains an "N" for 14 open records for the outlying areas and the Department of Defense overseas records. This code is based upon the locale codes of the schools within the agency. Local education agencies in which all schools have a locale code of 5, 6, or 7 (large town, small town, or rural) are assigned a Metro Status code of "3" (not a Metropolitan Statistical Area). Within this code, any agency with a value other than 00000000 in the CBSA field, i.e., any agency whose address is within a CSA/CBSA, is assigned a Metro Status Code of "2" (other Metropolitan Statistical Area). For agencies whose schools have locale codes of 1–4 or 8 (large city; mid-sized city; urban fringe of large city; urban fringe of mid-sized city; rural within a Metropolitan Statistical Area) enrollments are aggregated by locale code and the agency is assigned a Metro Status Code of "1" (principal city) or "2" (other Metropolitan Statistical Area). Note that this procedure differs from the years prior to 1998–99 in which Metro Status Code was assigned solely on the basis of the agency's mailing address. (See a more detailed description of the Metro Status Code methodology at the end of this section).

(BOUND02) Operational Status Code. All agencies are coded to reflect their status as reported for the 2002–03 school year. The valid responses include:

- 1 = No significant boundary change for this agency since the last report.

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

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

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

(GSLO02, GSHI02) Low/High Grade span offered. If low/high grade span was not reported, it was calculated using the low/high grade spans of the associated schools on the school universe file. Reported grade spans were adjusted when grades spans of the associated schools were found outside of the district grade span that was reported.

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

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

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

(PK1202) Prekindergarten–Grade 12 Membership. There are valid agency records that do not include students. Some regular school districts contract with other agencies to provide services for *some* of their students rather than operate schools for these students directly (such as special education students). These student counts are not reported for the receiving district to avoid duplication. Conversely, in cases where *all* services are provided by a contracting district, no student counts are reported for the sending district. Student counts are also not generally attributed to supervisory union administrative centers or regional education service agencies.

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

(SPECED02) Special Education—IEP Students. Number of students with individually written instructional plan for students with disabilities designated as special education students under IDEA-Part B.

Diploma Recipients by Race/Ethnicity, and by Gender. Diploma Recipients includes regular diploma recipients and other diploma recipients. Diploma recipient total counts that were not reported were

calculated using reported diploma recipient detail. Collected for the previous (2001–02) school year.

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

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

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

Other High School Completers by Race/Ethnicity, and by Gender. Some states grant a certificate of attendance or completion in lieu of a diploma, as reported in these fields. Other high school completer total fields that were not reported were calculated using reported other high school completer detail. Collected for the previous (2001–02) school year.

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

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

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

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

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

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

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

(TEACH02) FTE Teachers. This variable is constructed from the Public School Universe file. It sums the FTE teachers reported on that file for schools affiliated with the district. FTE teachers are reported to the nearest tenth on the Public School and Agency Universe files. This is not necessarily the total number of teachers employed by the agency, since some teachers, often those providing special education or services to homebound students, may not be assigned to a particular school. Thus FTE counts may be less than the total teacher counts obtained from agency staff reports for each state.

Metro Status Code (MSC) Methodology

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

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

7. Agencies that had only one school with no enrollment were assigned a metro status code of 1 if the school had a locale code of 1 or 2, a code of 2 if the school had a locale code of 3, 4, or 8, and a code of 3 if the school had a locale code of 5, 6, or 7.
8. Agencies with no associated schools and no prior year code were assigned a code based on the city listed in the agency location address (or mailing address where no location address was provided.)
9. Outlying areas and Department of Defense overseas agencies were assigned a code of “N” as they administer education in foreign countries. Their county codes and county numbers are also coded as “N.”
10. Metro Status Codes of 3 were changed to a 2 if the district had a numeric value other than 00000000 in the CBSA field.

Metropolitan Status Code

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

- 1 = Primarily serves a principal city of a Core Based Statistical Area (CBSA) .
- 2 = Serves a CBSA but not primarily its principal city.
- 3 = Does not serve a CBSA.

District Locale Code Methodology

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

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

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

District Locale Codes

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

Agencies with Mailing Address in Another State

| <u>NCES Agency ID</u> | <u>Agency Name</u> | <u>City</u> | <u>State</u> |
|------------------------------|--------------------------------|---------------|--------------|
| <u>Arizona Agencies</u> | | | |
| 0400103 | OMBUDSMAN EDUCATIONAL SVCS | LIBERTYVILLE | IL |
| 0400188 | ADVANCED EDUCATION SVCS, INC | COLTON | CA |
| 0400234 | ACADEMY OF ARIZONA | SOUTHFIELD | MI |
| 0400286 | ADVANCED EDUCATION SERVICES | COLTON | CA |
| 0400324 | NEW EDUC. IN THE WORKPLACE | VISTA | CA |
| 0400383 | LIFE SKILLS CENTER OF ARIZONA, | AKRON | OH |
| 0400400 | NOBEL LEARNING COMMUNITIES, | WEST CHESTER | PA |
| <u>Idaho Agencies</u> | | | |
| 1602610 | PLEASANT VALLEY SCH DIST 364 | JORDAN VALLEY | OR |
| <u>North Dakota Agencies</u> | | | |
| 3803150 | BOWLINE BUTTE 19 | SIDNEY | MT |
| 3805670 | EARL 18 | SIDNEY | MT |
| 3818690 | UNION 12 | POLLOCK | SD |
| 3820340 | YELLOWSTONE 14 | FAIRVIEW | MT |
| <u>Oregon Agencies</u> | | | |
| 4100042 | MCDERMITT SCH DIST 051 | MCDERMITT | NV |
| <u>South Dakota Agencies</u> | | | |
| 4635010 | GREATER HOYT 61-4 | HAWARDEN | IA |
| 4639740 | LAKE HENDRICKS 05-4 | HENDRICKS | MN |
| 4665250 | GREATER SCOTT 61-5 | HAWARDEN | IA |
| <u>Texas Agencies</u> | | | |
| 4800077 | BEXAR COUNTY ACADEMY | SOUTHFIELD | MI |
| 4842540 | TEXHOMA ISD | TEXHOMA | OK |
| <u>Vermont Agencies</u> | | | |
| 5000010 | RIVENDELL SUPERVISORY UNION | ORFORD | NH |
| 5000024 | RIVENDELL INTERSTATE SCH DIST | ORFORD | NH |
| 5099955 | SAU 70 | HANOVER | NH |

State FIPS Codes and Abbreviations Used in CCD Datasets

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

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

²Postal State Abbreviation Codes.

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

B. User Guidelines for Processing the Local Education Agency Universe Survey

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2002–03 Local Education Agency Universe Survey SAS file is called AG021A.SD2 and the flat ASCII file is called AG021A.DAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (02 = 2002–03 CCD collection), the fifth and sixth characters indicate the version number (1 = Public File, A = first version). The record layout for the file is contained in appendix A. Note that the preliminary files are identified by a version number beginning with 0 (zero). The final files will be assigned a version number beginning with 1 (one).

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

APPENDIX A—Record Layout

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

LRECL = 729

(*) Fields have one explicit decimal place

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

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

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

| Variable name | Start position | End position | Field length | Data type | Description |
|---|----------------|--------------|--------------|-----------|---|
| LEAID | 0001 | 0007 | 7 | AN | NCES Local Education Agency ID. The first two positions of this field is also the FIPS state code. |
| +FIPST | 0001 | 0002 | 2 | AN | Federal Information Processing Standards, FIPS state code. |
| STID02 | 0008 | 0021 | 14 | AN | State’s own ID for the education agency. |
| NAME02 | 0022 | 0081 | 60 | AN | Name of the education agency. |
| <p>NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation.</p> <p>M: when alphanumeric data are missing; that is, a value is expected but none was measured.</p> <p>-1: when numeric data are missing; that is, a value is expected but none was measured.</p> <p>N: when alphanumeric data are not applicable; that is, a value is neither expected nor measured.</p> <p>-2: when numeric data are not applicable; that is, a value is neither expected nor measured.</p> | | | | | |
| PHONE02 | 0082 | 0091 | 10 | AN | Telephone number of education agency. NOTE: Position # 0082-0084 is the area code, and position # 0085-0091 is the exchange and number. |
| MSTREE02 | 0092 | 0121 | 30 | AN | Mailing address of the agency—may be a street address, a Post Office box number, or, if there is no address beyond CITY, STATE, and ZIP, the character “N”. |
| MCITY02 | 0122 | 0151 | 30 | AN | Name of the mailing address city. |
| MSTATE02 | 0152 | 0153 | 2 | AN | Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located. |
| MZIP02 | 0154 | 0158 | 5 | AN | Five-digit U.S. Postal Service ZIP code for the mailing address. |
| MZIP402 | 0159 | 0162 | 4 | AN | Four-digit ZIP+4, if assigned; if none, field is blank. |

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

| Variable name | Start position | End position | Field length | Data type | Description |
|----------------------|-----------------------|---------------------|---------------------|------------------|---|
| LSTREE02 | 0163 | 0192 | 30 | AN | Location Address. |
| LCITY02 | 0193 | 0222 | 30 | AN | Location City. |
| LSTATE02 | 0223 | 0224 | 2 | AN | Location State (PO abbreviation). |
| LZIP02 | 0225 | 0229 | 5 | AN | Location 5 digit ZIP Code. |
| LZIP402 | 0230 | 0233 | 4 | AN | Location +4 ZIP Code. |
| TYPE02 | 0234 | 0234 | 1 | AN | NCES code for type of agency : 1 = Local school district that is not a component of a supervisory union. 2 = Local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts. 3 = Supervisory union administrative center, or a county superintendent serving the same purpose. 4 = Regional education services agency, or a county superintendent serving the same purpose. 5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special need population. 6 = Federally-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special need population. 7 = Other education agencies that do not fit into the first six categories. |
| UNION02 | 0235 | 0237 | 3 | AN | Supervisory Union Number. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the FIPS county number. If no number was reported, the field will contain "000." |
| CONUM02 | 0238 | 0242 | 5 | AN | FIPS county number based on LCITY of agency. NOTE: Position #0238-0239 is the FIPS state number, and position #0240-0242 is the FIPS number for county within state. |
| CONAME02 | 0243 | 0272 | 30 | AN | Name of county in which LCITY is located. |
| CSA02 | 0273 | 0275 | 3 | AN | A value in this field indicates the agency's address is associated with a recognized combined statistical area. A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan statistical Area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. The geographic components of combined New England city and town areas are individual metropolitan and micropolitan NECTAs, in various combinations. The areas that combine retain their own designations as metropolitan or |

APPENDIX A—Record Layout

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| Variable name | Start position | End position | Field length | Data type | Description |
|---------------|----------------|--------------|--------------|-----------|--|
| CBSA02 | 0276 | 0280 | 5 | AN | <p>micropolitan statistical areas (or NECTAs) within the larger combined statistical area (or combined NECTA).</p> <p>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.</p> |
| METMIC02 | 0281 | 0281 | 1 | AN | <p>Indicates whether the CBSA is a metropolitan or micropolitan area.</p> <p>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.</p> <p>1 = CBSA is a metropolitan area.</p> <p>2 = CBSA is a micropolitan area.</p> |
| MSC02 | 0282 | 0282 | 1 | AN | <p>NCES classification of the agency’s service area relative to a CBSA.</p> <p>1 = Primarily serves a principal city of a CBSA;</p> <p>2 = Serves a CBSA but not primarily its principal city;</p> <p>3 = Does not serve a CBSA.</p> |
| LOCALE02 | 0283 | 0283 | 1 | AN | <p>NCES code for location of the agency relative to populous areas:</p> <p>1 = <u>Large City</u>: A principal city of a Metropolitan Core Based Statistical Area (CBSA), with the city having a population greater than or equal to 250,000.</p> <p>2 = <u>Mid-size City</u>: A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.</p> <p>3 = <u>Urban Fringe of a Large City</u>: Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA of a Large City and defined as urban by the Census Bureau.</p> <p>4 = <u>Urban Fringe of a Mid-size City</u>: Any incorporated place, Census designated place, or non-place territory within a CBSA of a Mid-size City and defined as urban by the Census Bureau.</p> <p>5 = <u>Large Town</u>: An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.</p> |

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

| Variable name | Start position | End position | Field length | Data type | Description |
|---------------|----------------|--------------|--------------|-----------|--|
| | | | | | 6 = <u>Small Town</u> : An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA. |
| | | | | | 7 = <u>Rural, outside CBSA</u> : Any incorporated place, Census designated place, or non-place territory not within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau. |
| | | | | | 8 = <u>Rural, inside CBSA</u> : Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA and defined as rural by the Census Bureau. |
| BOUND02 | 0284 | 0284 | 1 | AN | The boundary change indicator is a classification of changes in an education agency's boundaries since the last report to NCES. The options are: 1 = No change since last report. 2 = Education agency has closed with no effect on another agency's boundaries. 3 = This is a new education agency formed with no effect on another agency's boundaries. 4 = Agency was in existence, but not reported on previous year's CCD agency universe, and is now being added. 5 = Agency has undergone a significant change in geographical boundaries or instructional responsibility. 6 = Agency is temporarily closed and may reopen within three years. 7 = Agency is scheduled to be operational within two years. |
| GSLO02 | 0285 | 0286 | 2 | AN | Agency low grade offered. If grade span data were not reported, this field was calculated from the low grade spans of the associated schools on the CCD School Universe file. |
| GSHI02 | 0287 | 0288 | 2 | AN | Agency high grade offered. If grade span data were not reported, this field was calculated from the high grade spans of the associated schools on the CCD School Universe file. When combined, GSLO02 and GSHI02 are the Grade Span of the school. |
| AGCHRT02 | 0289 | 0289 | 1 | AN | Agency charter. Code indicating charter schools served: 1 = All associated schools are charter schools. 2 = All associated schools are charter and non-charter schools. 3 = All associated schools are non-charter schools. |
| SCH02 | 0290 | 0294 | 5 | N | Aggregate number of schools associated with this agency on the CCD Public School file. |
| TEACH02 | 0295 | 0301 | 7* | N | Aggregate FTE classroom teachers reported for schools associated with this agency on the CCD Public School file, reported to the nearest tenth; |

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

| Variable name | Start position | End position | Field length | Data type | Description |
|----------------------|-----------------------|---------------------|---------------------|------------------|--|
| | | | | | field includes one explicit decimal point. This is NOT necessarily the total number of teachers employed by this agency. |
| UG02 | 0302 | 0308 | 7 | N | Total students in classes or programs without standard grade designations. |
| PK1202 | 0309 | 0315 | 7 | N | Total students in classes from prekindergarten through 12th grade that are part of the public school program. |
| MEMBER02 | 0316 | 0322 | 7 | N | Calculated total student membership of the Local Education Agency: The Sum of the fields UG02 and PK1202. |
| MIGRNT02 | 0323 | 0329 | 7 | N | The number of migrant students, as defined under 34 CFR 200.40, enrolled in summer programs during the summer immediately prior to the 2002–03 school year. |
| SPECED02 | 0330 | 0336 | 7 | N | Count of all students having a written Individual Education Program (IEP) under IDEA – Part B. |
| ELL02 | 0337 | 0343 | 7 | N | The number of English Language Learner students served in appropriate programs. |
| PKTCH02 | 0344 | 0350 | 7* | N | Prekindergarten Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| KGTCH02 | 0351 | 0357 | 7* | N | Kindergarten Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| ELMTCH02 | 0358 | 0364 | 7* | N | Elementary Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| SECTCH02 | 0365 | 0371 | 7* | N | Secondary Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| UGTCH02 | 0372 | 0378 | 7* | N | Teachers of classes or programs to which students are assigned without standard grade designation. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| TOTTCH02 | 0379 | 0385 | 7* | N | Total Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| AIDES02 | 0386 | 0392 | 7* | N | Instructional Aides. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| CORSUP02 | 0393 | 0399 | 7* | N | Instructional Coordinators & Supervisors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal. |
| ELMGUI02 | 0400 | 0406 | 7* | N | Elementary Guidance Counselors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal. |
| SECGUI02 | 0407 | 0413 | 7* | N | Secondary Guidance Counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| TOTGUI02 | 0414 | 0420 | 7* | N | Total Guidance Counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |

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| Variable name | Start position | End position | Field length | Data type | Description |
|----------------------|-----------------------|---------------------|---------------------|------------------|--|
| LIBSPE02 | 0421 | 0427 | 7* | N | Librarians/Media Specialists. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| LIBSUP02 | 0428 | 0434 | 7* | N | Library/Media Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| LEAADM02 | 0435 | 0441 | 7* | N | LEA Administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| LEASUP02 | 0442 | 0448 | 7* | N | LEA Administrative Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| SCHADM02 | 0449 | 0455 | 7* | N | School Administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| SCHSUP02 | 0456 | 0462 | 7* | N | School Administrative Support Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| STUSUP02 | 0463 | 0469 | 7* | N | Student Support Services Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| OTHSUP02 | 0470 | 0476 | 7* | N | All Other Support Services Staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| TOTDPL02 | 0477 | 0482 | 6 | N | Total Diploma Recipients. Includes both regular and other diploma recipients, comparable to adding REGDIP and OTHDIP from previous year's agency file. |
| AMDPLM02 | 0483 | 0488 | 6 | N | Diploma Recipients - Amer. Indian/Alaskan Native - male. |
| AMDPLF02 | 0489 | 0494 | 6 | N | Diploma Recipients - Amer. Indian/Alaskan Native - female. |
| AMDPLU02 | 0495 | 0500 | 6 | N | Diploma Recipients - Amer. Indian/Alaskan Native - gender unknown. |
| ASDPLM02 | 0501 | 0506 | 6 | N | Diploma Recipients - Asian/Pacific Islander - male. |
| ASDPLF02 | 0507 | 0512 | 6 | N | Diploma Recipients - Asian/Pacific Islander - female. |
| ASDPLU02 | 0513 | 0518 | 6 | N | Diploma Recipients - Asian/Pacific Islander - gender unknown. |
| HIDPLM02 | 0519 | 0524 | 6 | N | Diploma Recipients - Hispanic - male. |
| HIDPLF02 | 0525 | 0530 | 6 | N | Diploma Recipients - Hispanic - female. |
| HIDPLU02 | 0531 | 0536 | 6 | N | Diploma Recipients - Hispanic - gender unknown. |
| BLDPLM02 | 0537 | 0542 | 6 | N | Diploma Recipients - Black, not Hispanic - male. |
| BLDPLF02 | 0543 | 0548 | 6 | N | Diploma Recipients - Black, not Hispanic - female. |
| BLDPLU02 | 0549 | 0554 | 6 | N | Diploma Recipients - Black, not Hispanic - gender unknown. |
| WHDPLM02 | 0555 | 0560 | 6 | N | Diploma Recipients - White, not Hispanic - male. |

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

| Variable name | Start position | End position | Field length | Data type | Description |
|----------------------|-----------------------|---------------------|---------------------|------------------|--|
| WHDPLF02 | 0561 | 0566 | 6 | N | Diploma Recipients - White, not Hispanic - female. |
| WHDPLU02 | 0567 | 0572 | 6 | N | Diploma Recipients - White, not Hispanic - gender unknown. |
| TOTOHC02 | 0573 | 0578 | 6 | N | Total Other High School Completers. Comparable to OTHCOM from previous year's agency file. |
| AMOHCM02 | 0579 | 0584 | 6 | N | Other High School Completers - Amer. Indian/Alaskan Native - male. |
| AMOHCF02 | 0585 | 0590 | 6 | N | Other High School Completers - Amer. Indian/Alaskan Native - female. |
| AMOHCU02 | 0591 | 0596 | 6 | N | Other High School Completers - Amer. Indian/Alaskan Native - gender unknown. |
| ASOHCM02 | 0597 | 0602 | 6 | N | Other High School Completers - Asian/Pacific Islander - male. |
| ASOHCF02 | 0603 | 0608 | 6 | N | Other High School Completers - Asian/Pacific Islander - female. |
| ASOHCU02 | 0609 | 0614 | 6 | N | Other High School Completers - Asian/Pacific Islander - gender unknown. |
| HIOHCM02 | 0615 | 0620 | 6 | N | Other High School Completers - Hispanic - male. |
| HIOHCF02 | 0621 | 0626 | 6 | N | Other High School Completers - Hispanic - female. |
| HIOHCU02 | 0627 | 0632 | 6 | N | Other High School Completers - Hispanic - gender unknown. |
| BLOHCM02 | 0633 | 0638 | 6 | N | Other High School Completers - Black, not Hispanic - male. |
| BLOHCF02 | 0639 | 0644 | 6 | N | Other High School Completers - Black, not Hispanic - female. |
| BLOHCU02 | 0645 | 0650 | 6 | N | Other High School Completers - Black, not Hispanic - gender unknown. |
| WHOHCM02 | 0651 | 0656 | 6 | N | Other High School Completers - White, not Hispanic - male. |
| WHOHCF02 | 0657 | 0662 | 6 | N | Other High School Completers - White, not Hispanic - female. |
| WHOHCU02 | 0663 | 0668 | 6 | N | Other High School Completers - White, not Hispanic - gender unknown. |
| IGSLO02 | 0669 | 0669 | 1 | AN | If this field contains anything other than "R," the GSLO value originally submitted was adjusted. |
| IGSHI02 | 0670 | 0670 | 1 | AN | If this field contains anything other than "R," the GSHI value originally submitted was adjusted. |
| ISCH02 | 0671 | 0671 | 1 | AN | If this field contains anything other than "T," the aggregate number of schools associated with this agency on the school universe file was adjusted. |
| ITEACH02 | 0672 | 0672 | 1 | AN | If this field contains anything other than "T," the aggregate FTE classroom teacher count reported for schools associated with this agency on the school universe file was adjusted. |
| IUG02 | 0673 | 0673 | 1 | AN | If this field contains anything other than "R," the Ungraded Student count originally submitted was adjusted. |

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| Variable name | Start position | End position | Field length | Data type | Description |
|----------------------|-----------------------|---------------------|---------------------|------------------|---|
| IPK1202 | 0674 | 0674 | 1 | AN | If this field contains anything other than “R,” the PK through 12 Student count originally submitted was adjusted. |
| IMEMB02 | 0675 | 0675 | 1 | AN | If this field contains anything other than “T,” the Total Student count (Ungraded + PK through 12) was adjusted. |
| IMIGRN02 | 0676 | 0676 | 1 | AN | If this field contains anything other than “R,” the Migrant Student count originally submitted was adjusted. |
| ISPEC02 | 0677 | 0677 | 1 | AN | If this field contains anything other than “R,” the Special Education - IEP count originally submitted was adjusted. |
| IELL02 | 0678 | 0678 | 1 | AN | If this field contains anything other than “R,” the English Language Learner Student count originally submitted was adjusted. |
| IPKTCH02 | 0679 | 0679 | 1 | AN | If this field contains anything other than “R,” the Prekindergarten Teacher count originally submitted was adjusted. |
| IKGTCH02 | 0680 | 0680 | 1 | AN | If this field contains anything other than “R,” the Kindergarten Teacher count originally submitted was adjusted. |
| IELTCH02 | 0681 | 0681 | 1 | AN | If this field contains anything other than “R,” the Elementary Teacher count originally submitted was adjusted. |
| ISETCH02 | 0682 | 0682 | 1 | AN | If this field contains anything other than “R,” the Secondary Teacher count originally submitted was adjusted. |
| IUGTCH02 | 0683 | 0683 | 1 | AN | If this field contains anything other than “R,” the Teachers of Ungraded Classes count originally submitted was adjusted. |
| ITOTCH02 | 0684 | 0684 | 1 | AN | If this field contains anything other than “R,” the Total FTE Teacher count originally submitted was adjusted. |
| IAIDES02 | 0685 | 0685 | 1 | AN | If this field contains anything other than “R,” the Instructional Aides count originally submitted was adjusted. |
| ICOSUP02 | 0686 | 0686 | 1 | AN | If this field contains anything other than “R,” the Instructional Coordinators & Supervisors count originally submitted was adjusted. |
| IELGUI02 | 0687 | 0687 | 1 | AN | If this field contains anything other than “R,” the Elementary Guidance Counselors count originally submitted was adjusted. |
| ISEGUI02 | 0688 | 0688 | 1 | AN | If this field contains anything other than “R,” the Secondary Guidance Counselors count originally submitted was adjusted. |
| ITOGUI02 | 0689 | 0689 | 1 | AN | If this field contains anything other than “R,” the Total Guidance Counselors count originally submitted was adjusted. |
| ILISPE02 | 0690 | 0690 | 1 | AN | If this field contains anything other than “R,” the Librarians/Media Specialists count originally submitted was adjusted. |
| ILISUP02 | 0691 | 0691 | 1 | AN | If this field contains anything other than “R,” the Library/Media Support Staff count originally submitted was adjusted. |

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

| Variable name | Start position | End position | Field length | Data type | Description |
|----------------------|-----------------------|---------------------|---------------------|------------------|--|
| ILEADM02 | 0692 | 0692 | 1 | AN | If this field contains anything other than “R,” the LEA Administrators count originally submitted was adjusted. |
| ILESUP02 | 0693 | 0693 | 1 | AN | If this field contains anything other than “R,” the LEA Administrative Support Staff count originally submitted was adjusted. |
| ISCADM02 | 0694 | 0694 | 1 | AN | If this field contains anything other than “R,” the School Administrative Support Staff count originally submitted was adjusted. |
| ISCSUP02 | 0695 | 0695 | 1 | AN | If this field contains anything other than “R,” the School Administrative Support Staff count originally submitted was adjusted. |
| ISTSUP02 | 0696 | 0696 | 1 | AN | If this field contains anything other than “R,” the Student Support Services Staff count originally submitted was adjusted. |
| IOTSUP02 | 0697 | 0697 | 1 | AN | If this field contains anything other than “R,” the All Other Support Services Staff count originally submitted was adjusted. |
| ITDPL02 | 0698 | 0698 | 1 | AN | If this field contains anything other than “R,” the Total Diploma Recipients count originally submitted was adjusted. |
| IAMDPM02 | 0699 | 0699 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - Amer. Indian/Alaskan Native - male count originally submitted was adjusted. |
| IAMDPF02 | 0700 | 0700 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - Amer. Indian/Alaskan Native - female count originally submitted was adjusted. |
| IAMDPU02 | 0701 | 0701 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - Amer. Indian/Alaskan Native - gender unknown count originally submitted was adjusted. |
| IASDPM02 | 0702 | 0702 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - Asian/Pacific Islander - male count originally submitted was adjusted. |
| IASDPF02 | 0703 | 0703 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - Asian/Pacific Islander - female count originally submitted was adjusted. |
| IASDPU02 | 0704 | 0704 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - Asian/Pacific Islander - gender unknown count originally submitted was adjusted. |
| IHIDPM02 | 0705 | 0705 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - Hispanic - male count originally submitted was adjusted. |
| IHIDPF02 | 0706 | 0706 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - Hispanic - female count originally submitted was adjusted. |
| IHIDPU02 | 0707 | 0707 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - Hispanic - gender unknown count originally submitted was adjusted. |
| IBLDPM02 | 0708 | 0708 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - Black, not Hispanic - male count originally submitted was adjusted. |

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

| Variable name | Start position | End position | Field length | Data type | Description |
|----------------------|-----------------------|---------------------|---------------------|------------------|--|
| IBLDPF02 | 0709 | 0709 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - Black, not Hispanic - female count originally submitted was adjusted. |
| IBLDPU02 | 0710 | 0710 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - Black, not Hispanic - gender unknown count originally submitted was adjusted. |
| IWHDPM02 | 0711 | 0711 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - White, not Hispanic - male count originally submitted was adjusted. |
| IWHDPF02 | 0712 | 0712 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - White, not Hispanic - female count originally submitted was adjusted. |
| IWHDPU02 | 0713 | 0713 | 1 | AN | If this field contains anything other than “R,” the Diploma Recipients - White, not Hispanic - gender unknown count originally submitted was adjusted. |
| ITOHC02 | 0714 | 0714 | 1 | AN | If this field contains anything other than “R,” the Total Other High School Completers count originally submitted was adjusted. |
| IAMOCM02 | 0715 | 0715 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - Amer. Indian/Alaskan Native - male count originally submitted was adjusted. |
| IAMOCF02 | 0716 | 0716 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - Amer. Indian/Alaskan Native - female count originally submitted was adjusted. |
| IAMOCU02 | 0717 | 0717 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - Amer. Indian/Alaskan Native - gender unknown count originally submitted was adjusted. |
| IASOCM02 | 0718 | 0718 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - Asian/Pacific Islander - male count originally submitted was adjusted. |
| IASOCF02 | 0719 | 0719 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - Asian/Pacific Islander - female count originally submitted was adjusted. |
| IASOCU02 | 0720 | 0720 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - Asian/Pacific Islander - gender unknown count originally submitted was adjusted. |
| IHIOCM02 | 0721 | 0721 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - Hispanic - male count originally submitted was adjusted. |
| IHIOCF02 | 0722 | 0722 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - Hispanic - female count originally submitted was adjusted. |
| IHIOCU02 | 0723 | 0723 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - Hispanic - gender unknown count originally submitted was adjusted. |

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

| Variable name | Start position | End position | Field length | Data type | Description |
|----------------------|-----------------------|---------------------|---------------------|------------------|--|
| IBLOCM02 | 0724 | 0724 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - Black, not Hispanic - male count originally submitted was adjusted. |
| IBLOCF02 | 0725 | 0725 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - Black, not Hispanic - female count originally submitted was adjusted. |
| IBLOCU02 | 0726 | 0726 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - Black, not Hispanic - gender unknown count originally submitted was adjusted. |
| IWHOCM02 | 0727 | 0727 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - White, not Hispanic - male count originally submitted was adjusted. |
| IWHOCF02 | 0728 | 0728 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - White, not Hispanic - female count originally submitted was adjusted. |
| IWHOCU02 | 0729 | 0729 | 1 | AN | If this field contains anything other than “R,” the Other High School Completers - White, not Hispanic - gender unknown count originally submitted was adjusted. |

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

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

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

| Variable | Label | Minimum | Maximum | Mean | -1 | -2 |
|----------|---|---------|-------------|---------|-------|-------|
| SCH02 | Number Of Schools (School Univ) | 0.0 | 1,532.0 | 5.6 | 0 | 359 |
| TEACH02 | Total Classroom Teachers (School Univ) | 0.0 | 42,369.0 | 175.5 | 1,651 | 1,436 |
| UG02 | Total Ungraded Students | 0.0 | 80,886.0 | 37.5 | 13 | 5,285 |
| PK1202 | Total PK thru 12 Students | 0.0 | 996,495.0 | 3,000.9 | 18 | 1,602 |
| MEMBER02 | Total Calculated Students | 0.0 | 1,077,381.0 | 3,020.5 | 19 | 1,551 |
| MIGRNT02 | Migrant Students | 0.0 | 7,064.0 | 29.6 | 5,056 | 4,071 |
| SPECED02 | Count Of Special Ed IEP Students | 0.0 | 144,040.0 | 409.2 | 132 | 1,666 |
| ELL02 | English Language Learner Students | 0.0 | 320,594.0 | 293.1 | 1,519 | 2,205 |
| PKTCH02 | Prekindergarten Teachers | 0.0 | 926.0 | 2.3 | 5,164 | 463 |
| KG TCH02 | Kindergarten Teachers | 0.0 | 4,482.5 | 10.4 | 3,366 | 532 |
| ELMTCH02 | Elementary Teachers | 0.0 | 32,236.0 | 93.3 | 1,247 | 705 |
| SECTCH02 | Secondary Teachers | 0.0 | 19,507.9 | 71.1 | 1,248 | 1,007 |
| UGTCH02 | Teachers Of Ungraded Classes | 0.0 | 10,017.6 | 19.2 | 3,072 | 2,783 |
| TOTTCH02 | Total Fte Teachers | 0.0 | 65,803.2 | 185.5 | 554 | 670 |
| AIDES02 | Instructional Aides | 0.0 | 14,154.5 | 40.9 | 1,723 | 655 |
| CORSUP02 | Instructional Coordinators/Supervisors | 0.0 | 1,047.8 | 3.0 | 1,266 | 1,065 |
| ELMGUI02 | Elementary Guidance Counselors | 0.0 | 1,081.7 | 2.7 | 1,731 | 995 |
| SECGUI02 | Secondary Guidance Counselors | 0.0 | 1,769.2 | 3.8 | 1,249 | 1,008 |
| TOTGUI02 | Total Guidance | 0.0 | 2,851.0 | 6.3 | 752 | 921 |
| LIBSPE02 | Librarians/Media Specialists | 0.0 | 1,050.0 | 3.5 | 817 | 913 |
| LIBSUP02 | Library Media Support Staff | 0.0 | 332.3 | 2.7 | 5,046 | 1,246 |
| LEAADM02 | Lea Administrators | 0.0 | 1,571.0 | 4.0 | 793 | 865 |
| LEASUP02 | Lea Administrators Support Staff | 0.0 | 5,818.0 | 11.8 | 3,543 | 756 |
| SCHADM02 | School Administrators | 0.0 | 3,386.1 | 10.0 | 932 | 707 |
| SCHSUP02 | School Administrators Support Staff | 0.0 | 4,389.0 | 17.6 | 3,796 | 1,256 |
| STUSUP02 | Student Support Services Staff | 0.0 | 3,838.0 | 12.0 | 1,150 | 1,017 |
| OTHSUP02 | All Other Support Staff | 0.0 | 43,139.5 | 79.0 | 2,342 | 578 |
| TOTDPL02 | Diploma Recip (Total) | 0.0 | 37,915.0 | 218.7 | 209 | 5,405 |
| AMDPLM02 | Diploma Recip (Amer Ind/AK Nat-Male) | 0.0 | 340.0 | 1.1 | 558 | 5,405 |
| AMDPLF02 | Diploma Recip (Amer Ind/AK Nat-Female) | 0.0 | 375.0 | 1.2 | 558 | 5,405 |
| AMDPLU02 | Diploma Recip (Amer Ind/AK Nat-Unknown) | 0.0 | 0.0 | 0.0 | 558 | 5,407 |
| ASDPLM02 | Diploma Recip (Asian/Pac Isl-Male) | 0.0 | 3,903.0 | 5.5 | 560 | 5,405 |
| ASDPLF02 | Diploma Recip (Asian/Pac Isl-Female) | 0.0 | 3,868.0 | 5.6 | 560 | 5,405 |
| ASDPLU02 | Diploma Recip (Asian/Pac Isl-Unknown) | 0.0 | 823.0 | 0.1 | 558 | 5,407 |
| HIDPLM02 | Diploma Recip (Hispanic-Male) | 0.0 | 13,894.0 | 13.7 | 558 | 5,405 |

Rounds to zero.

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

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

Rounds to zero.

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

Agency Type Code

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

Metro/Micro Code

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

Metro Status Code

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

Imputation Flags:

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

Agency Locale Code

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

Operational Status Code

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

Imputation Flags:

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

Agency Low Grade Offered

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

Imputation Flags:

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

Agency High Grade Offered

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

Agency Charter Code

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

Imputation Flags:

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

Agency Low Grade Offered Adj Flag

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

Agency High Grade Offered Adj Flag

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

Number Of Schools Adj Flag

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

Number Of Teachers Adj Flag

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

Imputation Flags:

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

Ungraded Students Adj Flag

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

PK Thru 12 Adj Flag

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

Students Adj Flag

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

Migrant Students Adj Flag

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

Imputation Flags:

- 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

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

Special Ed Iep Students Adj Flag

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

English Lang Learner Students Adj Flag

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

Prekindergarten Teachers Adj Flag

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

Imputation Flags:

- 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

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

Kindergarten Teachers Adj Flag

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

Elementary Teachers Adj Flag

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

Secondary Teachers Adj Flag

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

Imputation Flags:

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

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

Ungraded Teachers Adj Flag

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

Total FTE Teachers Adj Flag

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

Instructional Aides Adj Flag

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

Imputation Flags:

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

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

Instruct Coordinators/Super Adj Flag

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

Elementary Guidance Counselor Adj Flag

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

Secondary Guidance Counselor Adj Flag

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

Imputation Flags:

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

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

Total Guidance Counselor Adj Flag

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

Librarian/Media Specialist Adj Flag

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

Library Media Support Staff Adj Flag

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

Imputation Flags:

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

Lea Administrator Adj Flag

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

Lea Admin Support Staff Adj Flag

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

School Admin Adj Flag

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

Imputation Flags:

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

School Admin Support Staff Adj Flag

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

Student Support Serv Staff Adj Flag

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

All Other Support Staff Adj Flag

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

Imputation Flags:

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

Dipl Recip (Total) Adj Flag

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

Dipl Recip Amer Ind/AK Nat-Male Adj Flag

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

Dipl Recip Amer Ind/AK Nat-Fem Adj Flag

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

Imputation Flags:

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

Dipl Recip Amer Ind/AK Nat-Unk Adj Flag

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

Dipl Recip Asian/Pac Isl-Male Adj Flag

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

Dipl Recip Asian/Pac Isl-Fem Adj Flag

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

Dipl Recip Asian/Pac Isl-Unk Adj Flag

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

Imputation Flags:

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

Dipl Recip Hispanic-Male Adj Flag

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

Dipl Recip Hispanic-Female Adj Flag

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

Dipl Recip Hispanic-Unknown Adj Flag

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

Dipl Recip Black-Male Adj Flag

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

Imputation Flags:

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

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

Dipl Recip Black-Female Adj Flag

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

Dipl Recip Black-Unknown Adj Flag

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

Dipl Recip White-Male Adj Flag

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

Dipl Recip White-Female Adj Flag

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

Imputation Flags:

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

Dipl Recip White-Unknown Adj Flag

| IWHDP02 | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------|-----------|---------|-------------------------|-----------------------|
| A | 6858 | 38.61 | 6858 | 38.61 |
| N | 359 | 2.02 | 7217 | 40.63 |
| R | 10544 | 59.37 | 17761 | 100.00 |

Oth HS Completers (Total) Adj Flag

| ITOHC02 | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---------|-----------|---------|-------------------------|-----------------------|
| A | 8808 | 49.59 | 8808 | 49.59 |
| N | 359 | 2.02 | 9167 | 51.61 |
| R | 8594 | 48.39 | 17761 | 100.00 |

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

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

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

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

Imputation Flags:

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

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

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

Oth HS Compl Asian/Pac Isl-Male Adj Flag

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

Oth HS Compl Asian/Pac Isl-Fem Adj Flag

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

Oth HS Compl Asian/Pac Isl-Unk Adj Flag

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

Imputation Flags:

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

Oth HS Compl Hispanic-Male Adj Flag

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

Oth HS Compl Hispanic-Female Adj Flag

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

Oth HS Compl Hispanic-Unknown Adj Flag

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

Oth HS Compl Black-Male Adj Flag

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

Imputation Flags:

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

Oth HS Compl Black-Female Adj Flag

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

Oth HS Compl Black-Unknown Adj Flag

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

Oth HS Compl White-Male Adj Flag

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

Oth HS Compl White-Female Adj Flag

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

Imputation Flags:

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

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

Oth HS Compl White-Unknown Adj Flag

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

Imputation Flags:

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

Common Core of Data, 2002–03

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

Alternative Education School

A public elementary/secondary school that addresses needs of students which typically cannot be met in a regular school; provides nontraditional education; serves as an adjunct to a regular school; and falls outside of the categories of regular, special education, or vocational education.

American Indian/Alaskan Native

A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Asian/Pacific Islander

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Black

A person having origins in any of the black racial groups of Africa.

Boundary Change

See “Operational Status, Agency” for definition. Name of term was changed to “Operational Status, Agency,” after 1997–98.

Charter School

A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school. Item was first collected in 1998–99.

Classroom Teacher

See “Teacher.”

Consolidated Statistical Area (CSA)

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

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

Core Based Statistical Area (CBSA)

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

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

Diploma, High School

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

Diploma Recipient

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

District Locale Code

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

Dropout

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

Education Agency

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

Elementary

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

English Language Learner (ELL)

“English Language Learner (ELL)” was formerly referred to as “Limited English Proficient (LEP).” Students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than

APPENDIX C—Glossary

Common Core of Data, 2002–03

English. Also Limited-English-Proficient students are individuals who were not born in the United States or whose native language is a language other than English; or individuals who come from environments where a language other than English is dominant; or individuals who are American Indians and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language, to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. Item was first collected in 1998–99.

Federally-Operated Education Agency

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

Free Lunch Program

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

Full-time Equivalency (FTE)

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

General Education Development (GED) Test

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

Grade Span Offered

The span of grades intended to be served by this school or agency, whether or not there are students currently enrolled in all grades. If a high school also has a prekindergarten program, the grade span of the high school is reported as a high school, not as a PK–12 school. For example, if a school has PK, 09, 10, 11, and 12 grades, the grade span will be reported as Grades 9 through 12 (0912). Also, the ungraded designation (UG) cannot be used in a grade span unless the whole school is ungraded students, and in this case the grade span is reported as UGUG. “Grade span” was calculated from school membership through 1997–98, and first collected as a separate item in 1998–99.

Graduate, High School

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

Guidance Counselor/Director

Professional staff assigned specific duties and school time for any of the following activities in an elementary or secondary setting: Counseling with students and parents; consulting with other staff members on learning problems; evaluating student abilities; assisting students in making educational and career choices; assisting students in personal and social development; providing referral assistance; and/or working with other staff members in planning and conducting guidance programs for students. The state applies its own standards in apportioning the aggregate of guidance counselors/ directors into the elementary and secondary level components.

APPENDIX C—Glossary

Common Core of Data, 2002–03

Head Start Program

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

High School Completion Count

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

High School Equivalency Certificate

A formal document certifying that an individual met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination, and meeting other performance requirements (if any) set by a state education agency or other appropriate body.

High School Equivalency Recipient

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

High School Graduate, Regular Day School

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

High School Graduate, Other Programs

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

Hispanic

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Individualized Educational Program (IEP)

A written instructional plan for students with disabilities designated as special education students under IDEA-Part B. The written instructional plan includes a statement of present levels of educational performance of a child; statement of annual goals, including short-term instructional objectives; statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs; the projected date for initiation and anticipated duration of services; the appropriate objectives, criteria and evaluation procedures; and the schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

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Instructional Aide

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

Instructional Coordinators and Supervisors

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

Kindergarten

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

Large City

A principal city of a CSA or CBSA, with the city having a population greater than or equal to 250,000. (See also “Locale Code.”) Prior to 1994–95, “Large City” was defined as a principal city of a metropolitan area with a population of 400,000 or more, or a population density of at least 6,000 people per square mile.

Large Town

An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.

Latitude

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

Local Education Agency (LEA) Administrative Support Staff

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

LEA Administrator

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

Librarian

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

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Library and Media Support Staff

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

Limited-English Proficient (LEP)

See “English Language Learner (ELL).”

Locale Code

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

Longitude

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

Magnet School or Program

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

Media Specialist

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

Membership

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

Metropolitan Status (Metro Status)

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

Metropolitan Statistical Area (MSA)

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

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Micropolitan Statistical Area

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

Mid-size City

A principal city of a Metropolitan CBSA, with the city having a population less than 250,000. (See also “Locale Code.”) Prior to 1994–95, term was defined as a central city of a metropolitan area with a population less than 400,000 and a population density less than 6,000 people per square mile.

Migrant Student

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

Officials and Administrators

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

Operational Status, Agency

Classification of changes in an education agency’s boundaries or jurisdiction. Classifications include no change; closed with no effect on another agency’s boundaries; new agency with no effect on another agency’s boundaries; added; significant change in geographical boundaries or instructional responsibility; temporarily closed and may reopen within 3 years; scheduled to be operational within two years. Prior to 1998–99 the term “Boundary Change” was used.

Operational Status, School

Classification of the operational condition of a school. Classifications include currently operational; closed; new; added; changed agency; temporarily closed and may reopen within three years; scheduled to be operational within 2 years.

Other Diploma Recipient

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

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Other High School Completer

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

Other Support Staff

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

Prekindergarten Student

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

Prekindergarten Teacher

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

Principal City

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

Public School

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

Reduced-Price Lunch Student

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

Regional Education Service Agency

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

Regular Diploma Recipient

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

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

Regular School

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

Rural

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

Rural, inside CBSA

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

Rural, outside CBSA

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

School Administrative Support Staff

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

School Administrator

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

School District

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

Secondary

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

Small Town

An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.(See also “Locale Code.”)

Special Education School

A public elementary/secondary school that focuses primarily on special education; including instruction for any of the following: autism, deaf-blindness, developmental delay, hearing impairment, mental retardation, multiple

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

State Education Agency (SEA)

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

State-Operated Agency

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

Student

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

Student Support Services Staff

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

Supervisory Union

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

Teacher

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

Title I Eligible School

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

Title I School-wide Program

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

Ungraded Student

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

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Urban Fringe

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

Urban Fringe of a Large City

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

Urban Fringe of a Mid-size City

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

Urbanized Area

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

Vocational Education School

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

White

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

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

This appendix provides comments for data users for individual states on the school and agency files including information on when the data files were submitted by each state. Counts are based on open (status 1, 3, 4, 5) units only. Sch = School File, Agn = Agency File.

Alabama

Date Received: 06/19/2003

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

Alaska

Date Received: 03/11/2003

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

Arizona

Date Received: 09/05/2003

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

Arkansas

Date Received: 04/14/2003

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

California

Date Received: 07/15/2003

Anomalies: Missing Data: Agn—Prekindergarten Teachers, Teachers of Ungraded Classes, Library/Media Support Staff. Not Applicable Data: Sch—Prekindergarten Students; Agn—Other High School Completers. Comments: Free Lunch Eligible counts represent

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

Colorado

Date Received: 10/01/2003

Anomalies: Comments: Colorado reports teachers that teach in more than one school in school records called ‘More than one school’. Teachers reported in those schools were then apportioned to all schools in the district.

Connecticut

Date Received: 06/20/2003

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

Delaware

Date Received: 05/19/2003

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

District of Columbia

Date Received: 08/18/2003

Anomalies: Missing Data: Sch—Classroom teachers.

Florida

Date Received: 03/17/2003

Anomalies: Missing Data: Sch—Magnet School. Not Applicable Data: Sch—Ungraded Students; Agn—Ungraded Students. Comments: Magnet schools are on the file but indistinguishable from other schools. Staff data for Charter schools were not available. Beginning with 1998–99, teachers of adult students were not included in the classroom teacher count.

Georgia

Date Received: 03/14/2003

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

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

Hawaii

Date Received: 07/10/2003

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

Idaho

Date Received: 04/18/2003

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

Illinois

Date Received: 09/25/2003

Anomalies: Missing Data: Sch—Migrant Students (4271/4402 missing records); Agn—Instructional Aides, Library\Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, and All Other Support Staff. Not Applicable Data: Agn—Other High School Completers.

Indiana

Date Received: 05/28/2003

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

Iowa

Date Received: 04/16/2003

Anomalies: None.

Kansas

Date Received: 03/27/2003

Anomalies: Not Applicable Data: Agn—Other High School Completers. Comments: At the state level, only pre-school programs for special education are recognized as Prekindergarten. The pre-school programs operated by some schools are considered private

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daycare and are licensed by a state social services agency and are not reported. Student counts are from September 20. Enrollments on the school universe will not match the agency enrollment as several thousand pupils (counted in their home agency) attend a school outside their home agency through tuition or a cooperative agreement. Many are special education or at-risk children. School and Agency Migrant data may be undercounted due to the implementation of a new web collection instrument for these data.

Kentucky

Date Received: 04/25/2003

Anomalies: Missing Data: Sch—Prekindergarten Students . Comments:

Kentucky’s Primary program includes students in the traditional First–Third grade. The state prorated these students into grades 1–3 for the CCD. Kentucky also collects an “Other” race category which was prorated into the 5 CCD race categories.

Prekindergarten students are only collected at the district level and not by school. Due to new legislation that requires every school to have a school media librarian, the number of Librarians changed. English Language Learner students are from the previous school year (2001–02). Diploma Recipients and Other High School Completers by race and gender were prorated by Kentucky based upon the percentages in grade 12. Prior to 2001–02, the Ungraded field on the agency universe file may have included Pre-school, Headstart, and Primary students, all of which are now reported in the PK–12 field.

Louisiana

Date Received: 09/5/2003

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

Maine

Date Received: 06/19/2003

Anomalies: Missing Data: Sch—Migrant Students; Agn—Prekindergarten Teachers, Kindergarten Teachers, Teachers of Ungraded Classes, LEA Administrative Support Staff, School Administrative Support Staff. Not Applicable Data: Agn—None. Comments: Enrollment counts on the agency file are resident pupils that include pupils tuitioned to other schools/districts. Prior to 1999–2000, Maine reported attending pupils (including pupils received by other school districts) and not those tuitioned out to other districts.

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Maryland

Date Received: 03/31/2003

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

Massachusetts

Date Received: 09/26/2003

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

Michigan

Date Received: 09/29/2003

Anomalies: Missing Data: Sch—Migrant Students; Agn—Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Elementary Guidance Counselors, Secondary Guidance Counselors. Comments: Only flags for Title I schools that were school-wide were available. Prior to 2000–01, IEP counts only included students in self-contained special education classes.

Minnesota

Date Received: 04/02/2003

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

Mississippi

Date Received: 07/16/2003

Anomalies: None.

Missouri

Date Received: 07/14/2003

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

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Montana

Date Received: 04/29/2003

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

Nebraska

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

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

Nevada

Date Received: Sch – 07/10/2003; Agn – 09/02/2003

Anomalies: None.

New Hampshire

Date Received: 04/01/2003

Anomalies: Missing Data: Agn—Migrant Students, Regular diplomas by race/ethnicity and gender; Other High School Completers (76/257 missing records), Teachers of Ungraded Classes, Instructional Coordinators and Supervisors, Student Support Services Staff. Comments: Preschool programs are independent of the school district. School Administrative Units only have LEA Administrators and All Other Support Staff. Rivendell Interstate School District, which consists of the towns of Orford (NH), Fairlee (VT), West Fairlee (VT), and Vershire (VT), was reported as a Vermont District.

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New Jersey

Date Received: 03/17/2003

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

New Mexico

Date Received: 03/20/2003

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

New York

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

Anomalies: Missing Data: Sch—School-wide Title I School (2716/4904 missing records), Migrant Students (4470/4904 missing records); Agn—Migrant Students. Comments: In previous years, New York reported “IEP Diplomas” in the Other Diploma Recipients category. IEP diplomas are now reported in the Other High School Completers category. Gradespan offered was calculated for each school and agency record based upon the lowest and highest student by grade fields with counts greater than zero. For the 2002–03 CCD, the following staff fields were imputed for the New York City School District record in New York: PKTCH, KGTC, ELMTCH, SECTCH, UGTCH, TOTTC, CORSUP, LIBSPE, LEAADM, and SCHSUP.

North Carolina

Date Received: 03/17/2003

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

North Dakota

Date Received: 04/09/2003

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

Ohio

Date Received: 09/16/2003

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

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Oklahoma

Date Received: 06/10/2003

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

Oregon

Date Received: 06/10/2003

Anomalies: None.

Pennsylvania

Date Received: 06/26/2003

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

Rhode Island

Date Received: 03/17/2003

Anomalies: Missing Data: Sch—Migrant Students, Classroom Teachers; Agn—Migrant Students, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Total Teachers, Instructional Aides, Instructional Coordinators and Supervisors, Elementary Guidance Counselors, Secondary Guidance Counselors, Total Guidance Counselors, Librarians/Media Specialists, Library/Media Support Staff, LEA Administrators, LEA Administrative Support Staff, School Administrators, School Administrative Support Staff, Student Support Services Staff, All Other Support Staff. Not Applicable Data: Sch—Ungraded Students; Agn—Ungraded Students, Teachers of Ungraded Classes.

South Carolina

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

Anomalies: Missing Data: Agn—LEA Administrative Support Staff, School Administrative Support Staff, Other High School Completer by race/ethnicity. Comments: Starting in 2000–01, South Carolina used a different state data collection source to provide student demographic data for the CCD. The previous source was no longer available.

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

South Dakota

Date Received: 03/17/2003

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

Tennessee

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

Anomalies: Missing Data: Sch—Prekindergarten Students Classroom Teachers, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Students, Migrant Students, Students by race, by gender; Agn—English Language Learner Students, Migrant Students, Instructional Coordinators and Supervisors, Library/Media Support Staff, LEA Administrative Support Staff, Student Support Services Staff, Regular Diplomas by race/ethnicity, Other High School Completers by race/ethnicity. Comments: Tennessee is in the process of redesigning its data collections database, and due to this change the racial breakdown of students and number of teachers at the school level were not available.

Texas

Date Received: 05/02/2003

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

Utah

Date Received: 04/09/2003

Anomalies: Missing Data: Agn—Regular Diplomas by race/ethnicity, Other High School Completers by race/ethnicity. Comments: Students in Applied Tech Centers (ATCs) are reported in membership with the high schools. Prekindergarten data on the school file represent headstart students and students in other prekindergarten programs, excluding special education prekindergarten students with an IEP. The Agency file, however, includes special education prekindergarten students in the membership counts.

Vermont

Date Received: 03/17/2003

Anomalies: Comments: Schools with “SU” in the State ID field may not have students or teachers reported any particular year; this depends on whether they operate an area program (usually special education students). Schools with “VC” in the State ID fields are technical/vocational centers whose teachers and students are counted at the regular high

APPENDIX D—State Notes

Common Core of Data, 2002–03

schools. Rivendell Interstate School District, which consists of the towns of Orford (NH), Fairlee (VT), West Fairlee (VT), and Vershire (VT), was reported as a Vermont District.

Virginia

Date Received: Sch—03/07/2003; Agn—02/28/2003

Anomalies: Missing Data: Agn—Teachers of Ungraded Classes, School Administrators. Comments: Prior to 2002–03, staff data were 1 year behind, however, starting with 2002–03, these data now reflect the correct year. Prior to 2000–01, ungraded students included special education and alternative education students in self-contained classes. Ungraded students now only include students above grade 8 who have failed Virginia’s Literacy Passport Test.

Washington

Date Received: 07/14/2003

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

West Virginia

Date Received: 03/17/2003

Anomalies: Missing Data: Agn—Migrant Students.

Wisconsin

Date Received: 08/04/2003

Anomalies: Missing Data: Sch—Free Lunch Eligible Students, Reduced-price Lunch Eligible Students; Agn—Other High School Completers (399/457 missing records). Comments: Total FTE Teachers and Guidance Counselors may not equal totals derived by summing the individual counts of elementary and secondary FTE Teachers and Guidance Counselors because some districts did not identify the grade level for these categories. English Language Learner data are for the prior school year.

Wyoming

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

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

Bureau of Indian Affairs

Date Received: 09/23/2003

Anomalies: Missing Data: Sch— Prekindergarten Students Classroom Teachers, Students by gender, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Students, Migrant Students (188/189

APPENDIX D—State Notes

Common Core of Data, 2002–03

missing records); Agn—IEP Students (22/23 missing records), English Language Learner Students, Migrant Students, Diploma Recipients (22/23 missing records), Other High School Completers, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Total Teachers, Instructional Aides, Instructional Coordinators and Supervisors, Elementary Guidance Counselors, Secondary Guidance Counselors, Total Guidance Counselors, Librarians/Media Specialists, Library/Media Support Staff, LEA Administrators, LEA Administrative Support Staff, School Administrators, School Administrative Support Staff, Student Support Services Staff, All Other Support Staff. Not Applicable Data: Sch—Ungraded Students; Agn—Ungraded Students, Other High School Completers. Comments: Only student counts by grade for each school were reported. The count of students by agency was calculated by summing the total students for each of the associated schools on the school file.

Department of Defense Dependents (overseas) Schools

Date Received: 03/26/2003

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

Department of Defense Dependents (domestic) Schools

Date Received: 03/26/2003

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

American Samoa

Date Received: 03/07/2003

Anomalies: Missing Data: Sch—Migrant Students; Agn—Migrant Students, Regular Diplomas by Gender. Not Applicable Data: Agn—Other High School Completers.

Guam

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

APPENDIX D—State Notes

Common Core of Data, 2002–03

Anomalies: Missing Data: Sch—Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced-price Lunch Eligible Students, Migrant Students, Classroom teachers, Students by grade, race, and by gender; Agn—PK–12 Students, Ungraded Students, English Language Learner Students, Migrant Students, IEP Students, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Total Teachers, Instructional Aides, Instructional Coordinators and Supervisors, Elementary Guidance Counselors, Secondary Guidance Counselors, Total Guidance Counselors, Librarians/Media Specialists, Library/Media Support Staff, LEA Administrators, LEA Administrative Support Staff, School Administrators, School Administrative Support Staff, Student Support Services Staff, All Other Support Staff, Diploma Recipients. Not Applicable Data: Sch—Ungraded Students Agn—Other High School Completers. Comments: No 2002–03 CCD data were reported from Guam, therefore, Guam’s universe and directory values were pulled forward from the prior year. All other fields were filled with Missing.

Northern Marianas

Date Received: 03/12/2003

Anomalies: Missing Data: Sch—Student membership by race/ethnicity and gender Agn—English Language Learner Students, Librarians/Media Specialists, Regular Diplomas by gender. Not Applicable Data: Agn—Other High School Completers.

Puerto Rico

Date Received: 05/05/2003

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

Virgin Islands

Date Received: 03/14/2003

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

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

National Center for Education Statistics
 Education Agency Universe Survey

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

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

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

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

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

High school completers (previous year):

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

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

APPENDIX E—Agency Universe Shuttle

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

Dropouts (previous year):

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