

Part E. CCD Public Elementary/Secondary School Universe Survey

E.1. Discussion of Items

No changes are proposed for the Public Elementary/Secondary School Universe Survey (Public School Survey). The survey items that are discussed below are included in the Record Layout that follows the discussion. Detailed definitions of the items collected are included in the Glossary, appendix D.

Directory Information. The respondent reports the following directory items.

- NCES Education Agency ID code
- State Education Agency ID code
- NCES School ID code
- State School ID code
- Name of Education Agency
- Name of School
- Telephone Number of School
- Mailing Address of School (Street, City, State Postal Abbreviation, ZIP Code)
- Physical Location of School (Street, City, State Postal Abbreviation, ZIP Code)

In order to link schools and agencies within a state, each school must have an associated LEA. The NCES School ID consists of the 7-digit Agency ID and 5 additional digits that provide a unique identifier. The state's School ID is reported as a link with the NCES ID code, because some states do not retain these on their records, and to make the files more easily usable by the public.

Small and rural schools may receive their mail at a post office box, often in a neighboring town. For this reason, both mailing address and physical location address are critical. Geo-coding that NCES adds to the file—latitude/longitude and locale code—are based on a school's physical location.

Classification Items. Eight existing, and one proposed, items make it possible to classify schools for sampling purposes, to conduct analyses by school type, and to produce descriptive information about public schools. These items are the following.

- School Type Code
- Operational Status Code
- Grade Span Offered—Lowest
- Grade Span Offered—Highest
- Title I Eligible School
- Title I School-wide School
- Magnet School
- Charter School
- Shared-time School

School type identifies whether a school is a regular school; a school that focuses primarily on special education; a school that focuses primarily on vocational education; or an alternative school that addresses the needs of students whose needs typically cannot be met in a regular school program. Note that a regular school may offer special education services and vocational programs in addition to a regular academic curriculum.

Operational status code describes a school's status in comparison with what was reported in the previous year. A school can be open; closed since the previous year; new; added (open but not reported last year); changed agency (affiliated with a different LEA); inactive (closed with plans to reopen within 3 years); or future (scheduled to be operational within 2 years).

Highest and lowest grades offered determine the school's grade span. Small or new schools may not have students in every grade every year.

Title I eligible schools are those designated under state and Federal regulations as eligible to participate in authorized programs. Title I school-wide schools are the subset of Title I eligible schools in which all students are designated as eligible for participation. Both items consist of a "yes-no" flag associated with the school.

Magnet schools are schools offering a special program that is intended to attract students of different racial/ethnic backgrounds for the purpose of reducing or eliminating racial isolation, or that provide an academic or social focus on a particular program, for example, performing arts. Magnet school status is indicated with a "yes-no" flag.

Charter schools are public schools that operate under a specific charter granted by the state legislature or other appropriate authority. Charter school status is indicated with a "yes-no" flag.

Shared-time status is indicated for schools. A shared-time school is one that students attend on a part-day basis while they are enrolled in a different "home" school. An example would be a regional vocation center that students from several high schools attend for part of the day. The item will be a "yes-no" flag.

The CCD requires students to be reported in only one school, in order to eliminate duplicate counts. The shared-time flag indicates whether a school reporting no students in membership is providing education services or not.

Classroom Teacher Count. The only staff item collected on the CCD Public School Survey is a total FTE count of teachers for classes in the school.

Students. The Public School Survey collects counts of students in each of grades prekindergarten through 12 and ungraded by gender within racial/ethnic category. This information is used for descriptive, sampling, and analytical purposes.

Program Participants. Four items collect counts of students. These items are the following.

- Students Eligible for Free Lunch
- Students Eligible for Reduced-price Lunch
- Total of Students Eligible for Free and Reduced-price Lunch
- Migrant Students Enrolled in the previous year

Free or reduced-price lunch status is the best available proxy for socioeconomic status. These items are included for descriptive and sampling purposes. Some states cannot report free lunch and reduced-price lunch counts separately. The optional item "Total of Students Eligible for Free and Reduced-price Lunch" is included for the convenience of these states.

Migrant students. This is a count of the cumulative number of migrant students enrolled in the school during the previous school year. The count is unduplicated within a school but may count students more than once when summed to the local agency or state levels. The item identifies the schools that serve migrant students. It serves descriptive and sampling purposes.

E.2. Sample Table

The sample table that follows this text give an idea of the statistical uses of the Public Elementary/Secondary School Universe survey. The data are reported annually in CCD publications and in publications such as the *Digest of Education Statistics*. The analysis consists of straightforward tabulations of number, percentages, and some ratios.

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Table 5. Number of Title I and magnet schools and percentage of students served: United States and other jurisdictions, school year 2003–04

State	Title I eligible schools		Title I schoolwide schools		Magnet schools	
	Number of	Percent of all	Number	Percent of	Number of	Percent of all
	Title I eligible schools ¹	students in these schools	of Title I schoolwide schools	students in these schools	magnet schools	students in these schools
Reporting states²	50,260	49.7	26,528	27.9	1,811	3.0
Alabama	832	53.5	655	40.6	39	2.8
Alaska	345	50.0	107	17.2	19	3.5
Arizona	1,100	53.8	653	35.0	†	†
Arkansas	824	66.3	468	34.5	7	1.0
California	5,458	60.5	2,924	36.2	457	9.3
Colorado	868	44.2	327	17.3	4	0.2
Connecticut	487	40.8	134	11.5	38	2.6
Delaware	103	46.4	58	25.4	2	1.0
District of Columbia	169	86.1	159	80.9	3	1.5
Florida	1,428	37.7	1,352	35.6	—	—
Georgia	1,079	45.2	862	34.7	59	3.6
Hawaii	205	66.7	181	59.1	†	†
Idaho	480	63.0	80	10.2	†	†
Illinois	2,344	56.3	1,014	26.6	376	13.1
Indiana	1,065	48.1	181	7.5	26	1.4
Iowa	694	37.5	128	8.2	†	†
Kansas	466	27.8	241	17.1	32	2.9
Kentucky	901	61.0	785	51.6	36	4.7
Louisiana	951	56.6	797	47.2	70	5.7
Maine	517	65.6	49	4.5	1	#
Maryland	401	21.8	320	16.9	—	—
Massachusetts	1,145	56.3	452	21.7	5	0.3
Michigan	(³)	†	(³)	†	(³)	†
Minnesota	1,005	41.2	235	8.2	62	3.2
Mississippi	688	70.2	629	63.7	6	0.5
Missouri	1,277	48.7	370	13.9	45	2.2
Montana	717	82.0	154	17.4	†	†
Nebraska	491	35.7	172	14.9	†	†
Nevada	228	38.6	96	15.1	9	1.3
New Hampshire	248	44.2	27	4.2	†	†
New Jersey	1,366	53.3	256	10.4	3	0.1
New Mexico	518	54.5	369	40.3	1	#
New York	2,820	58.7	947	21.2	31	0.7
North Carolina	1,146	39.1	888	29.3	133	7.1
North Dakota	367	58.2	63	10.4	†	†

See notes at end of table.

Table 5. Number of Title I and magnet schools and percentage of students served: United States and other jurisdictions, school year 2003–04—Continued

State	Title I eligible schools		Title I schoolwide schools		Magnet schools	
	Number of Title I eligible schools ¹	Percent of all students in these schools	Number of Title I schoolwide schools	Percent of all students in these schools	Number of magnet schools	Percent of all students in these schools
Ohio	2,659	61.8	1,000	20.9	†	†
Oklahoma	1,236	61.0	881	40.7	†	†
Oregon	586	38.5	317	21.5	6	0.2
Pennsylvania	2,135	61.9	497	14.6	35	1.3
Rhode Island	146	39.5	56	17.8	17	7.1
South Carolina	551	41.2	502	37.2	60	6.6
South Dakota	336	42.9	123	14.6	†	†
Tennessee	899	46.2	714	37.2	30	1.5
Texas	5,010	62.0	4,567	56.7	†	†
Utah	220	19.2	160	13.8	7	0.1
Vermont	210	53.2	82	22.2	†	†
Virginia	800	29.4	301	10.6	192	12.1
Washington	1,016	41.3	486	20.2	†	†
West Virginia	432	43.2	350	32.5	†	†
Wisconsin	1,097	46.0	302	14.8	†	†
Wyoming	194	41.7	57	14.6	†	†
Other jurisdictions						
DoDDS: DoDs Overseas ⁴	†	†	0	0.0	†	†
DDESS: DoDs Domestic ⁴	†	†	0	0.0	†	†
Bureau of Indian Affairs	189	100.0	189	100.0	†	†
American Samoa	†	†	0	0.0	†	†
Guam	†	†	0	0.0	†	†
Northern Marianas	†	†	0	0.0	†	†
Puerto Rico	1,501	99.2	1,397	91.5	32	1.6
Virgin Islands	35	100.0	†	†	†	†

—Not available.

†Not applicable.

#Rounds to zero.

¹Number of Title I eligible schools includes those with and without schoolwide Title I programs.

²Reporting states total includes the 50 states and the District of Columbia. It is suppressed if data were missing for 15 percent or more of all schools or agencies. State totals exclude states for which data were missing for 20 percent or more of the schools or agencies. See technical notes.

³Data were missing for more than 20 percent of schools.

⁴DoDDS and DDESS are the Department of Defense Dependent Schools (overseas) and the Department of Defense Dependent Elementary and Secondary Schools, respectively.

NOTE: Percentages are based on all schools reporting in a state. Numbers of schools include those not reporting students in membership.

SOURCE: Data reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2003–04, Version 1a.

E.3. Record Layout

The record layout that follows the sample tables indicates the size of the report when items are broken out by gender and race/ethnicity .It includes only a sample for each item, e.g., only American Indian/Alaska native rather than each race/ethnicity break-out. An asterisk by the variable name identifies items that are inserted by NCES. None of the imputation flag variables are included. (+) Fields have one explicit decimal place. (+) Fields represent sub-fields of the fields immediately preceding them. (*) Item added by NCES, not reported by state. None of the imputation flag variables are reported. Items broken out by race and ethnicity and gender (e.g., number of kindergarten students) are shown as a single entry, not as a separate entry for each of the 22 categories.

Record Layout, Common Core of Data School Universe Survey (Variables with an asterisk are supplied by NCES.)

Variable Name	Field length	Data type	Description
NCESSCH*	12	AN	ID assigned by NCES to each school.
FIPST*	2	AN	Federal Information Processing Standards, FIPS state code.
LEAID*	7	AN	ID assigned by NCES to system. NOTE: Position # 0001-0002 is the FIPS state code for the location of the school, and position # 0003-0007 is the agency code.
SCHNO*	5	AN	Unique number for each school within an LEA. NOTE: By combining LEAID with SCHNO, each school can be uniquely identified within the total file.
STID06	14	AN	State's own ID for the education agency.
SEASCH06	20	AN	State's own ID for the school.
LEANM06	60	AN	Name of the education agency that operates this school.
SCHNAM06	50	AN	Name of the school. NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation. M = when data are missing; that is, a value is expected but none was measured. N = when data are not applicable; that is, a value is neither expected nor measured.
PHONE06	10	AN	Telephone number of school. NOTE: Position # 0157-0159 is the area code, and position #0160-0166 is the exchange and number.
MSTREE06	30	AN	The mailing address of the school—may be a street address, a Post Office box number, or, if verified that there is no address beyond CITY, STATE, and ZIP, the character "N."

MCITY06	30	AN	City name of the mailing address.
MSTATE06	2	AN	Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see State FIPS codes and abbreviations used in CCD dataset).
MZIP06	5	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.

Variable Name	Field length	Data type	Description
MZIP406	4	AN	If the mailing address has been assigned the additional four-digit ZIP+4, this field contains that number; otherwise, this field is blank.
LSTREE06	30	AN	Location Address.
LCITY06	30	AN	Location City.
LSTATE06	2	AN	Location State (PO Abbreviation).
LZIP06	5	AN	Location 5 digit ZIP Code.
LZIP406	4	AN	Location +4 ZIP code.
TYPE06	1	AN	NCES code for type of school: 1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school
STATUS06	1	AN	NCES code for the school status: 1 = School was operational at the time of the last report and is currently operational. 2 = School has closed since the time of the last report. 3 = School has been opened since the time of the last report. 4 = School was operational at the time of the last report but was not on the CCD list at that time. 5 = School was listed on previous year's CCD school universe as being affiliated with a different education agency. 6 = School is temporarily closed and may reopen within 3 years. 7 = School is scheduled to be operational within 2 years.
LOCALE06*	1	AN	NCES code for location of the school relative to populous areas: 1 = <u>Large City</u> : A central city of a Core Based Statistical Area (CBSA) or Consolidated Statistical Area (CSA), with the city having a population greater than or equal to 250,000. 2 = <u>Mid-size City</u> : A central city of a CBSA or CSA, with the city having a population less than 250,000. 3 = <u>Urban Fringe of a Large City</u> : Any incorporated place, Census designated place, or non-place territory

within a CBSA or CSA of a Large City and defined as urban by the Census Bureau.

4 = Urban Fringe of a Mid-size City: Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Mid-size City and defined as urban by the Census Bureau.

Variable Name	Field length	Data type	Description
			<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 CBSA or CSA.</p> <p>6 = <u>Small Town</u>: An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CBSA or CSA.</p> <p>7 = <u>Rural, outside CBSA</u>: Any incorporated place, Census designated place, or non-place territory not within a CBSA or CSA of a Large or Mid-size City and defined as rural by the Census Bureau.</p> <p>8 = <u>Rural, inside CBSA</u>: Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large or Mid-size City and defined as rural by the Census Bureau.</p>
INOUT06*	1	AN	<p>A flag indicating whether the school's physical location is located inside or outside the city or town limits. The following codes are used:</p> <p>1 = Inside the city or town limits</p> <p>2 = Outside the city or town limits</p>
LATCOD06*	10	AN	<p>Latitude: The first 3 numbers of the code represent the number of degrees from the equator; the last 6 digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal.</p>
LONCOD06*	10	AN	<p>Longitude: The first 3 numbers of the code represent the number of degrees from the prime meridian; the last 6 digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal.</p>
CONUM06*	5	AN	<p>FIPS county number. NOTE: Position #0333-0334 is the FIPS state number, and position #0335-0337 is the FIPS number for county within state.</p>
CONAME06*	30	AN	<p>Name of county.</p>
FTE06	5†	N	<p>Total Full-Time Equivalent Classroom Teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.</p>
GSLO06	2	AN	<p>School low grade offered. The following codes are used:</p> <p>UG = Ungraded</p> <p>PK = Prekindergarten</p> <p>KG = Kindergarten</p> <p>01–12 = First through Twelfth grade</p>

00 = School had no students reported

UG and 00 each occurs only in isolation from other codes. When one of these does occur, it is both the lowest and the highest grade.

Variable Name	Field length	Data type	Description
GSHI06	2	AN	<p>School high grade offered. The following codes are used:</p> <p>UG = Ungraded</p> <p>PK = Prekindergarten</p> <p>KG = Kindergarten</p> <p>01–12 = First through Twelfth grade</p> <p>00 = School had no students reported</p> <p>UG and 00 each occurs only in isolation from other codes. When one of these does occur, it is both the lowest and the highest grade. GSLO06 and GSHI06 add up to the Grade Span of the school.</p>
LEVEL06	1	AN	<p>School Level. The following codes were calculated from the school's corresponding GSLO and GSHI values:</p> <p>1 = Primary (low graded = PK through 03; high grade = PK through 08)</p> <p>2 = Middle (low grade = 04 through 07; high grade = 04 through 09)</p> <p>3 = High (low grade = 07 through 12; high grade = 12 only)</p> <p>4 = Other (any other configuration not falling within the above three categories, including Ungraded)</p>
TITLEI06	1	AN	<p>Title I Eligible School. A Title I school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.</p> <p>1 = Yes</p> <p>2 = No</p>
STITLI06	1	AN	<p>School-wide Title I. A program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.</p> <p>1 = Yes</p> <p>2 = No</p>
MAGNET06	1	AN	<p>Magnet school. Regardless of the source of funding, a magnet school or program is a special school or program designed to attract students of different racial/ethnic background for the purpose of reducing, preventing, or eliminating racial isolation and/or to provide an academic or social focus on a particular theme.</p>

1 = Yes

2 = No

Variable Name	Field length	Data type	Description
CHARTR06	1	AN	Charter school. A school that provides free elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority.
SHARED06	1	AN	A school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate “home” school and attend the shared-time school on a part-day basis, e.g., a regional vocational center that enrolls (or serves) students from multiple home schools on a part-day basis. 1 = Yes 2 = No
FRELCH06	4	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
REDLCH06	4	N	Count of students eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.
TOTFRL06	4	N	Total of Free Lunch Eligible and Reduced-Price Lunch Eligible. The total is only available if both of the details (or the total) were reported.
MIGRNT06	4	N	Migrant students enrolled in previous year. Cumulative unduplicated (within school) number of migrant students, as defined under 34 CFR 200.40, enrolled anytime during the previous regular school year.
PK06	4	N	Total Prekindergarten students.
AMPKM06	4	N	Prekindergarten students—(by male or female, and by 5 race and ethnicity categories)
KG06	4	N	Total Kindergarten students.
AMKGM06	4	N	Kindergarten students—(by male or female and by 5 race and ethnicity categories)
G0106	4	N	Total Grade 1 Students
AM01M06	4	N	Grade 1 Students (by male or female and by 5 race and ethnicity categories)
G0205	4	N	Total Grade 2 Students.
AM02M06	4	N	Grade 2 Students—(by male or female and by 5 race and ethnicity categories)
G0306	4	N	Total Grade 3 Students.
AM03M06	4	N	Grade 3 Students—(by male or female and by 5 race or ethnicity categories)
G0406	4	N	Total Grade 4 Students.

AM04M06	4	N	Grade 4 Students (by male or female and by 5 race and ethnicity categories)
G0506	4	N	Total Grade 5 Students.

Variable Name	Field length	Data type	Description
AM05M06	4	N	Grade 5 Students (by male or female and by 5 race or ethnicity categories)
G0606	4	N	Total Grade 6 Students.
AM06M06	4	N	Grade 6 Students—(by male or female and by 5 race and ethnicity categories).
G0706	4	N	Total Grade 7 Students.
AM07M06	4	N	Grade 7 Students—(by male or female, and by 5 race and ethnicity categories)
G0806	4	N	Total Grade 8 Students.
AM08M06	4	N	Grade 8 Students—(by male or female, and by 5 race and ethnicity categories)
G0906	4	N	Total Grade 9 Students.
AM09M06	4	N	Grade 9 Students—(by male or female, and by 5 race and ethnicity)
G1006	4	N	Total Grade 10 Students.
AM10M06	4	N	Grade 10 Students—(by male or female, and by 5 race and ethnicity categories)
G1106	4	N	Total Grade 11 Students.
AM11M06	4	N	Grade 11 Students—(by male or female, and by 5 race and ethnicity categories)
G1206	4	N	Total Grade 12 Students.
AM12M06	4	N	Grade 12 Students—(by male or female, and by 5 race and ethnicity categories)
GUG06	4	N	Total Ungraded Students.
AMUGM06	4	N	Ungraded Students—(by male or female, and by 5 race and ethnicity categories)
MEMBER06	4	N	Total students, All Grades: The reported total membership of the school.
AM06	4	N	Total students, all grades—(by male or female and 5 race an ethnicity categories) If not reported, this filed is summed from component fields.
PUPTCH06*	5	N	Calculated Pupil Teacher Ratio: Total reported students divided by FTE classroom teachers. Reported to the nearest tenth; field includes one explicit decimal.
ILOCAL06*	1	AN	If the field contains an “O,” the old methodology was used to determine Locale Code; If the field contains a “W,” the new methodology was used to determine Locale Code.