



U.S. Department of Education  
NCES 2007-365

# Documentation to the NCES Common Core of Data Public Elementary/ Secondary School Universe Survey: School Year 2005-06

Version 1a





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June 2007

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## **I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2005–06, 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, Puerto Rico, the four outlying areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Department of Defense (DoD) dependents schools (overseas and domestic), and the Bureau of Indian Education (BIE). In order to provide data comparable across states to the maximum extent feasible, NCES and representatives of the SEAs have worked since the 1950s to develop and accept common data items and definitions. School, agency, and state education data for the CCD are sent to NCES by SEA personnel who are designated CCD coordinators. The data are edited and maintained in machine-readable datasets 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 local education agency (LEA) administrators; and the general public.

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

In the 2005–06 CCD Public Elementary/Secondary School Universe Survey, there are 102,454 records—one for each public elementary and secondary school in the 50 states, the District of Columbia, Puerto Rico, the four outlying areas, the DoD schools (overseas and domestic), and the BIE. Schools coded as being open in the 2004–05 file, but coded as closed in the 2005–06 file (1,564 schools), will be kept on the file for one year, and then removed (i.e., not kept on the file after that). Their status is indicated by a value of ‘2’ for the variable STATUS05. Once these closed schools were removed from the total count, 100,890 open schools remained in the 2005–06 file—including new, added, changed agency, inactive, future, and reopened schools. Of these 100,890 open schools, 90,597 are regular elementary and secondary, 2,185 are special education, 1,262 are vocational/technical, and 6,846 are other/alternative schools.<sup>1</sup>

The CCD system is designed to be inclusive rather than exclusive. Thus, CCD files contain a substantial number of records representing administrative and operating units that are unlike typical public schools and school districts—for example, schools or districts without students and special education schools. In 2005–06, 10 percent of all open schools were unlike typical schools (non-typical schools are types 2, 3, or 4)<sup>2</sup> and 21 percent of all open school districts were unlike typical

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<sup>1</sup>There were also 17,971 open school districts listed in the 2005–06 CCD. Detailed information on school districts is collected in the CCD Local Education Agency Universe Survey.

<sup>2</sup>Type codes for schools are as follows: 1—regular school; 2—special education school; 3—vocational school; and 4—other/alternative school.

districts (non-typical districts areas type 3, 4, 5, 6, or 7).<sup>3</sup> 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.

The Public Elementary/Secondary School Universe file includes data for the following variables: NCES school ID number, state school ID number, name of the school, name of the agency that operates the school, mailing address, physical location address, phone number, school type, operational status, locale code, in/out flag, latitude, longitude, county number, county name, full-time-equivalent (FTE) classroom teacher count, low/high grade span offered, school level, free lunch eligible students, reduced-price lunch eligible students, total free and reduced-price lunch eligible, migrant students enrolled in the previous year, student totals and detail (by grade, by race/ethnicity, and by gender), and pupil/teacher ratio. The file also contains flags indicating whether a school is Title I eligible, schoolwide Title I eligible, a magnet school, a charter school, and/or a shared time school.

The remainder of this document contains a user's guide and four appendixes. The user's guide contains information on CCD methodology, including certain conditions that are unique to this 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 in the data file.
- **Appendix B—Value Distribution and Field Frequencies** indicates the minimum, maximum, and mean values for each continuous variable as well as the frequency, percentage, cumulative frequency, and cumulative percent of all categorical variables.
- **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.

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<sup>3</sup>Type codes for school districts are as follows: 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-needs population; 6—federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population; and 7—other education agencies, including charter school agencies, that do not fit into the first six categories.



## II. User's Guide

### A. Methodology

Data collected at different levels of aggregation (school, agency, and state) are provided by officials in each SEA. Since it is understood that local education staff have already provided information to SEA officials in conjunction with established administrative records systems, CCD survey staff do not contact local personnel to verify data except in unusual circumstances. Edits are performed by survey staff and referred to SEA respondents for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

In the context of the CCD, a school is an organization composed of students and staff.<sup>4</sup> The CCD definition recognizes that this organization may encompass several locations, but must have a single contact point, which is the mailing address entered on the CCD school record. There may be situations in which students are attending two schools at the same time (e.g., a regular school and a vocational school). In these situations, a judgment must be made as to where the student should be counted. Typically, such judgment is left to the SEA official who reports the data. In most cases, CCD files contain enough data so that NCES may make decision rules that can be applied to the file without the need for manual review of every case.

#### *Comments About the Public Elementary/Secondary School Universe Survey Data File*

User's of the data file need to be aware of certain characteristics of the file.

*Coverage, response, and nonsampling error.* The coverage of the Public Elementary/Secondary School Universe Survey includes all public schools providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. There are 59 responding units: the 50 states, the District of Columbia, Puerto Rico, the Department of Defense dependents schools (overseas and domestic), the Bureau of Indian Education, and the four outlying areas.

Response is described in Appendix B—Value Distribution and Field Frequencies. This appendix lists the minimum, maximum, and mean value of each numeric variable as well as the total number of units and the number of units for which data were missing. Appendix B also lists the frequency of responses by option for each of the categorical values. Note that the “missing” value is appropriate for the variable INOUT05 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 is the error in an estimate arising at any stage in a survey from such sources as varying interpretation of questions by respondents, unwillingness/inability of respondents to give correct answers, nonresponse, improper coverage, and other sources exclusive of sampling error.

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<sup>4</sup> Schools in the CCD may have no reported enrollment but still serve students because students can only be reported among the membership of one school. For example, a vocational school may serve students who are dually enrolled in a regular school and the regular school reports their membership. This vocational school serves students, but would have no reported enrollment in the CCD because the students are included in the membership of the regular school.

Nonsampling error may occur if the reporting state did not follow the item definitions correctly. This can arise when states follow different education 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 credentials, while other states issue a regular diploma to every student who meets requirements (which may vary). Another source of nonsampling error is the timing of the 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 in appendix C for definition) public schools and school districts is virtually 100 percent, the same cannot be said for publicly funded education outside of traditional settings and organizations. The CCD asks states to report all free public education in their state regardless of who administers the schools or districts. However, there are states that do not report schools that are administered by state organizations other than SEAs (such as a health and human services or a corrections department). These schools include schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA. Conversely, when these institutions are reported on the CCD school and agency universe files, the students and teachers may not be included in the count of persons for whom the state assumes responsibility in its official report.

*Longitudinal consistency.* Although longitudinal consistency is a key principle of the CCD, it is impossible for NCES to guarantee that state coordinators follow CCD conventions regarding the deletion of closed schools or agencies and the addition of new ones. Confusion is particularly likely when local education agencies merge. Coverage issues (deletions of schools/agencies, merging of schools/agencies) all affect the ability to track a given school/agency over time.

*Imputation flag options.* Care has been taken to provide a meaningful value for every variable in 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 CCD coordinator. For each variable, there is a companion imputation variable containing a flag indicating whether the value for the variable was reported by the state or was edited by NCES using one of several methodologies. These imputation flags are as follows:

- A – Adjusted, but no arithmetic manipulation (for example, “blank” changed to “missing”)
- C – Combined with data provided elsewhere by the state
- N – Not applicable
- O – Locale code assigned under old methodology<sup>5</sup>
- R – As reported by the state
- T – Total based on sum of internal or external detail
- W – Locale code assigned under new methodology<sup>5</sup>

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 regarding each variable. A frequency distribution of the values of each imputation flag is included in appendix B.

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<sup>5</sup>See “Locale Code Methodology” for descriptions of the old and new methodologies for assigning locale codes.

*Missing value options.* All data elements are either completed by the state or 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 no cases in the category. (For example, a high school having no 12th-graders would report 0.)
- M (or -1 for numeric values) – Data are missing. A value was expected and none was measured. (For example, a school that has at least one 12th-grader but cannot measure the number of 12th-graders would report -1.)
- N (or -2 for numeric values) – Data are not applicable. A value was neither expected nor measured. (For example, an elementary school would report -2 for 12th-graders.)

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

### ***Comments About the Variables***

Data users should also take note of certain conditions regarding each variable in the file. The code in parentheses before the variable description indicates the variable name, which is also referenced in appendix A. Counts are based on open (STATUS = 1, 3, 4, 5, 6, 7, or 8) schools only. (Operational status codes are defined below.)

(FIPST) FIPS Codes. A list of the Federal Information Processing Standards (FIPS) codes for each state and outlying area is attached (see table 1).

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

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

(STID05) State Local Education Agency ID. Each record contains a State Local Education Agency ID. State Local Education Agency ID numbers are assigned by SEAs and may not be unique across states.

(SEASCH05) State School ID. Each record contains a State School ID. State School ID numbers are assigned by SEAs and may not be unique across states.

(LEANM05) Name of Education Agency. Each record includes the name of the agency that operates the school. NCES reviewed any record filling the 60 characters assigned, and may have adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(SCHNAM05) Name of School. Each record has a school name. NCES reviewed any record filling the 50 characters assigned, and may have adjusted the school name to improve readability (i.e., applied standard abbreviations).

(MSTREE05) 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 “N” for 58 records in the data file. If mailing street, city, state, and ZIP Code fields were left blank or missing, data from the corresponding location address fields were inserted.

(MCITY05) Mailing City. There may be some valid cases in which a school may be located in one city and have a mailing address in another city.

(MSTATE05) Mailing State (PO Abbreviation). Each record contains a mailing state. There are instances where a school that is part of one state’s education system reports a mailing address in another state; these situations have been confirmed by the reporting state. A list of the 17 schools that have a mailing state code different from their FIPS state code is included at the end of this document (see table 2).

(MZIP05, MZIP405) Mailing ZIP Code +4. Each record displays a mailing ZIP Code in this field. The +4 may be left blank if it is unknown.

(PHONE05) Area Code + Telephone Number. This field contains an “M” for 1,117.

(LSTREE05) Location Street. This field contains an “M” for 2 records in the data file. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields were inserted. In some instances, SEAs did not report physical locations for the location street field, but rather reported Post Office boxes and other addresses that did not represent the location of a school. NCES sponsored research to determine the physical location (and latitude and longitude coordinates) for these types of location street reports. Missing or non-location addresses (e.g., Post Office box numbers) were resolved through several means, including telephone calls to individual schools. A new, verified address file was created, and this verified address file replaced all location addresses reported by the SEAs. Mailing addresses were not changed.

(LCITY05) Location City. Each record displays a location city in this field.

(LSTATE05) Location State (PO Abbreviation). Each record displays a location state in this field.

(LZIP05, LZIP405) Location ZIP Code + 4. Each record displays a location ZIP Code in this field. The +4 may be left blank if it is unknown. This field contains an “M” for two records.

(TYPE05) School Type Code. Each record contains a school type code.

- 1 = Regular school
- 2 = Special education school
- 3 = Vocational education school
- 4 = Alternative/other school

(STATUS05) Operational Status Code. Each record contains a status code to reflect the school's operational status for the 2005–06 school year. Valid responses include the following:

- 1 = School was operational at the time of the last report and is currently operational.
- 2 = School has closed since the time of the last report.
- 3 = School has been opened since the time of the last report.
- 4 = School was operational at the time of the last report but was not on the CCD list at that time.
- 5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency.
- 6 = School is temporarily closed and may reopen within 3 years.
- 7 = School is scheduled to be operational within 2 years.
- 8 = School was closed on previous year's file but has reopened.

Schools with an operational status code of "2" remain on the file for one year for historical purposes.

Code "6" and "7" response options for the STATUS field were added to the CCD starting with the 2002–03 file. Code "8" response option for the STATUS field was added to the CCD starting with the 2005–06 file.

(LOCALE05) Locale Code. None of the outlying areas was assigned a locale code (they contain the value "N" in this field) because their geographic and governmental structures do not fit the definitional scheme used to derive the code. Also, this field contains an "N" for all closed schools (1,564 records). All other records contain a code ranging from 1 to 8 indicating the location of the school relative to populous areas. The methodology used to assign locale codes was updated to incorporate the location address fields added to the CCD collection starting with the 1998–99 file. Starting with the 2002–03 CCD file, the methodology was updated to incorporate 2000 Census population and geography information. The methodology used to assign locale codes is provided at the end of this section. The locale codes are as follows:

- 1 = Large city: A principal city of a metropolitan core based statistical area (CBSA), with the city having a population greater than or equal to 250,000.
- 2 = Midsize city: A principal city of a metropolitan CBSA, with the city having a population less than 250,000.

- 3 = Urban fringe of a large city: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a large city and defined as urban by the Census Bureau.
- 4 = Urban fringe of a midsize city: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a midsize city and defined as urban by the Census Bureau.
- 5 = Large town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a metropolitan CBSA or inside a micropolitan CBSA.
- 6 = Small town: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a metropolitan CBSA or inside a micropolitan CBSA.
- 7 = Rural, outside CBSA: Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau.
- 8 = Rural, inside CBSA: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA and defined as rural by the Census Bureau.

(INOUT05) In/Out flag. Starting with the 2001–02 CCD, state coordinators were given the opportunity to provide a flag indicating whether a school is located inside or outside the city or town limits. These flags were used to improve the accuracy of the locale code assignment for schools assigned locale codes with the old methodology. The flags are provided in the data file in the field INOUT and contain the following codes:

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

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

(LATCOD05) Latitude. Latitude and longitude values were added to the school file starting in 2000–01. Addresses that could not be found at the Census block level were assigned an “N.” Latitude is the north or south angular distance from the equator that, when combined with longitude, reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The first three digits of the code represent the number of degrees from the equator; the last six digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal. (Because all of the schools in the file are in the northern hemisphere, the “N” prefix is omitted.) For example, if a school’s latitude is 30 degrees, 30 minutes north, then it is shown as 030500000.

(LONCOD05) Longitude. Latitude and longitude values were added to the school file starting in 2000–01. Addresses that could not be found at the Census block level were assigned an “N.” Longitude is the east or west angular distance from the prime meridian that, when combined with latitude, reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The first three digits of the code represent the number of degrees from the prime meridian; the last six digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal. For example, if a school’s longitude is 90 degrees, 15 minutes west, then it is shown as -090250000.

(CONAME05) County Name. This field was added to the school file starting in 2002–03. The values for this field are determined by the Census Bureau based on the reported location address. Each record, except for the Department of Defense schools (overseas), has a county name in the file.

(CONUM05) FIPS County Code. This field was added to the school file starting in 2002–03. The values for this field are determined by the Census Bureau based on the reported location address. A small number of supervisory unions in New England states have a FIPS county code that differs from the county in which the school is physically located. Each record, except for the Department of Defense schools (overseas), has a county code in the file.

(FTE05) FTE Teachers. Full-time-equivalent teachers are collected to the nearest tenth. Some schools may report teachers, but no pupils, while other schools may report pupils in membership but no teacher FTE. These are valid records indicating situations in which more than one school provides services to pupils, but the pupils are attributed to a single school to avoid double counting, or where a teacher provides services to pupils at multiple schools. An example of the former situation might be a vocational school whose pupil membership is attributed to the high school that sends its pupils to obtain vocational services.

(GSLO05, GSHI05) Low/High Grade Span Offered. Grade span information that was not reported was calculated using the reported student information. Reported grade spans were adjusted when student counts were found in corresponding grade fields outside of the span that was reported. Grade spans that were calculated or adjusted are indicated by the code “A” in the corresponding IGSLO05 and IGSHI05 imputation flags.

(LEVEL05) Level. A school-level code was added to the school file starting in 2000–01. This code indicates the instructional level of the school. The following codes were calculated from the school’s corresponding low/high grade span (GSLO/GSHI) values:

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

(TITLEI05) Title I Eligible School. This flag denotes a Title I school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.

- 1 = Yes
- 2 = No

(STITLI05) Schoolwide Title I. This flag denotes a program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.

- 1 = Yes
- 2 = No

(MAGNET05) Magnet School. If a state reports MAGNET = 2 for all its schools, then MAGNET is set to “N” (not applicable). This occurred in Hawaii, Idaho, Iowa, Montana, New Hampshire, North Dakota, Ohio, Oklahoma, South Dakota, Texas, Vermont, Washington, West Virginia, Wyoming, the Bureau of Indian Education, the Department of Defense schools (overseas), the Department of Defense schools (domestic), American Samoa, Guam, and the Commonwealth of the Northern Marianas.

- 1 = Yes
- 2 = No

(CHARTR05) Charter School. If a state reports CHARTER = 2 for all its schools and does not have charter school legislation, then CHARTER is set to “N” (not applicable). This occurred in Alabama, Kentucky, Maine, Montana, Nebraska, North Dakota, South Dakota, Vermont, Washington, West Virginia, the Bureau of Indian Education, the Department of Defense schools (overseas), the Department of Defense schools (domestic), American Samoa, Guam, the Commonwealth of the Northern Marianas, and the U.S. Virgin Islands.

- 1 = Yes
- 2 = No

(SHARED05) Shared Time School. A shared time school is a school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate “home” school and attend the shared-time school on a part-day basis.

- 1 = Yes
- 2 = No

(FRELCH05) Free Lunch Eligible Students. This student count may be taken by a school at a different time than the membership count; therefore, free lunch and membership counts may not be comparable in a given school. In some states, a single school may provide the free lunch program for a cluster of schools; thus, the free lunch eligible count for the school providing services may



overrepresent the school's total membership. To avoid identifying specific students as eligible for free lunch, the number reported may have been adjusted. Prior to 1999–2000, schools with a free and reduced-price count greater than 95 percent of the total student membership of the school had the lunch count reduced to 95 percent of the total. For 2005–06, the free and reduced-price lunch count was reduced to the membership minus 3 if the reported free and reduced-price lunch total was larger than this. Free and reduced-price lunch counts in schools with a total student membership of 3 or lower are adjusted to -2 (not applicable).

(REDLCH05) Reduced-Price Lunch Eligible Students. See preceding paragraph.

(TOTFRL05) Total Free and Reduced-Price Lunch Eligible Students. If not reported, this total field was calculated using reported free and reduced-price lunch detail.

(MIGRNT05) Migrant Students Served in the Prior Year. Collected for the previous (2004–05) school year.

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

Ungraded Students by Race/Ethnicity and by Gender. The classification of “ungraded” is not used for students in Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Missouri, Nebraska, New Mexico, North Carolina, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Texas, Utah, Virginia, Washington, Wisconsin, Wyoming, the Bureau of Indian Education, Department of Defense dependents schools (domestic and overseas), and Guam. Total ungraded student fields not reported were calculated using reported ungraded student detail.

### ***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 school buildings and, in some cases, may not reflect the entire attendance area or residences of enrolled students. The designation of each school's locale is based on its geographic location and population attributes such as density. School locale codes are coded by the Census Bureau from school addresses in the CCD files. Definitions of locale codes are contained in “Comments About the Data Fields” earlier in this document.

Starting with the 2002–03 CCD file, the methodology was updated to incorporate 2000 Census population and geography information (e.g., using combined statistical area (CSA)/CBSA geographic entities instead of metropolitan statistical areas (MSA) entities). These changes in the methodology affected the locale code assignments. For example, a school may now be assigned to a micropolitan CBSA whereas in the 2001–02 file it was in an MSA. Starting with the 2003–04 file,

ZIP Code Tabulation Areas (ZCTAs) were used to further refine the locale code assignment process for schools with addresses that could not be matched to a Census block and tract. ZCTAs are generalized area representations of U.S. Postal Service (USPS) ZIP Code service areas. Each one is built by aggregating the Census 2000 blocks, whose addresses use a given ZIP Code, into a ZCTA that gets that ZIP Code assigned as its ZCTA code. They represent the majority USPS five-digit ZIP Code found in a given area.

Locale codes were assigned based on the classification of the place in which each school is located. First, the CCD file was checked for the existence of location addresses. Records missing the location address were coded based upon the mailing address. The addresses were then extracted and run through a program to match them to Census TIGER® files. This match process produced geographic information that was used in the two methodologies that determines the locale code.

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

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

The new methodology works as follows:

1. Each address was checked for level of coding. Addresses that could not be coded to the block level were separated out for application of the old methodology.
2. The remaining addresses were checked for an incorporated place code.
3. If the address had an incorporated place code, the unit was matched to a list of principal cities of metropolitan areas. Addresses that matched this list were assumed to primarily serve a principal city of a metropolitan area. The 2000 Census population size of the city was used to determine whether the unit was assigned a locale of “1” or “2.”
4. At this point, the remaining addresses were evaluated for characteristics that would justify their assignment to a metropolitan area. The units in a metropolitan area were checked for urban/rural character. Units that were determined to be rural were assigned a locale code of “8.” The remaining units were then assigned a locale code of “3” or “4” based on the population size of the principal city of the metropolitan area in which they were situated.

5. All remaining units—i.e., those in an incorporated place that were not in a metropolitan area—were then matched according to the population size of that place. Units located in cities with a population of 25,000 or greater were assigned a code of “5.” Units located in cities whose populations fell between 2,500 and 24,999 were assigned a code of “6.”
6. The remaining units were coded as “7.”

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

1. Units were checked for an incorporated place code. Those that matched the principal city code of a metropolitan area were coded as “1” or “2” based on the population size of the city.
2. Units were then checked for metropolitan area status. Those units that were determined to be inside of a metropolitan area (MA) with an urban status were coded as “3” or “4” based on the population size of the MA. Units coded as “3” or “4” using the old methodology were then examined by ZCTA. Units residing in ZCTAs that were 25 percent or less urban were recoded as “8,” and units in places deemed mixed urban/rural areas within rural ZCTAs were recorded as “8.” Units within an MA with a rural status were also coded as “8.”
3. The remaining units situated in an incorporated place were then matched to the population size of those places. If their populations were 25,000 or greater, the units were assigned a code of “5.” Units with a population between 2,500 and 24,999 were assigned a code of “6.” Units within an MSA having a rural characteristic were coded as “8.”
4. The remaining units that had sufficient addresses were assigned a code of “7.”
5. Units that had critical missing address information had their locale codes pulled forward from the previous survey (where they existed).
6. Finally, units that could not be assigned a code under either method, or if they had no city, were assigned a code of “N.”

Department of Defense dependents schools (overseas) were assigned a code of “N.” Units located in outlying areas were assigned a code of “N” because the geographic and governmental structure of the areas do not fit into the definitional scheme used to derive the codes.

Table 1. State and other jurisdiction FIPS codes and abbreviations used in CCD datasets

State name/jurisdiction	FIPS <sup>1</sup>	Abbreviation <sup>2</sup>	State name/jurisdiction	FIPS <sup>1</sup>	Abbreviation <sup>2</sup>
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 <sup>3</sup>	DO
Maine	23	ME			
Maryland	24	MD	Department of Defense		
Massachusetts	25	MA	Dependents Schools		
Michigan	26	MI	(domestic)	61 <sup>3</sup>	DD
Minnesota	27	MN			
Mississippi	28	MS	Bureau of		
Missouri	29	MO	Indian Education	59 <sup>3</sup>	BI
Montana	30	MT			
Nebraska	31	NE	American Samoa	60	AS
Nevada	32	NV	Guam	66	GU
New Hampshire	33	NH			
New Jersey	34	NJ	Commonwealth of the		
New Mexico	35	NM	Northern Marianas	69	MP
New York	36	NY			
North Carolina	37	NC	Puerto Rico	72	PR
North Dakota	38	ND	U.S. Virgin Islands	78	VI
Ohio	39	OH			

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

<sup>2</sup> Postal state abbreviation codes.

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

Table 2. Schools with mailing address in another state, by administration state and NCES school ID:  
School year 2005–06

Administration state and NCES school ID	School name	City	State
California schools			
062519003767	STATE LINE ELEMENTARY	NEW PINE CREEK	OR
069100602957	RITE OF PASSAGE	YERINGTON	NV
Colorado schools			
080336001863	CONNECTIONS ACADEMY	BALTIMORE	MD
District of Columbia schools			
110003000213	OAKHILL	LAUREL	MD
Idaho schools			
160132000237	POWELL ELEM-JR HIGH SCHOOL	LOLO	MT
160261000459	PLEASANT VALLEY ELEM/JR HI	JORDAN VALLEY	OR
Indiana schools			
181161001870	COLLEGE CORNER UNION ELM SCH	COLLEGE CORNER	OH
North Dakota schools			
380315000073	STEVENSON SCHOOL	SIDNEY	MT
380567000826	SQUAW GAP SCHOOL	SIDNEY	MT
382034000714	EAST FAIRVIEW ELEM SCHOOL	FAIRVIEW	MT
Ohio schools			
390038004917	ECKERD YOUTH ALT, INC.	CLEARWATER	FL
390501203842	BROOKFIELD ELM SCHOOL	SHARON	PA
Texas schools			
480003307906	ACADEMY OF HOUSTON	SOUTHFIELD	MI
Utah schools			
490090000491	NAVAJO MOUNTAIN HIGH	TONALEA	AZ
Vermont schools			
500001000178	RIVENDELL S.U.	ORFORD	NH
500002400180	RIVENDELL ACADEMY	ORFORD	NH
500002400216	RIVENDELL INTERSTATE SCHOOL	ORFORD	NH

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data "Public Elementary/Secondary School Universe Survey," 2005–06, Version 1a.

## **B. User Guidelines for Processing the Public Elementary/Secondary School Universe Data Files**

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2005–06 Public Elementary/Secondary School Universe Survey SAS files are called SC051aAI.SD2, SC051aKN.SD2, and SC051aOW.SD2. The flat ASCII files are called SC051aAI.DAT, SC051aKN.DAT, and SC051aOW.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 (05 = 2005–06 CCD collection), the fifth and sixth characters indicate the version number (1 = final file; a = first version), and the seventh and eighth characters indicate the set of states included in the file (AI = Alabama through Iowa; KN = Kansas through North Dakota; OW = Ohio through Wyoming, followed by the other jurisdictions). The record layout for the file is contained in appendix A.

Approximately one year after the release of the 1a files (final file, first version), NCES releases a revised data file. The purpose of the revised data file is to allow SEAs to submit any corrections to their data. The revised file is labeled 1b, unless another revision of the original file has occurred sometime in that year due to an NCES error found in the file.

**Appendix A—Record Layout for the Common Core of Data  
Public Elementary/Secondary School Universe Survey:  
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Appendix A—Record Layout for the Common Core of Data  
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(\*) Fields have one explicit decimal place

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

The file contains data for the school year 2005-06 sorted by the NCES assigned school identification code (NCESSCH).

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

<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
NCESSCH	0001	0012	12	AN	ID assigned by NCES to each school.
+FIPST	0001	0002	2	AN	Federal Information Processing Standards (FIPS) state code.
+LEAID	0001	0007	7	AN	ID assigned by NCES to system. NOTE: Position # 0001-0002 is the FIPS state code for the location of the school, and position # 0003-0007 is the agency code.
+SCHNO	0008	0012	5	AN	Unique number for each school within an LEA. NOTE: By combining LEAID with SCHNO, each school can be uniquely identified within the total file.
STID05	0013	0026	14	AN	State's own ID for the education agency.
SEASCH05	0027	0046	20	AN	State's own ID for the school.
LEANM05	0047	0106	60	AN	Name of the education agency that operates this school.
SCHNAM05	0107	0156	50	AN	Name of the school.
NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation.					
M: when alphanumeric data are missing; that is, a value is expected but none was measured.					
-1: when numeric data are missing; that is, a value is expected but none was measured.					
N: when alphanumeric data are not applicable; that is, a value is neither expected nor measured.					
-2: when numeric data are not applicable; that is, a value is neither expected nor measured.					
PHONE05	0157	0166	10	AN	Telephone number of school. NOTE: Position # 0157-0159 is the area code, and position #0160-0166 is the exchange and number.

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Variable Name	Start Position	End Position	Field Length	Data Type	Description
MSTREE05	0167	0196	30	AN	The mailing address of the school— may be a street address, a P.O. Box number, or, if verified that there is no address beyond CITY, STATE, and ZIP, the character “N.”
MCITY05	0197	0226	30	AN	City name of the mailing address.
MSTATE05	0227	0228	2	AN	Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see FIPS state codes and abbreviations used in CCD dataset).
MZIP05	0229	0233	5	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP405	0234	0237	4	AN	If the mailing address has been assigned the additional four-digit +4 ZIP, this field contains that number; otherwise, this field is blank.
LSTREE05	0238	0267	30	AN	Location address.
LCITY05	0268	0297	30	AN	Location city.
LSTATE05	0298	0299	2	AN	Location state (P.O. abbreviation).
LZIP05	0300	0304	5	AN	Location 5-digit ZIP Code.
LZIP405	0305	0308	4	AN	Location +4 ZIP code.
TYPE05	0309	0309	1	AN	NCES code for type of school:  1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school
STATUS05	0310	0310	1	AN	NCES code for the school status:  1 = School was operational at the time of the last report and is currently operational. 2 = School has closed since the time of the last report. 3 = School has been opened since the time of the last report. 4 = School was operational at the time of the last report but was not on the CCD list at that time. 5 = School was listed in previous year’s CCD school universe as being affiliated with a different education agency. 6 = School is temporarily closed and may reopen within 3 years. 7 = School is scheduled to be operational within 2 years. 8 = School was closed on previous year’s file but has reopened.
LOCALE05	0311	0311	1	AN	NCES code for location of the school relative to populous areas :  1 = <u>Large city</u> : A principal city of a metropolitan core based statistical area (CBSA), with the city having a population greater than or equal to 250,000.  2 = <u>Midsized city</u> : A principal city of a metropolitan CBSA, with the city having a population less than 250,000.

Appendix A—Record Layout for the Common Core of Data  
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Variable Name	Start Position	End Position	Field Length	Data Type	Description
					<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 midsize city</u>: Any incorporated place, Census-designated place, or non-place territory within a CBSA of a midsize 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> <p>6 = <u>Small town</u>: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a metropolitan CBSA or inside a micropolitan CBSA.</p> <p>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.</p> <p>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.</p>
INOUT05	0312	0312	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. 2 = Outside the city or town limits.</p>
LATCOD05	0313	0322	10	AN	Latitude: The first three digits of the code represent the number of degrees from the equator; the last six digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal.
LONCOD05	0323	0332	10	AN	Longitude: The first three digits of the code represent the number of degrees from the prime meridian; the last six digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal.
CONUM05	0333	0337	5	AN	<p>FIPS county number.</p> <p>NOTE: Position #0333-0334 is the FIPS state number, and position #0335-0337 is the FIPS number for county within state.</p>
CONAME05	0338	0367	30	AN	Name of county.
FTE05	0368	0372	5*	N	Total full-time-equivalent classroom teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
GSLO05	0373	0374	2	AN	<p>School low grade offered. The following codes are used:</p> <p>UG = Ungraded PK = Prekindergarten KG = Kindergarten 01–12 = 1st through 12th grade 00 = School had no students reported</p>

Appendix A—Record Layout for the Common Core of Data  
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Variable Name	Start Position	End Position	Field Length	Data Type	Description
					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.
GSHI05	0375	0376	2	AN	<p>School high grade offered. The following codes are used:</p> <p>UG = Ungraded PK = Prekindergarten KG = Kindergarten 01–12 = 1st through 12th grade 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. GSLO05 and GSHI05 add up to the grade span of the school.</p>
LEVEL05	0377	0377	1	AN	<p>School level. The following codes were calculated from the school's corresponding GSLO and GSHI values:</p> <p>1 = Primary (low grade = PK through 03; high grade = PK through 08) 2 = Middle (low grade = 04 through 07; high grade = 04 through 09) 3 = High (low grade = 07 through 12; high grade = 12 only) 4 = Other (any other configuration not falling within the above three categories, including ungraded)</p>
TITLEI05	0378	0378	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 2 = No</p>
STITLI05	0379	0379	1	AN	<p>Schoolwide 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 2 = No</p>
MAGNET05	0380	0380	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 backgrounds for the purpose of reducing, preventing, or eliminating racial isolation and/or to provide an academic or social focus on a particular theme.</p> <p>1 = Yes 2 = No</p>
CHARTR05	0381	0381	1	AN	<p>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.</p> <p>1 = Yes 2 = No</p>

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
SHARED05	0382	0382	1	AN	Shared-time school. A school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate “home” school and attend the shared-time school on a part-day basis.  1 = Yes 2 = No
FRELCH05	0383	0386	4	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
REDLCH05	0387	0390	4	N	Count of students eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.
TOTFRL05	0391	0394	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.
MIGRNT05	0395	0398	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.
PK05	0399	0402	4	N	Total prekindergarten students.
AMPKM05	0403	0406	4	N	Prekindergarten students - American Indian/Alaska Native - male.
AMPKF05	0407	0410	4	N	Prekindergarten students - American Indian/Alaska Native - female.
AMPKU05	0411	0414	4	N	Prekindergarten students - American Indian/Alaska Native - gender unknown.
ASPKM05	0415	0418	4	N	Prekindergarten students - Asian/Pacific Islander - male.
ASPKF05	0419	0422	4	N	Prekindergarten students - Asian/Pacific Islander - female.
ASPKU05	0423	0426	4	N	Prekindergarten students - Asian/Pacific Islander - gender unknown.
HIPKM05	0427	0430	4	N	Prekindergarten students - Hispanic - male.
HIPKF05	0431	0434	4	N	Prekindergarten students - Hispanic - female.
HIPKU05	0435	0438	4	N	Prekindergarten students - Hispanic - gender unknown.
BLPKM05	0439	0442	4	N	Prekindergarten students - Black, non-Hispanic - male.
BLPKF05	0443	0446	4	N	Prekindergarten students - Black, non-Hispanic - female.
BLPKU05	0447	0450	4	N	Prekindergarten students - Black, non-Hispanic - gender unknown.
WHPKM05	0451	0454	4	N	Prekindergarten students - White, non-Hispanic - male.
WHPKF05	0455	0458	4	N	Prekindergarten students - White, non-Hispanic - female.
WHPKU05	0459	0462	4	N	Prekindergarten students - White, non-Hispanic - gender unknown.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
KG05	0463	0466	4	N	Total kindergarten students.
AMKGM05	0467	0470	4	N	Kindergarten students - American Indian/Alaska Native - male.
AMKGF05	0471	0474	4	N	Kindergarten students - American Indian/Alaska Native - female.
AMKGU05	0475	0478	4	N	Kindergarten students - American Indian/Alaska Native - gender unknown.
ASKGM05	0479	0482	4	N	Kindergarten students - Asian/Pacific Islander - male.
ASKGF05	0483	0486	4	N	Kindergarten students - Asian/Pacific Islander - female.
ASKGU05	0487	0490	4	N	Kindergarten students - Asian/Pacific Islander - gender unknown.
HIKGM05	0491	0494	4	N	Kindergarten students - Hispanic - male.
HIKGF05	0495	0498	4	N	Kindergarten students - Hispanic - female.
HIKGU05	0499	0502	4	N	Kindergarten students - Hispanic - gender unknown.
BLKGM05	0503	0506	4	N	Kindergarten students - Black, non-Hispanic - male.
BLKGF05	0507	0510	4	N	Kindergarten students - Black, non-Hispanic - female.
BLKGU05	0511	0514	4	N	Kindergarten students - Black, non-Hispanic - gender unknown.
WHKGM05	0515	0518	4	N	Kindergarten students - White, non-Hispanic - male.
WHKGF05	0519	0522	4	N	Kindergarten students - White, non-Hispanic - female.
WHKGU05	0523	0526	4	N	Kindergarten students - White, non-Hispanic - gender unknown.
G0105	0527	0530	4	N	Total grade 1 students.
AM01M05	0531	0534	4	N	Grade 1 students - American Indian/Alaska Native - male.
AM01F05	0535	0538	4	N	Grade 1 students - American Indian/Alaska Native - female.
AM01U05	0539	0542	4	N	Grade 1 students - American Indian/Alaska Native - gender unknown.
AS01M05	0543	0546	4	N	Grade 1 students - Asian/Pacific Islander - male.
AS01F05	0547	0550	4	N	Grade 1 students - Asian/Pacific Islander - female.
AS01U05	0551	0554	4	N	Grade 1 students - Asian/Pacific Islander - gender unknown.
HI01M05	0555	0558	4	N	Grade 1 students - Hispanic - male.
HI01F05	0559	0562	4	N	Grade 1 students - Hispanic - female.
HI01U05	0563	0566	4	N	Grade 1 students - Hispanic - gender unknown.
BL01M05	0567	0570	4	N	Grade 1 students - Black, non-Hispanic - male.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
BL01F05	0571	0574	4	N	Grade 1 students - Black, non-Hispanic - female.
BL01U05	0575	0578	4	N	Grade 1 students - Black, non-Hispanic - gender unknown.
WH01M05	0579	0582	4	N	Grade 1 students - White, non-Hispanic - male.
WH01F05	0583	0586	4	N	Grade 1 students - White, non-Hispanic - female.
WH01U05	0587	0590	4	N	Grade 1 students - White, non-Hispanic - gender unknown.
G0205	0591	0594	4	N	Total grade 2 students.
AM02M05	0595	0598	4	N	Grade 2 students - American Indian/Alaska Native - male.
AM02F05	0599	0602	4	N	Grade 2 students - American Indian/Alaska Native - female.
AM02U05	0603	0606	4	N	Grade 2 students - American Indian/Alaska Native - gender unknown.
AS02M05	0607	0610	4	N	Grade 2 students - Asian/Pacific Islander - male.
AS02F05	0611	0614	4	N	Grade 2 students - Asian/Pacific Islander - female.
AS02U05	0615	0618	4	N	Grade 2 students - Asian/Pacific Islander - gender unknown.
HI02M05	0619	0622	4	N	Grade 2 students - Hispanic - male.
HI02F05	0623	0626	4	N	Grade 2 students - Hispanic - female.
HI02U05	0627	0630	4	N	Grade 2 students - Hispanic - gender unknown.
BL02M05	0631	0634	4	N	Grade 2 students - Black, non-Hispanic - male.
BL02F05	0635	0638	4	N	Grade 2 students - Black, non-Hispanic - female.
BL02U05	0639	0642	4	N	Grade 2 students - Black, non-Hispanic - gender unknown.
WH02M05	0643	0646	4	N	Grade 2 students - White, non-Hispanic - male.
WH02F05	0647	0650	4	N	Grade 2 students - White, non-Hispanic - female.
WH02U05	0651	0654	4	N	Grade 2 students - White, non-Hispanic - gender unknown.
G0305	0655	0658	4	N	Total grade 3 students.
AM03M05	0659	0662	4	N	Grade 3 students - American Indian/Alaska Native - male.
AM03F05	0663	0666	4	N	Grade 3 students - American Indian/Alaska Native - female.
AM03U05	0667	0670	4	N	Grade 3 students - American Indian/Alaska Native - gender unknown.
AS03M05	0671	0674	4	N	Grade 3 students - Asian/Pacific Islander - male.
AS03F05	0675	0678	4	N	Grade 3 students - Asian/Pacific Islander - female.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
AS03U05	0679	0682	4	N	Grade 3 students - Asian/Pacific Islander - gender unknown.
HI03M05	0683	0686	4	N	Grade 3 students - Hispanic - male.
HI03F05	0687	0690	4	N	Grade 3 students - Hispanic - female.
HI03U05	0691	0694	4	N	Grade 3 students - Hispanic - gender unknown.
BL03M05	0695	0698	4	N	Grade 3 students - Black, non-Hispanic - male.
BL03F05	0699	0702	4	N	Grade 3 students - Black, non-Hispanic - female.
BL03U05	0703	0706	4	N	Grade 3 students - Black, non-Hispanic - gender unknown.
WH03M05	0707	0710	4	N	Grade 3 students - White, non-Hispanic - male.
WH03F05	0711	0714	4	N	Grade 3 students - White, non-Hispanic - female.
WH03U05	0715	0718	4	N	Grade 3 students - White, non-Hispanic - gender unknown.
G0405	0719	0722	4	N	Total grade 4 students.
AM04M05	0723	0726	4	N	Grade 4 students - American Indian/Alaska Native - male.
AM04F05	0727	0730	4	N	Grade 4 students - American Indian/Alaska Native - female.
AM04U05	0731	0734	4	N	Grade 4 students - American Indian/Alaska Native - gender unknown.
AS04M05	0735	0738	4	N	Grade 4 students - Asian/Pacific Islander - male.
AS04F05	0739	0742	4	N	Grade 4 students - Asian/Pacific Islander - female.
AS04U05	0743	0746	4	N	Grade 4 students - Asian/Pacific Islander - gender unknown.
HI04M05	0747	0750	4	N	Grade 4 students - Hispanic - male.
HI04F05	0751	0754	4	N	Grade 4 students - Hispanic - female.
HI04U05	0755	0758	4	N	Grade 4 students - Hispanic - gender unknown.
BL04M05	0759	0762	4	N	Grade 4 students - Black, non-Hispanic - male.
BL04F05	0763	0766	4	N	Grade 4 students - Black, non-Hispanic - female.
BL04U05	0767	0770	4	N	Grade 4 students - Black, non-Hispanic - gender unknown.
WH04M05	0771	0774	4	N	Grade 4 students - White, non-Hispanic - male.
WH04F05	0775	0778	4	N	Grade 4 students - White, non-Hispanic - female.
WH04U05	0779	0782	4	N	Grade 4 students - White, non-Hispanic - gender unknown.
G0505	0783	0786	4	N	Total grade 5 students.



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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
AM05M05	0787	0790	4	N	Grade 5 students - American Indian/Alaska Native - male.
AM05F05	0791	0794	4	N	Grade 5 students - American Indian/Alaska Native - female.
AM05U05	0795	0798	4	N	Grade 5 students - American Indian/Alaska Native - gender unknown.
AS05M05	0799	0802	4	N	Grade 5 students - Asian/Pacific Islander - male.
AS05F05	0803	0806	4	N	Grade 5 students - Asian/Pacific Islander - female.
AS05U05	0807	0810	4	N	Grade 5 students - Asian/Pacific Islander - gender unknown.
HI05M05	0811	0814	4	N	Grade 5 students - Hispanic - male.
HI05F05	0815	0818	4	N	Grade 5 students - Hispanic - female.
HI05U05	0819	0822	4	N	Grade 5 students - Hispanic - gender unknown.
BL05M05	0823	0826	4	N	Grade 5 students - Black, non-Hispanic - male.
BL05F05	0827	0830	4	N	Grade 5 students - Black, non-Hispanic - female.
BL05U05	0831	0834	4	N	Grade 5 students - Black, non-Hispanic - gender unknown.
WH05M05	0835	0838	4	N	Grade 5 students - White, non-Hispanic - male.
WH05F05	0839	0842	4	N	Grade 5 students - White, non-Hispanic - female.
WH05U05	0843	0846	4	N	Grade 5 students - White, non-Hispanic - gender unknown.
G0605	0847	0850	4	N	Total grade 6 students.
AM06M05	0851	0854	4	N	Grade 6 students - American Indian/Alaska Native - male.
AM06F05	0855	0858	4	N	Grade 6 students - American Indian/Alaska Native - female.
AM06U05	0859	0862	4	N	Grade 6 students - American Indian/Alaska Native - gender unknown.
AS06M05	0863	0866	4	N	Grade 6 students - Asian/Pacific Islander - male.
AS06F05	0867	0870	4	N	Grade 6 students - Asian/Pacific Islander - female.
AS06U05	0871	0874	4	N	Grade 6 students - Asian/Pacific Islander - gender unknown.
HI06M05	0875	0877	4	N	Grade 6 students - Hispanic - male.
HI06F05	0879	0882	4	N	Grade 6 students - Hispanic - female.
HI06U05	0883	0886	4	N	Grade 6 students - Hispanic - gender unknown.
BL06M05	0887	0890	4	N	Grade 6 students - Black, non-Hispanic - male.
BL06F05	0891	0894	4	N	Grade 6 students - Black, non-Hispanic - female.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
BL06U05	0895	0898	4	N	Grade 6 students - Black, non-Hispanic - gender unknown.
WH06M05	0899	0902	4	N	Grade 6 students - White, non-Hispanic - male.
WH06F05	0903	0906	4	N	Grade 6 students - White, non-Hispanic - female.
WH06U05	0907	0910	4	N	Grade 6 students - White, non-Hispanic - gender unknown.
G0705	0911	0914	4	N	Total grade 7 students.
AM07M05	0915	0918	4	N	Grade 7 students - American Indian/Alaska Native - male.
AM07F05	0919	0922	4	N	Grade 7 students - American Indian/Alaska Native - female.
AM07U05	0923	0926	4	N	Grade 7 students - American Indian/Alaska Native - gender unknown.
AS07M05	0927	0930	4	N	Grade 7 students - Asian/Pacific Islander - male.
AS07F05	0931	0934	4	N	Grade 7 students - Asian/Pacific Islander - female.
AS07U05	0935	0938	4	N	Grade 7 students - Asian/Pacific Islander - gender unknown.
HI07M05	0939	0942	4	N	Grade 7 students - Hispanic - male.
HI07F05	0943	0946	4	N	Grade 7 students - Hispanic - female.
HI07U05	0947	0950	4	N	Grade 7 students - Hispanic - gender unknown.
BL07M05	0951	0954	4	N	Grade 7 students - Black, non-Hispanic - male.
BL07F05	0955	0958	4	N	Grade 7 students - Black, non-Hispanic - female.
BL07U05	0959	0962	4	N	Grade 7 students - Black, non-Hispanic - gender unknown.
WH07M05	0963	0966	4	N	Grade 7 students - White, non-Hispanic - male.
WH07F05	0967	0970	4	N	Grade 7 students - White, non-Hispanic - female.
WH07U05	0971	0974	4	N	Grade 7 students - White, non-Hispanic - gender unknown.
G0805	0975	0978	4	N	Total grade 8 students.
AM08M05	0979	0982	4	N	Grade 8 students - American Indian/Alaska Native - male.
AM08F05	0983	0986	4	N	Grade 8 students - American Indian/Alaska Native - female.
AM08U05	0987	0990	4	N	Grade 8 students - American Indian/Alaska Native - gender unknown.
AS08M05	0991	0994	4	N	Grade 8 students - Asian/Pacific Islander - male.
AS08F05	0995	0998	4	N	Grade 8 students - Asian/Pacific Islander - female.
AS08U05	0999	1002	4	N	Grade 8 students - Asian/Pacific Islander - gender unknown.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
HI08M05	1003	1006	4	N	Grade 8 students - Hispanic - male.
HI08F05	1007	1010	4	N	Grade 8 students - Hispanic - female.
HI08U05	1011	1014	4	N	Grade 8 students - Hispanic - gender unknown.
BL08M05	1015	1018	4	N	Grade 8 students - Black, non-Hispanic - male.
BL08F05	1019	1022	4	N	Grade 8 students - Black, non-Hispanic - female.
BL08U05	1023	1026	4	N	Grade 8 students - Black, non-Hispanic - gender unknown.
WH08M05	1027	1030	4	N	Grade 8 students - White, non-Hispanic - male.
WH08F05	1031	1034	4	N	Grade 8 students - White, non-Hispanic - female.
WH08U05	1035	1038	4	N	Grade 8 students - White, non-Hispanic - gender unknown.
G0905	1039	1042	4	N	Total grade 9 students.
AM09M05	1043	1046	4	N	Grade 9 students - American Indian/Alaska Native - male.
AM09F05	1047	1050	4	N	Grade 9 students - American Indian/Alaska Native - female.
AM09U05	1051	1054	4	N	Grade 9 students - American Indian/Alaska Native - gender unknown.
AS09M05	1055	1058	4	N	Grade 9 students - Asian/Pacific Islander - male.
AS09F05	1059	1062	4	N	Grade 9 students - Asian/Pacific Islander - female.
AS09U05	1063	1066	4	N	Grade 9 students - Asian/Pacific Islander - gender unknown.
HI09M05	1067	1070	4	N	Grade 9 students - Hispanic - male.
HI09F05	1071	1074	4	N	Grade 9 students - Hispanic - female.
HI09U05	1075	1078	4	N	Grade 9 students - Hispanic - gender unknown.
BL09M05	1079	1082	4	N	Grade 9 students - Black, non-Hispanic - male.
BL09F05	1083	1086	4	N	Grade 9 students - Black, non-Hispanic - female.
BL09U05	1087	1090	4	N	Grade 9 students - Black, non-Hispanic - gender unknown.
WH09M05	1091	1094	4	N	Grade 9 students - White, non-Hispanic - male.
WH09F05	1095	1098	4	N	Grade 9 students - White, non-Hispanic - female.
WH09U05	1099	1102	4	N	Grade 9 students - White, non-Hispanic - gender unknown.
G1005	1103	1106	4	N	Total grade 10 students.
AM10M05	1107	1110	4	N	Grade 10 students - American Indian/Alaska Native - male.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
AM10F05	1111	1114	4	N	Grade 10 students - American Indian/Alaska Native - female.
AM10U05	1115	1118	4	N	Grade 10 students - American Indian/Alaska Native - gender unknown.
AS10M05	1119	1122	4	N	Grade 10 students - Asian/Pacific Islander - male.
AS10F05	1123	1126	4	N	Grade 10 students - Asian/Pacific Islander - female.
AS10U05	1127	1130	4	N	Grade 10 students - Asian/Pacific Islander - gender unknown.
HI10M05	1131	1134	4	N	Grade 10 students - Hispanic - male.
HI10F05	1135	1138	4	N	Grade 10 students - Hispanic - female.
HI10U05	1139	1142	4	N	Grade 10 students - Hispanic - gender unknown.
BL10M05	1143	1146	4	N	Grade 10 students - Black, non-Hispanic - male.
BL10F05	1147	1150	4	N	Grade 10 students - Black, non-Hispanic - female.
BL10U05	1151	1154	4	N	Grade 10 students - Black, non-Hispanic - gender unknown.
WH10M05	1155	1158	4	N	Grade 10 students - White, non-Hispanic - male.
WH10F05	1159	1162	4	N	Grade 10 students - White, non-Hispanic - female.
WH10U05	1163	1166	4	N	Grade 10 students - White, non-Hispanic - gender unknown.
G1105	1167	1170	4	N	Total grade 11 students.
AM11M05	1171	1174	4	N	Grade 11 students - American Indian/Alaska Native - male.
AM11F05	1175	1178	4	N	Grade 11 students - American Indian/Alaska Native - female.
AM11U05	1179	1182	4	N	Grade 11 students - American Indian/Alaska Native - gender unknown.
AS11M05	1183	1186	4	N	Grade 11 students - Asian/Pacific Islander - male.
AS11F05	1187	1190	4	N	Grade 11 students - Asian/Pacific Islander - female.
AS11U05	1191	1194	4	N	Grade 11 students - Asian/Pacific Islander - gender unknown.
HI11M05	1195	1198	4	N	Grade 11 students - Hispanic - male.
HI11F05	1199	1202	4	N	Grade 11 students - Hispanic - female.
HI11U05	1203	1206	4	N	Grade 11 students - Hispanic - gender unknown.
BL11M05	1207	1210	4	N	Grade 11 students - Black, non-Hispanic - male.
BL11F05	1211	1214	4	N	Grade 11 students - Black, non-Hispanic - female.
BL11U05	1215	1218	4	N	Grade 11 students - Black, non-Hispanic - gender unknown.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
WH11M05	1219	1222	4	N	Grade 11 students - White, non-Hispanic - male.
WH11F05	1223	1226	4	N	Grade 11 students - White, non-Hispanic - female.
WH11U05	1227	1230	4	N	Grade 11 students - White, non-Hispanic - gender unknown.
G1205	1231	1234	4	N	Total grade 12 students.
AM12M05	1235	1238	4	N	Grade 12 students - American Indian/Alaska Native - male.
AM12F05	1239	1242	4	N	Grade 12 students - American Indian/Alaska Native - female.
AM12U05	1243	1245	4	N	Grade 12 students - American Indian/Alaska Native - gender unknown.
AS12M05	1247	1250	4	N	Grade 12 students - Asian/Pacific Islander - male.
AS12F05	1251	1254	4	N	Grade 12 students - Asian/Pacific Islander - female.
AS12U05	1255	1258	4	N	Grade 12 students - Asian/Pacific Islander - gender unknown.
HI12M05	1259	1262	4	N	Grade 12 students - Hispanic - male.
HI12F05	1263	1266	4	N	Grade 12 students - Hispanic - female.
HI12U05	1267	1270	4	N	Grade 12 students - Hispanic - gender unknown.
BL12M05	1271	1274	4	N	Grade 12 students - Black, non-Hispanic - male.
BL12F05	1275	1278	4	N	Grade 12 students - Black, non-Hispanic - female.
BL12U05	1279	1282	4	N	Grade 12 students - Black, non-Hispanic - gender unknown.
WH12M05	1283	1286	4	N	Grade 12 students - White, non-Hispanic - male.
WH12F05	1287	1290	4	N	Grade 12 students - White, non-Hispanic - female.
WH12U05	1291	1294	4	N	Grade 12 students - White, non-Hispanic - gender unknown.
UG05	1295	1298	4	N	Total ungraded students.
AMUGM05	1299	1302	4	N	Ungraded students - American Indian/Alaska Native - male.
AMUGF05	1303	1306	4	N	Ungraded students - American Indian/Alaska Native - female.
AMUGU05	1307	1310	4	N	Ungraded students - American Indian/Alaska Native - gender unknown.
ASUGM05	1311	1314	4	N	Ungraded students - Asian/Pacific Islander - male.
ASUGF05	1315	1318	4	N	Ungraded students - Asian/Pacific Islander - female.
ASUGU05	1319	1322	4	N	Ungraded students - Asian/Pacific Islander - gender unknown.
HIUGM05	1323	1326	4	N	Ungraded students - Hispanic - male.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
HIUGF05	1327	1330	4	N	Ungraded students - Hispanic - female.
HIUGU05	1331	1334	4	N	Ungraded students - Hispanic - gender unknown.
BLUGM05	1335	1338	4	N	Ungraded students - Black, non-Hispanic - male.
BLUGF05	1339	1342	4	N	Ungraded students - Black, non-Hispanic - female.
BLUGU05	1343	1346	4	N	Ungraded students - Black, non-Hispanic - gender unknown.
WHUGM05	1347	1350	4	N	Ungraded students - White, non-Hispanic - male.
WHUGF05	1351	1354	4	N	Ungraded students - White, non-Hispanic - female.
WHUGU05	1355	1358	4	N	Ungraded students - White, non-Hispanic - gender unknown.
MEMBER05	1359	1362	4	N	Total students, all grades: The reported total membership of the school.
AM05	1363	1366	4	N	American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM05, AMALF05, and AMALU05 fields.
AMALM05	1367	1370	4	N	Total students, all grades - American Indian/Alaska Native - male.
AMALF05	1371	1374	4	N	Total students, all grades - American Indian/Alaska Native - female.
AMALU05	1375	1378	4	N	Total students, all grades - American Indian/Alaska Native - gender unknown.
ASIAN05	1379	1382	4	N	Asian/Pacific Islander students. If not reported, this field was calculated by summing the ASALM05, ASALF05, and ASALU05 fields.
ASALM05	1383	1386	4	N	Total students, all grades - Asian/Pacific Islander - male.
ASALF05	1387	1390	4	N	Total students, all grades - Asian/Pacific Islander - female.
ASALU05	1391	1394	4	N	Total students, all grades - Asian/Pacific Islander - gender unknown.
HISP05	1395	1398	4	N	Hispanic students. If not reported, this field was calculated by summing the HIALM05, HIALF05, and HIALU05 fields.
HIALM05	1399	1402	4	N	Total students, all grades - Hispanic - male.
HIALF05	1403	1406	4	N	Total students, all grades - Hispanic - female.
HIALU05	1407	1410	4	N	Total students, all grades - Hispanic - gender unknown.
BLACK05	1411	1414	4	N	Black, non-Hispanic students. If not reported, this field was calculated by summing the BLALM05, BLALF05, and BLALU05 fields.
BLALM05	1415	1418	4	N	Total students, all grades - Black, non-Hispanic - male.
BLALF05	1419	1422	4	N	Total students, all grades - Black, non-Hispanic - female.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
BLALU05	1423	1426	4	N	Total students, all grades - Black, non-Hispanic - gender unknown.
WHITE05	1427	1430	4	N	White, non-Hispanic students. If not reported, this field was calculated by summing the WHALM05, WHALF05, and WHALU05 fields.
WHALM05	1431	1434	4	N	Total students, all grades - White, non-Hispanic - male.
WHALF05	1435	1438	4	N	Total students, all grades - White, non-Hispanic - female.
WHALU05	1439	1442	4	N	Total students, all grades - White, non-Hispanic - gender unknown.
TOTETH05	1443	1446	4	N	Calculated school race/ethnicity membership: The sum of the fields AM05, ASIAN05, HISP05, BLACK05, and WHITE05. Students belonging to an unknown or non-CCD race category are not captured in this field.
PUPTCH05	1447	1451	5*	N	Calculated pupil/teacher ratio: Total reported students (MEMBER05) divided by FTE classroom teachers (FTE05). Reported to the nearest tenth; field includes one explicit decimal.
TOTGRD05	1452	1455	4	N	Calculated school membership: The sum of reported grade totals. If one of the grade totals is missing, then TOTGRD05 is missing.
ILOCAL05	1456	1456	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.
IFTE05	1457	1457	1	AN	If the field contains anything other than “R,” the total classroom teachers count originally submitted was adjusted.
IGSLO05	1458	1458	1	AN	If this field contains anything other than “R,” the GSLO value originally submitted was adjusted.
IGSHI05	1459	1459	1	AN	If this field contains anything other than “R,” the GSHI value originally submitted was adjusted.
ITITLI05	1460	1460	1	AN	If the field contains anything other than “R,” the Title I eligible value originally submitted was adjusted.
ISTITL05	1461	1461	1	AN	If the field contains anything other than “R,” the schoolwide Title I value originally submitted was adjusted.
IMAGNE05	1462	1462	1	AN	If the field contains anything other than “R,” the magnet school value originally submitted was adjusted.
ICHART05	1463	1463	1	AN	If the field contains anything other than “R,” the charter school value originally submitted was adjusted.
ISHARE05	1464	1464	1	AN	If the field contains anything other than “R,” the shared-time school value originally submitted was adjusted.
IFRELC05	1465	1465	1	AN	If the field contains anything other than “R,” the students eligible for free lunch count originally submitted was adjusted.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IRE DLC05	1466	1466	1	AN	If the field contains anything other than “R,” the students eligible for reduced-price lunch count originally submitted was adjusted.
ITOTFR05	1467	1467	1	AN	If the field contains anything other than “R,” the total of free lunch eligible and reduced-price lunch eligible count originally submitted was adjusted.
IMIGRN05	1468	1468	1	AN	If the field contains anything other than “R,” the migrant students enrolled in previous year count originally submitted was adjusted.
IPK05	1469	1469	1	AN	If the field contains anything other than “R,” the total prekindergarten students count originally submitted was adjusted.
IAMPKM05	1470	1470	1	AN	If the field contains anything other than “R,” the prekindergarten students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAMPKF05	1471	1471	1	AN	If the field contains anything other than “R,” the prekindergarten students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAMPKU05	1472	1472	1	AN	If the field contains anything other than “R,” the prekindergarten students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IASPKM05	1473	1473	1	AN	If the field contains anything other than “R,” the prekindergarten students - Asian/Pacific Islander - male count originally submitted was adjusted.
IASPKF05	1474	1474	1	AN	If the field contains anything other than “R,” the prekindergarten students - Asian/Pacific Islander - female count originally submitted was adjusted.
IASPKU05	1475	1475	1	AN	If the field contains anything other than “R,” the prekindergarten students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHIPKM05	1476	1476	1	AN	If the field contains anything other than “R,” the prekindergarten students - Hispanic - male count originally submitted was adjusted.
IHIPKF05	1477	1477	1	AN	If the field contains anything other than “R,” the prekindergarten students - Hispanic - female count originally submitted was adjusted.
IHIPKU05	1478	1478	1	AN	If the field contains anything other than “R,” the prekindergarten students - Hispanic - gender unknown count originally submitted was adjusted.
IBLPKM05	1479	1479	1	AN	If the field contains anything other than “R,” the prekindergarten students - Black, non-Hispanic - male count originally submitted was adjusted.
IBLPKF05	1480	1480	1	AN	If the field contains anything other than “R,” the prekindergarten students - Black, non-Hispanic - female count originally submitted was adjusted.
IBLPKU05	1481	1481	1	AN	If the field contains anything other than “R,” the prekindergarten students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.



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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IWHPKM05	1482	1482	1	AN	If the field contains anything other than “R,” the prekindergarten students - White, non-Hispanic - male count originally submitted was adjusted.
IWHPKF05	1483	1483	1	AN	If the field contains anything other than “R,” the prekindergarten students - White, non-Hispanic - female count originally submitted was adjusted.
IWHPKU05	1484	1484	1	AN	If the field contains anything other than “R,” the prekindergarten students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IKG05	1485	1485	1	AN	If the field contains anything other than “R,” the total kindergarten students count originally submitted was adjusted.
IAMKGM05	1486	1486	1	AN	If the field contains anything other than “R,” the kindergarten students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAMKGF05	1487	1487	1	AN	If the field contains anything other than “R,” the kindergarten students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAMKGU05	1488	1488	1	AN	If the field contains anything other than “R,” the kindergarten students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IASKGM05	1489	1489	1	AN	If the field contains anything other than “R,” the kindergarten students - Asian/Pacific Islander - male count originally submitted was adjusted.
IASKGF05	1490	1490	1	AN	If the field contains anything other than “R,” the kindergarten students - Asian/Pacific Islander - female count originally submitted was adjusted.
IASKGU05	1491	1491	1	AN	If the field contains anything other than “R,” the kindergarten students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHIKGM05	1492	1492	1	AN	If the field contains anything other than “R,” the kindergarten students - Hispanic - male count originally submitted was adjusted.
IHIKGF05	1493	1493	1	AN	If the field contains anything other than “R,” the kindergarten students - Hispanic - female count originally submitted was adjusted.
IHIKGU05	1494	1494	1	AN	If the field contains anything other than “R,” the kindergarten students - Hispanic - gender unknown count originally submitted was adjusted.
IBLKGM05	1495	1495	1	AN	If the field contains anything other than “R,” the kindergarten students - Black, non-Hispanic - male count originally submitted was adjusted.
IBLKGF05	1496	1496	1	AN	If the field contains anything other than “R,” the kindergarten students - Black, non-Hispanic - female count originally submitted was adjusted.
IBLKGU05	1497	1497	1	AN	If the field contains anything other than “R,” the kindergarten students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IWHKGM05	1498	1498	1	AN	If the field contains anything other than “R,” the kindergarten students - White, non-Hispanic - male count originally submitted was adjusted.
IWHKGF05	1499	1499	1	AN	If the field contains anything other than “R,” the kindergarten students - White, non-Hispanic - female count originally submitted was adjusted.
IWHKGU05	1500	1500	1	AN	If the field contains anything other than “R,” the kindergarten students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IG0105	1501	1501	1	AN	If the field contains anything other than “R,” the total grade 1 students count originally submitted was adjusted.
IAM01M05	1502	1502	1	AN	If the field contains anything other than “R,” the grade 1 students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAM01F05	1503	1503	1	AN	If the field contains anything other than “R,” the grade 1 students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAM01U05	1504	1504	1	AN	If the field contains anything other than “R,” the grade 1 students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IAS01M05	1505	1505	1	AN	If the field contains anything other than “R,” the grade 1 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS01F05	1506	1506	1	AN	If the field contains anything other than “R,” the grade 1 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS01U05	1507	1507	1	AN	If the field contains anything other than “R,” the grade 1 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI01M05	1508	1508	1	AN	If the field contains anything other than “R,” the grade 1 students - Hispanic - male count originally submitted was adjusted.
IHI01F05	1509	1509	1	AN	If the field contains anything other than “R,” the grade 1 students - Hispanic - female count originally submitted was adjusted.
IHI01U05	1510	1510	1	AN	If the field contains anything other than “R,” the grade 1 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL01M05	1511	1511	1	AN	If the field contains anything other than “R,” the grade 1 students - Black, non-Hispanic - male count originally submitted was adjusted.
IBL01F05	1512	1512	1	AN	If the field contains anything other than “R,” the grade 1 students - Black, non-Hispanic - female count originally submitted was adjusted.
IBL01U05	1513	1513	1	AN	If the field contains anything other than “R,” the grade 1 students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWH01M05	1514	1514	1	AN	If the field contains anything other than “R,” the grade 1 students - White, non-Hispanic - male count originally submitted was adjusted.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IWH01F05	1515	1515	1	AN	If the field contains anything other than “R,” the grade 1 students - White, non-Hispanic - female count originally submitted was adjusted.
IWH01U05	1516	1516	1	AN	If the field contains anything other than “R,” the grade 1 students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IG0205	1517	1517	1	AN	If the field contains anything other than “R,” the total grade 2 students count originally submitted was adjusted.
IAM02M05	1518	1518	1	AN	If the field contains anything other than “R,” the grade 2 students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAM02F05	1519	1519	1	AN	If the field contains anything other than “R,” the grade 2 students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAM02U05	1520	1520	1	AN	If the field contains anything other than “R,” the grade 2 students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IAS02M05	1521	1521	1	AN	If the field contains anything other than “R,” the grade 2 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS02F05	1522	1522	1	AN	If the field contains anything other than “R,” the grade 2 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS02U05	1523	1523	1	AN	If the field contains anything other than “R,” the grade 2 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI02M05	1524	1524	1	AN	If the field contains anything other than “R,” the grade 2 students - Hispanic - male count originally submitted was adjusted.
IHI02F05	1525	1525	1	AN	If the field contains anything other than “R,” the grade 2 students - Hispanic - female count originally submitted was adjusted.
IHI02U05	1526	1526	1	AN	If the field contains anything other than “R,” the grade 2 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL02M05	1527	1527	1	AN	If the field contains anything other than “R,” the grade 2 students - Black, non-Hispanic - male count originally submitted was adjusted.
IBL02F05	1528	1528	1	AN	If the field contains anything other than “R,” the grade 2 students - Black, non-Hispanic - female count originally submitted was adjusted.
IBL02U05	1529	1529	1	AN	If the field contains anything other than “R,” the grade 2 students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWH02M05	1530	1530	1	AN	If the field contains anything other than “R,” the grade 2 students - White, non-Hispanic - male count originally submitted was adjusted.
IWH02F05	1531	1531	1	AN	If the field contains anything other than “R,” the grade 2 students - White, non-Hispanic - female count originally submitted was adjusted.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IWH02U05	1532	1532	1	AN	If the field contains anything other than “R,” the grade 2 students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IG0305	1533	1533	1	AN	If the field contains anything other than “R,” the total grade 3 students count originally submitted was adjusted.
IAM03M05	1534	1534	1	AN	If the field contains anything other than “R,” the grade 3 students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAM03F05	1535	1535	1	AN	If the field contains anything other than “R,” the grade 3 students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAM03U05	1536	1536	1	AN	If the field contains anything other than “R,” the grade 3 students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IAS03M05	1537	1537	1	AN	If the field contains anything other than “R,” the grade 3 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS03F05	1538	1538	1	AN	If the field contains anything other than “R,” the grade 3 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS03U05	1539	1539	1	AN	If the field contains anything other than “R,” the grade 3 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI03M05	1540	1540	1	AN	If the field contains anything other than “R,” the grade 3 students - Hispanic - male count originally submitted was adjusted.
IHI03F05	1541	1541	1	AN	If the field contains anything other than “R,” the grade 3 students - Hispanic - female count originally submitted was adjusted.
IHI03U05	1542	1542	1	AN	If the field contains anything other than “R,” the grade 3 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL03M05	1543	1543	1	AN	If the field contains anything other than “R,” the grade 3 students - Black, non-Hispanic - male count originally submitted was adjusted.
IBL03F05	1544	1544	1	AN	If the field contains anything other than “R,” the grade 3 students - Black, non-Hispanic - female count originally submitted was adjusted.
IBL03U05	1545	1545	1	AN	If the field contains anything other than “R,” the grade 3 students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWH03M05	1546	1546	1	AN	If the field contains anything other than “R,” the grade 3 students - White, non-Hispanic - male count originally submitted was adjusted.
IWH03F05	1547	1547	1	AN	If the field contains anything other than “R,” the grade 3 students - White, non-Hispanic - female count originally submitted was adjusted.
IWH03U05	1548	1548	1	AN	If the field contains anything other than “R,” the grade 3 students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IG0405	1549	1549	1	AN	If the field contains anything other than “R,” the total grade 4 students count originally submitted was adjusted.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IAM04M05	1550	1550	1	AN	If the field contains anything other than “R,” the grade 4 students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAM04F05	1551	1551	1	AN	If the field contains anything other than “R,” the grade 4 students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAM04U05	1552	1552	1	AN	If the field contains anything other than “R,” the grade 4 students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IAS04M05	1553	1553	1	AN	If the field contains anything other than “R,” the grade 4 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS04F05	1554	1554	1	AN	If the field contains anything other than “R,” the grade 4 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS04U05	1555	1555	1	AN	If the field contains anything other than “R,” the grade 4 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI04M05	1556	1556	1	AN	If the field contains anything other than “R,” the grade 4 students - Hispanic - male count originally submitted was adjusted.
IHI04F05	1557	1557	1	AN	If the field contains anything other than “R,” the grade 4 students - Hispanic - female count originally submitted was adjusted.
IHI04U05	1558	1558	1	AN	If the field contains anything other than “R,” the grade 4 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL04M05	1559	1559	1	AN	If the field contains anything other than “R,” the grade 4 students - Black, non-Hispanic - male count originally submitted was adjusted.
IBL04F05	1560	1560	1	AN	If the field contains anything other than “R,” the grade 4 students - Black, non-Hispanic - female count originally submitted was adjusted.
IBL04U05	1561	1561	1	AN	If the field contains anything other than “R,” the grade 4 students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWH04M05	1562	1562	1	AN	If the field contains anything other than “R,” the grade 4 students - White, non-Hispanic - male count originally submitted was adjusted.
IWH04F05	1563	1563	1	AN	If the field contains anything other than “R,” the grade 4 students - White, non-Hispanic - female count originally submitted was adjusted.
IWH04U05	1564	1564	1	AN	If the field contains anything other than “R,” the grade 4 students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IG0505	1565	1565	1	AN	If the field contains anything other than “R,” the total grade 5 students count originally submitted was adjusted.
IAM05M05	1566	1566	1	AN	If the field contains anything other than “R,” the grade 5 students - American Indian/Alaska Native - male count originally submitted was adjusted.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IAM05F05	1567	1567	1	AN	If the field contains anything other than “R,” the grade 5 students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAM05U05	1568	1568	1	AN	If the field contains anything other than “R,” the grade 5 students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IAS05M05	1569	1569	1	AN	If the field contains anything other than “R,” the grade 5 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS05F05	1570	1570	1	AN	If the field contains anything other than “R,” the grade 5 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS05U05	1571	1571	1	AN	If the field contains anything other than “R,” the grade 5 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI05M05	1572	1572	1	AN	If the field contains anything other than “R,” the grade 5 students - Hispanic - male count originally submitted was adjusted.
IHI05F05	1573	1573	1	AN	If the field contains anything other than “R,” the grade 5 students - Hispanic - female count originally submitted was adjusted.
IHI05U05	1574	1574	1	AN	If the field contains anything other than “R,” the grade 5 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL05M05	1575	1575	1	AN	If the field contains anything other than “R,” the grade 5 students - Black, non-Hispanic - male count originally submitted was adjusted.
IBL05F05	1576	1576	1	AN	If the field contains anything other than “R,” the grade 5 students - Black, non-Hispanic - female count originally submitted was adjusted.
IBL05U05	1577	1577	1	AN	If the field contains anything other than “R,” the grade 5 students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWH05M05	1578	1578	1	AN	If the field contains anything other than “R,” the grade 5 students - White, non-Hispanic - male count originally submitted was adjusted.
IWH05F05	1579	1579	1	AN	If the field contains anything other than “R,” the grade 5 students - White, non-Hispanic - female count originally submitted was adjusted.
IWH05U05	1580	1580	1	AN	If the field contains anything other than “R,” the grade 5 students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IG0605	1581	1581	1	AN	If the field contains anything other than “R,” the total grade 6 students count originally submitted was adjusted.
IAM06M05	1582	1582	1	AN	If the field contains anything other than “R,” the grade 6 students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAM06F05	1583	1583	1	AN	If the field contains anything other than “R,” the grade 6 students - American Indian/Alaska Native - female count originally submitted was adjusted.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IAM06U05	1584	1584	1	AN	If the field contains anything other than “R,” the grade 6 students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IAS06M05	1585	1585	1	AN	If the field contains anything other than “R,” the grade 6 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS06F05	1586	1586	1	AN	If the field contains anything other than “R,” the grade 6 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS06U05	1587	1587	1	AN	If the field contains anything other than “R,” the grade 6 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI06M05	1588	1588	1	AN	If the field contains anything other than “R,” the grade 6 students - Hispanic - male count originally submitted was adjusted.
IHI06F05	1589	1589	1	AN	If the field contains anything other than “R,” the grade 6 students - Hispanic - female count originally submitted was adjusted.
IHI06U05	1590	1590	1	AN	If the field contains anything other than “R,” the grade 6 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL06M05	1591	1591	1	AN	If the field contains anything other than “R,” the grade 6 students - Black, non-Hispanic - male count originally submitted was adjusted.
IBL06F05	1592	1592	1	AN	If the field contains anything other than “R,” the grade 6 students - Black, non-Hispanic - female count originally submitted was adjusted.
IBL06U05	1593	1593	1	AN	If the field contains anything other than “R,” the grade 6 students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWH06M05	1594	1594	1	AN	If the field contains anything other than “R,” the grade 6 students - White, non-Hispanic - male count originally submitted was adjusted.
IWH06F05	1595	1595	1	AN	If the field contains anything other than “R,” the grade 6 students - White, non-Hispanic - female count originally submitted was adjusted.
IWH06U05	1596	1596	1	AN	If the field contains anything other than “R,” the grade 6 students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IG0705	1597	1597	1	AN	If the field contains anything other than “R,” the total grade 7 students count originally submitted was adjusted.
IAM07M05	1598	1598	1	AN	If the field contains anything other than “R,” the grade 7 students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAM07F05	1599	1599	1	AN	If the field contains anything other than “R,” the grade 7 students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAM07U05	1600	1600	1	AN	If the field contains anything other than “R,” the grade 7 students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IAS07M05	1601	1601	1	AN	If the field contains anything other than “R,” the grade 7 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS07F05	1602	1602	1	AN	If the field contains anything other than “R,” the grade 7 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS07U05	1603	1603	1	AN	If the field contains anything other than “R,” the grade 7 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI07M05	1604	1604	1	AN	If the field contains anything other than “R,” the grade 7 students - Hispanic - male count originally submitted was adjusted.
IHI07F05	1605	1605	1	AN	If the field contains anything other than “R,” the grade 7 students - Hispanic - female count originally submitted was adjusted.
IHI07U05	1606	1606	1	AN	If the field contains anything other than “R,” the grade 7 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL07M05	1607	1607	1	AN	If the field contains anything other than “R,” the grade 7 students - Black, non-Hispanic - male count originally submitted was adjusted.
IBL07F05	1608	1608	1	AN	If the field contains anything other than “R,” the grade 7 students - Black, non-Hispanic - female count originally submitted was adjusted.
IBL07U05	1609	1609	1	AN	If the field contains anything other than “R,” the grade 7 students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWH07M05	1610	1610	1	AN	If the field contains anything other than “R,” the grade 7 students - White, non-Hispanic - male count originally submitted was adjusted.
IWH07F05	1611	1611	1	AN	If the field contains anything other than “R,” the grade 7 students - White, non-Hispanic - female count originally submitted was adjusted.
IWH07U05	1612	1612	1	AN	If the field contains anything other than “R,” the grade 7 students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IG0805	1613	1613	1	AN	If the field contains anything other than “R,” the total grade 8 students count originally submitted was adjusted.
IAM08M05	1614	1614	1	AN	If the field contains anything other than “R,” the grade 8 students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAM08F05	1615	1615	1	AN	If the field contains anything other than “R,” the grade 8 students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAM08U05	1616	1616	1	AN	If the field contains anything other than “R,” the grade 8 students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IAS08M05	1617	1617	1	AN	If the field contains anything other than “R,” the grade 8 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS08F05	1618	1618	1	AN	If the field contains anything other than “R,” the grade 8 students - Asian/Pacific Islander - female count originally submitted was adjusted.



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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IAS08U05	1619	1619	1	AN	If the field contains anything other than “R,” the grade 8 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI08M05	1620	1620	1	AN	If the field contains anything other than “R,” the grade 8 students - Hispanic - male count originally submitted was adjusted.
IHI08F05	1621	1621	1	AN	If the field contains anything other than “R,” the grade 8 students - Hispanic - female count originally submitted was adjusted.
IHI08U05	1622	1622	1	AN	If the field contains anything other than “R,” the grade 8 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL08M05	1623	1623	1	AN	If the field contains anything other than “R,” the grade 8 students - Black, non-Hispanic - male count originally submitted was adjusted.
IBL08F05	1624	1624	1	AN	If the field contains anything other than “R,” the grade 8 students - Black, non-Hispanic - female count originally submitted was adjusted.
IBL08U05	1625	1625	1	AN	If the field contains anything other than “R,” the grade 8 students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWH08M05	1626	1626	1	AN	If the field contains anything other than “R,” the grade 8 students - White, non-Hispanic - male count originally submitted was adjusted.
IWH08F05	1627	1627	1	AN	If the field contains anything other than “R,” the grade 8 students - White, non-Hispanic - female count originally submitted was adjusted.
IWH08U05	1628	1628	1	AN	If the field contains anything other than “R,” the grade 8 students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IG0905	1629	1629	1	AN	If the field contains anything other than “R,” the total grade 9 students count originally submitted was adjusted.
IAM09M05	1630	1630	1	AN	If the field contains anything other than “R,” the grade 9 students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAM09F05	1631	1631	1	AN	If the field contains anything other than “R,” the grade 9 students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAM09U05	1632	1632	1	AN	If the field contains anything other than “R,” the grade 9 students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IAS09M05	1633	1633	1	AN	If the field contains anything other than “R,” the grade 9 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS09F05	1634	1634	1	AN	If the field contains anything other than “R,” the grade 9 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS09U05	1635	1635	1	AN	If the field contains anything other than “R,” the grade 9 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IHI09M05	1636	1636	1	AN	If the field contains anything other than “R,” the grade 9 students - Hispanic - male count originally submitted was adjusted.
IHI09F05	1637	1637	1	AN	If the field contains anything other than “R,” the grade 9 students - Hispanic - female count originally submitted was adjusted.
IHI09U05	1638	1638	1	AN	If the field contains anything other than “R,” the grade 9 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL09M05	1639	1639	1	AN	If the field contains anything other than “R,” the grade 9 students - Black, non-Hispanic - male count originally submitted was adjusted.
IBL09F05	1640	1640	1	AN	If the field contains anything other than “R,” the grade 9 students - Black, non-Hispanic - female count originally submitted was adjusted.
IBL09U05	1641	1641	1	AN	If the field contains anything other than “R,” the grade 9 students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWH09M05	1642	1642	1	AN	If the field contains anything other than “R,” the grade 9 students - White, non-Hispanic - male count originally submitted was adjusted.
IWH09F05	1643	1643	1	AN	If the field contains anything other than “R,” the grade 9 students - White, non-Hispanic - female count originally submitted was adjusted.
IWH09U05	1644	1644	1	AN	If the field contains anything other than “R,” the grade 9 students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IG1005	1645	1645	1	AN	If the field contains anything other than “R,” the total grade 10 students count originally submitted was adjusted.
IAM10M05	1646	1646	1	AN	If the field contains anything other than “R,” the grade 10 students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAM10F05	1647	1647	1	AN	If the field contains anything other than “R,” the grade 10 students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAM10U05	1648	1648	1	AN	If the field contains anything other than “R,” the grade 10 students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IAS10M05	1649	1649	1	AN	If the field contains anything other than “R,” the grade 10 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS10F05	1650	1650	1	AN	If the field contains anything other than “R,” the grade 10 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS10U05	1651	1651	1	AN	If the field contains anything other than “R,” the grade 10 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI10M05	1652	1652	1	AN	If the field contains anything other than “R,” the grade 10 students - Hispanic - male count originally submitted was adjusted.

Appendix A—Record Layout for the Common Core of Data  
Public Elementary/Secondary School Universe Survey: School year 2005–06

<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IHI10F05	1653	1653	1	AN	If the field contains anything other than “R,” the grade 10 students - Hispanic - female count originally submitted was adjusted.
IHI10U05	1654	1654	1	AN	If the field contains anything other than “R,” the grade 10 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL10M05	1655	1655	1	AN	If the field contains anything other than “R,” the grade 10 students - Black, non-Hispanic - male count originally submitted was adjusted.
IBL10F05	1656	1656	1	AN	If the field contains anything other than “R,” the grade 10 students - Black, non-Hispanic - female count originally submitted was adjusted.
IBL10U05	1657	1657	1	AN	If the field contains anything other than “R,” the grade 10 students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWH10M05	1658	1658	1	AN	If the field contains anything other than “R,” the grade 10 students - White, non-Hispanic - male count originally submitted was adjusted.
IWH10F05	1659	1659	1	AN	If the field contains anything other than “R,” the grade 10 students - White, non-Hispanic - female count originally submitted was adjusted.
IWH10U05	1660	1660	1	AN	If the field contains anything other than “R,” the grade 10 students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IG1105	1661	1661	1	AN	If the field contains anything other than “R,” the total grade 11 students count originally submitted was adjusted.
IAM11M05	1662	1662	1	AN	If the field contains anything other than “R,” the grade 11 students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAM11F05	1663	1663	1	AN	If the field contains anything other than “R,” the grade 11 students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAM11U05	1664	1664	1	AN	If the field contains anything other than “R,” the grade 11 students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IAS11M05	1665	1665	1	AN	If the field contains anything other than “R,” the grade 11 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS11F05	1666	1666	1	AN	If the field contains anything other than “R,” the grade 11 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS11U05	1667	1667	1	AN	If the field contains anything other than “R,” the grade 11 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI11M05	1668	1668	1	AN	If the field contains anything other than “R,” the grade 11 students - Hispanic - male count originally submitted was adjusted.
IHI11F05	1669	1669	1	AN	If the field contains anything other than “R,” the grade 11 students - Hispanic - female count originally submitted was adjusted.

Appendix A—Record Layout for the Common Core of Data  
Public Elementary/Secondary School Universe Survey: School year 2005–06

<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IHI11U05	1670	1670	1	AN	If the field contains anything other than “R,” the grade 11 students - Hispanic - gender unknown count originally submitted was adjusted.
IBL11M05	1671	1671	1	AN	If the field contains anything other than “R,” the grade 11 students - Black, non-Hispanic - male count originally submitted was adjusted.
IBL11F05	1672	1672	1	AN	If the field contains anything other than “R,” the grade 11 students - Black, non-Hispanic - female count originally submitted was adjusted.
IBL11U05	1673	1673	1	AN	If the field contains anything other than “R,” the grade 11 students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWH11M05	1674	1674	1	AN	If the field contains anything other than “R,” the grade 11 students - White, non-Hispanic - male count originally submitted was adjusted.
IWH11F05	1675	1675	1	AN	If the field contains anything other than “R,” the grade 11 students - White, non-Hispanic - female count originally submitted was adjusted.
IWH11U05	1676	1676	1	AN	If the field contains anything other than “R,” the grade 11 students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IG1205	1677	1677	1	AN	If the field contains anything other than “R,” the total grade 12 students count originally submitted was adjusted.
IAM12M05	1678	1678	1	AN	If the field contains anything other than “R,” the grade 12 students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAM12F05	1679	1679	1	AN	If the field contains anything other than “R,” the grade 12 students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAM12U05	1680	1680	1	AN	If the field contains anything other than “R,” the grade 12 students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IAS12M05	1681	1681	1	AN	If the field contains anything other than “R,” the grade 12 students - Asian/Pacific Islander - male count originally submitted was adjusted.
IAS12F05	1682	1682	1	AN	If the field contains anything other than “R,” the grade 12 students - Asian/Pacific Islander - female count originally submitted was adjusted.
IAS12U05	1683	1683	1	AN	If the field contains anything other than “R,” the grade 12 students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHI12M05	1684	1684	1	AN	If the field contains anything other than “R,” the grade 12 students - Hispanic - male count originally submitted was adjusted.
IHI12F05	1685	1685	1	AN	If the field contains anything other than “R,” the grade 12 students - Hispanic - female count originally submitted was adjusted.
IHI12U05	1686	1686	1	AN	If the field contains anything other than “R,” the grade 12 students - Hispanic - gender unknown count originally submitted was adjusted.

Appendix A—Record Layout for the Common Core of Data  
Public Elementary/Secondary School Universe Survey: School year 2005–06

<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IBL12M05	1687	1687	1	AN	If the field contains anything other than “R,” the grade 12 students - Black, non-Hispanic - male count originally submitted was adjusted.
IBL12F05	1688	1688	1	AN	If the field contains anything other than “R,” the grade 12 students - Black, non-Hispanic - female count originally submitted was adjusted.
IBL12U05	1689	1689	1	AN	If the field contains anything other than “R,” the grade 12 students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWH12M05	1690	1690	1	AN	If the field contains anything other than “R,” the grade 12 students - White, non-Hispanic - male count originally submitted was adjusted.
IWH12F05	1691	1691	1	AN	If the field contains anything other than “R,” the grade 12 students - White, non-Hispanic - female count originally submitted was adjusted.
IWH12U05	1692	1692	1	AN	If the field contains anything other than “R,” the grade 12 students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IUG05	1693	1693	1	AN	If the field contains anything other than “R,” the total ungraded students count originally submitted was adjusted.
IAMUGM05	1694	1694	1	AN	If the field contains anything other than “R,” the ungraded students - American Indian/Alaska Native - male count originally submitted was adjusted.
IAMUGF05	1695	1695	1	AN	If the field contains anything other than “R,” the ungraded students - American Indian/Alaska Native - female count originally submitted was adjusted.
IAMUGU05	1696	1696	1	AN	If the field contains anything other than “R,” the ungraded students - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IASUGM05	1697	1697	1	AN	If the field contains anything other than “R,” the ungraded students - Asian/Pacific Islander - male count originally submitted was adjusted.
IASUGF05	1698	1698	1	AN	If the field contains anything other than “R,” the ungraded students - Asian/Pacific Islander - female count originally submitted was adjusted.
IASUGU05	1699	1699	1	AN	If the field contains anything other than “R,” the ungraded students - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHIUGM05	1700	1700	1	AN	If the field contains anything other than “R,” the ungraded students - Hispanic - male count originally submitted was adjusted.
IHIUGF05	1701	1701	1	AN	If the field contains anything other than “R,” the ungraded students - Hispanic - female count originally submitted was adjusted.
IHIUGU05	1702	1702	1	AN	If the field contains anything other than “R,” the ungraded students - Hispanic - gender unknown count originally submitted was adjusted.
IBLUGM05	1703	1703	1	AN	If the field contains anything other than “R,” the ungraded students - Black, non-Hispanic - male count originally submitted was adjusted.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IBLUGF05	1704	1704	1	AN	If the field contains anything other than “R,” the ungraded students - Black, non-Hispanic - female count originally submitted was adjusted.
IBLUGU05	1705	1705	1	AN	If the field contains anything other than “R,” the ungraded students - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWHUGM05	1706	1706	1	AN	If the field contains anything other than “R,” the ungraded students - White, non-Hispanic - male count originally submitted was adjusted.
IWHUGF05	1707	1707	1	AN	If the field contains anything other than “R,” the ungraded students - White, non-Hispanic - female count originally submitted was adjusted.
IWHUGU05	1708	1708	1	AN	If the field contains anything other than “R,” the ungraded students - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IMEMB05	1709	1709	1	AN	If the field contains anything other than “R,” the total students, all grades count originally submitted was adjusted.
IAM05	1710	1710	1	AN	If the field contains anything other than “R,” one or more of the American Indian/Alaska Native student counts originally submitted was adjusted.
IAMALM05	1711	1711	1	AN	If the field contains anything other than “R,” the total students, all grades - American Indian/Alaska Native - male count originally submitted was adjusted.
IAMALF05	1712	1712	1	AN	If the field contains anything other than “R,” the total students, all grades - American Indian/Alaska Native - female count originally submitted was adjusted.
IAMALU05	1713	1713	1	AN	If the field contains anything other than “R,” the total students, all grades - American Indian/Alaska Native - gender unknown count originally submitted was adjusted.
IASIAN05	1714	1714	1	AN	If the field contains anything other than “R,” one or more of the Asian/Pacific Islander student counts originally submitted was adjusted.
IASALM05	1715	1715	1	AN	If the field contains anything other than “R,” the total students, all grades - Asian/Pacific Islander - male count originally submitted was adjusted.
IASALF05	1716	1716	1	AN	If the field contains anything other than “R,” the total students, all grades - Asian/Pacific Islander - female count originally submitted was adjusted.
IASALU05	1717	1717	1	AN	If the field contains anything other than “R,” the total students, all grades - Asian/Pacific Islander - gender unknown count originally submitted was adjusted.
IHISP05	1718	1718	1	AN	If the field contains anything other than “R,” one or more of the Hispanic student counts originally submitted was adjusted.
IHIALM05	1719	1719	1	AN	If the field contains anything other than “R,” the total students, all grades - Hispanic - male count originally submitted was adjusted.
IHIALF05	1720	1720	1	AN	If the field contains anything other than “R,” the total students, all grades - Hispanic - female count originally submitted was adjusted.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type</b>	<b>Description</b>
IHALU05	1721	1721	1	AN	If the field contains anything other than “R,” the total students, all grades - Hispanic - gender unknown count originally submitted was adjusted.
IBLACK05	1722	1722	1	AN	If the field contains anything other than “R,” one or more of the Black, non-Hispanic student counts originally submitted was adjusted.
IBLALM05	1723	1723	1	AN	If the field contains anything other than “R,” the total students, all grades - Black, non-Hispanic - male count originally submitted was adjusted.
IBLALF05	1724	1724	1	AN	If the field contains anything other than “R,” the total students, all grades - Black, non-Hispanic - female count originally submitted was adjusted.
IBLALU05	1725	1725	1	AN	If the field contains anything other than “R,” the total students, all grades - Black, non-Hispanic - gender unknown count originally submitted was adjusted.
IWHITE05	1726	1726	1	AN	If the field contains anything other than “R,” one or more of the White, non-Hispanic student counts originally submitted was adjusted.
IWHALM05	1727	1727	1	AN	If the field contains anything other than “R,” the total students, all grades - White, non-Hispanic - male count originally submitted was adjusted.
IWHALF05	1728	1728	1	AN	If the field contains anything other than “R,” the total students, all grades - White, non-Hispanic - female count originally submitted was adjusted.
IWHALU05	1729	1729	1	AN	If the field contains anything other than “R,” the total students, all grades - White, non-Hispanic - gender unknown count originally submitted was adjusted.
IETH05	1730	1730	1	AN	If the field contains anything other than “T,” one or more of the race/ethnicity student counts originally submitted was adjusted.
IPUTCH05	1731	1731	1	AN	If the field contains anything other than “T,” one or more of the pupil/teacher counts originally submitted was adjusted.
ITOTGR05	1732	1732	1	AN	If the field contains anything other than “T,” one or more of the grade totals originally submitted was adjusted.





**Appendix B—Value Distribution and Field Frequencies for the Common  
Core of Data Public Elementary/Secondary School Universe Survey:  
School Year 2005–06**



Appendix B—Value Distribution and Field Frequencies for the Common  
Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Variable	Label	M	N	Other
NCESSCH	Unique School ID (NCES Assigned)	0	0	102,454
FIPST	FIPS State Number	0	0	102,454
LEAID	Unique Agency ID (NCES Assigned)	0	0	102,454
SCHNO	School ID within State (NCES Assigned)	0	0	102,454
STID05	State Agency ID	0	0	102,454
SEASCH05	State School ID	0	0	102,454
LEANM05	Name of Operating Agency	0	0	102,454
SCHNAM05	School Name	0	0	102,454
PHONE05	Telephone Number of School	1,223	0	101,231
MSTREE05	Mailing Address	3	79	102,372
MCITY05	Mailing City Name	0	0	102,454
MSTATE05	Mailing USPS State Abbreviation	0	0	102,454
MZIP05	Mailing 5-Digit ZIP Code	0	0	102,454
MZIP405	Mailing ZIP+4 (if assigned)	0	0	102,454
LSTREE05	Location Address	3	8	102,443
LCITY05	Location City Name	0	0	102,454
LSTATE05	Location USPS State Abbreviation	0	0	102,454
LZIP05	Location 5-Digit ZIP Code	0	0	102,454
LZIP405	Location ZIP+4 (if assigned)	0	0	102,454
LATCOD05	Latitude	0	2,804	99,650
LONCOD05	Longitude	0	2,804	99,650
CONUM05	FIPS County Number (FIPS St+County)	0	1,719	100,735
CONAME05	County Name	0	1,715	100,739

# Rounds to zero.

NOTE: M or -1 indicates that the data are missing; a value was expected, but no value was measured. An N or -2 indicates that the data are not applicable; a value was neither expected nor measured.

Appendix B—Value Distribution and Field Frequencies for the Common  
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Variable	Label	Minimum	Maximum	Mean	-1	-2
FTE05	Classroom Teachers (Full-Time Equiv)	0	756.0	32.4	2,933	3,481
FRELCH05	Free Lunch Eligible Students	0	4,388.0	181.1	7,393	7,350
REDLCH05	Reduced-price Lunch Eligible Students	0	1,187.0	41.3	7,394	7,350
TOTFRL05	Total Free and Reduced Lunch Students	0	4,748.0	221.4	3,023	7,394
MIGRNT05	Migrant Students	0	3,498.0	5.9	10,168	3,551
PK05	Students (Total PK Grade)	0	1,543.0	34.1	15,436	62,003
AMPKM05	Students (PK-Amer Ind/AK Nat-Male)	0	70.0	0.3	15,399	62,036
AMPKF05	Students (PK-Amer Ind/AK Nat-Female)	0	60.0	0.2	15,399	62,036
AMPKU05	Students (PK-Amer Ind/AK Nat-Unknown)	0	0	0.0	15,399	63,624
ASPKM05	Students (PK-Asian/Pac Isl-Male)	0	796.0	0.6	15,407	62,036
ASPKF05	Students (PK-Asian/Pac Isl-Female)	0	747.0	0.5	15,407	62,036
ASPKU05	Students (PK-Asian/Pac Isl-Unknown)	0	190.0	#	15,399	63,624
HIPKM05	Students (PK-Hispanic-Male)	0	387.0	4.9	15,399	62,036
HIPKF05	Students (PK-Hispanic-Female)	0	346.0	4.5	15,399	62,036
HIPKU05	Students (PK-Hispanic-Unknown)	0	0	0.0	15,399	63,624
BLPKM05	Students (PK-Black-Male)	0	367.0	4.0	15,399	62,036
BLPKF05	Students (PK-Black-Female)	0	382.0	3.7	15,399	62,036
BLPKU05	Students (PK-Black-Unknown)	0	0	0.0	15,399	63,624
WHPKM05	Students (PK-White-Male)	0	615.0	8.6	15,399	62,036
WHPKF05	Students (PK-White-Female)	0	465.0	6.4	15,399	62,036
WHPKU05	Students (PK-White-Unknown)	0	0	0.0	15,399	63,624
KG05	Students (Total KG Grade)	0	1,030.0	68.8	10	49,056
AMKGM05	Students (KG-Amer Ind/AK Nat-Male)	0	119.0	0.5	11	49,056
AMKGF05	Students (KG-Amer Ind/AK Nat-Female)	0	116.0	0.4	11	49,056
AMKGU05	Students (KG-Amer Ind/AK Nat-Unknown)	0	0	0.0	11	49,993
ASKGM05	Students (KG-Asian/Pac Isl-Male)	0	113.0	1.6	23	49,056
ASKGF05	Students (KG-Asian/Pac Isl-Female)	0	87.0	1.6	23	49,056
ASKGU05	Students (KG-Asian/Pac Isl-Unknown)	0	114.0	#	11	49,993
HIKGM05	Students (KG-Hispanic-Male)	0	383.0	8.1	11	49,056
HIKGF05	Students (KG-Hispanic-Female)	0	373.0	7.7	11	49,056
HIKGU05	Students (KG-Hispanic-Unknown)	0	0	0.0	11	49,993
BLKGM05	Students (KG-Black-Male)	0	213.0	5.8	12	49,056
BLKGF05	Students (KG-Black-Female)	0	214.0	5.4	12	49,056
BLKGU05	Students (KG-Black-Unknown)	0	1.0	#	11	49,993
WHKGM05	Students (KG-White-Male)	0	452.0	19.3	12	49,056
WHKGF05	Students (KG-White-Female)	0	395.0	17.7	12	49,056
WHKGU05	Students (KG-White-Unknown)	0	1.0	#	11	49,993

# Rounds to zero.

NOTE: M or -1 indicates that the data are missing; a value was expected, but no value was measured. An N or -2 indicates that the data are not applicable; a value was neither expected nor measured.

Appendix B—Value Distribution and Field Frequencies for the Common  
Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Variable	Label	Minimum	Maximum	Mean	-1	-2
G0105	Students (Total 1st Grade)	0	802.0	69.3	11	48,269
AM01M05	Students (1st-Amer Ind/AK Nat-Male)	0	109.0	0.5	13	48,269
AM01F05	Students (1st-Amer Ind/AK Nat-Female)	0	81.0	0.4	13	48,269
AM01U05	Students (1st-Amer Ind/AK Nat-Unknown)	0	0	0.0	13	49,186
AS01M05	Students (1st-Asian/Pac Isl-Male)	0	98.0	1.6	25	48,269
AS01F05	Students (1st-Asian/Pac Isl-Female)	0	91.0	1.5	25	48,269
AS01U05	Students (1st-Asian/Pac Isl-Unknown)	0	121.0	#	13	49,186
HI01M05	Students (1st-Hispanic-Male)	0	176.0	8.2	13	48,269
HI01F05	Students (1st-Hispanic-Female)	0	171.0	7.7	13	48,269
HI01U05	Students (1st-Hispanic-Unknown)	0	0	0.0	13	49,186
BL01M05	Students (1st-Black-Male)	0	226.0	6.0	13	48,269
BL01F05	Students (1st-Black-Female)	0	216.0	5.6	13	48,269
BL01U05	Students (1st-Black-Unknown)	0	0	0.0	13	49,186
WH01M05	Students (1st-white-Male)	0	338.0	19.2	16	48,269
WH01F05	Students (1st-white-Female)	0	328.0	17.9	16	48,269
WH01U05	Students (1st-white-Unknown)	0	1.0	#	13	49,186
G0205	Students (Total 2nd Grade)	0	756.0	67.5	11	48,130
AM02M05	Students (2nd-Amer Ind/AK Nat-Male)	0	114.0	0.4	13	48,130
AM02F05	Students (2nd-Amer Ind/AK Nat-Female)	0	79.0	0.4	13	48,130
AM02U05	Students (2nd-Amer Ind/AK Nat-Unk)	0	0	0.0	13	49,045
AS02M05	Students (2nd-Asian/Pac Isl-Male)	0	108.0	1.6	25	48,130
AS02F05	Students (2nd-Asian/Pac Isl-Female)	0	96.0	1.5	25	48,130
AS02U05	Students (2nd-Asian/Pac Isl-Unknown)	0	136.0	#	13	49,045
HI02M05	Students (2nd-Hispanic-Male)	0	180.0	7.8	13	48,130
HI02F05	Students (2nd-Hispanic-Female)	0	157.0	7.4	13	48,130
HI02U05	Students (2nd-Hispanic-Unknown)	0	0	0.0	13	49,045
BL02M05	Students (2nd-Black-Male)	0	219.0	5.8	15	48,130
BL02F05	Students (2nd-Black-Female)	0	248.0	5.5	15	48,130
BL02U05	Students (2nd-Black-Unknown)	0	1.0	#	13	49,045
WH02M05	Students (2nd-white-Male)	0	241.0	18.8	16	48,130
WH02F05	Students (2nd-white-Female)	0	207.0	17.7	16	48,130
WH02U05	Students (2nd-white-Unknown)	0	2.0	#	13	49,045
G0305	Students (Total 3rd Grade)	0	782.0	67.0	11	48,084
AM03M05	Students (3rd-Amer Ind/AK Nat-Male)	0	90.0	0.4	13	48,084
AM03F05	Students (3rd-Amer Ind/AK Nat-Female)	0	80.0	0.4	13	48,084
AM03U05	Students (3rd-Amer Ind/AK Nat-Unk)	0	0	0.0	13	49,039
AS03M05	Students (3rd-Asian/Pac Isl-Male)	0	116.0	1.6	25	48,084

# Rounds to zero.

NOTE: M or -1 indicates that the data are missing; a value was expected, but no value was measured. An N or -2 indicates that the data are not applicable; a value was neither expected nor measured.

Appendix B—Value Distribution and Field Frequencies for the Common  
Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Variable	Label	Minimum	Maximum	Mean	-1	-2
AS03F05	Students (3rd-Asian/Pac Isl-Female)	0	90.0	1.6	25	48,084
AS03U05	Students (3rd-Asian/Pac Isl-Unknown)	0	159.0	#	13	49,039
HI03M05	Students (3rd-Hispanic-Male)	0	182.0	7.6	13	48,084
HI03F05	Students (3rd-Hispanic-Female)	0	176.0	7.3	13	48,084
HI03U05	Students (3rd-Hispanic-Unknown)	0	0	0.0	13	49,039
BL03M05	Students (3rd-Black-Male)	0	188.0	5.7	14	48,084
BL03F05	Students (3rd-Black-Female)	0	231.0	5.5	14	48,084
BL03U05	Students (3rd-Black-Unknown)	0	1.0	#	13	49,039
WH03M05	Students (3rd-white-Male)	0	336.0	18.7	15	48,084
WH03F05	Students (3rd-white-Female)	0	307.0	17.7	15	48,084
WH03U05	Students (3rd-white-Unknown)	0	2.0	#	13	49,039
G0405	Students (Total 4th Grade)	0	813.0	67.3	10	48,417
AM04M05	Students (4th-Amer Ind/AK Nat-Male)	0	93.0	0.4	12	48,417
AM04F05	Students (4th-Amer Ind/AK Nat-Female)	0	79.0	0.4	12	48,417
AM04U05	Students (4th-Amer Ind/AK Nat-Unk)	0	0	0.0	12	49,360
AS04M05	Students (4th-Asian/Pac Isl-Male)	0	116.0	1.6	24	48,417
AS04F05	Students (4th-Asian/Pac Isl-Female)	0	94.0	1.6	24	48,417
AS04U05	Students (4th-Asian/Pac Isl-Unknown)	0	133.0	#	12	49,360
HI04M05	Students (4th-Hispanic-Male)	0	167.0	7.4	12	48,417
HI04F05	Students (4th-Hispanic-Female)	0	183.0	7.1	12	48,417
HI04U05	Students (4th-Hispanic-Unknown)	0	0	0.0	12	49,360
BL04M05	Students (4th-Black-Male)	0	215.0	5.7	13	48,417
BL04F05	Students (4th-Black-Female)	0	233.0	5.5	13	48,417
BL04U05	Students (4th-Black-Unknown)	0	1.0	#	12	49,360
WH04M05	Students (4th-white-Male)	0	332.0	19.1	17	48,417
WH04F05	Students (4th-white-Female)	0	335.0	18.0	17	48,417
WH04U05	Students (4th-white-Unknown)	0	4.0	#	12	49,360
G0505	Students (Total 5th Grade)	0	859.0	69.8	11	49,569
AM05M05	Students (5th-Amer Ind/AK Nat-Male)	0	115.0	0.4	13	49,569
AM05F05	Students (5th-Amer Ind/AK Nat-Female)	0	105.0	0.4	13	49,569
AM05U05	Students (5th-Amer Ind/AK Nat-Unknown)	0	0	0.0	13	50,574
AS05M05	Students (5th-Asian/Pac Isl-Male)	0	107.0	1.7	25	49,569
AS05F05	Students (5th-Asian/Pac Isl-Female)	0	111.0	1.6	25	49,569
AS05U05	Students (5th-Asian/Pac Isl-Unknown)	0	142.0	#	13	50,574
HI05M05	Students (5th-Hispanic-Male)	0	331.0	7.6	13	49,569
HI05F05	Students (5th-Hispanic-Female)	0	311.0	7.3	13	49,569
HI05U05	Students (5th-Hispanic-Unknown)	0	0	0.0	13	50,574

# Rounds to zero.

NOTE: M or -1 indicates that the data are missing; a value was expected, but no value was measured. An N or -2 indicates that the data are not applicable; a value was neither expected nor measured.

Appendix B—Value Distribution and Field Frequencies for the Common  
Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Variable	Label	Minimum	Maximum	Mean	-1	-2
BL05M05	Students (5th-Black-Male)	0	181.0	6.0	15	49,569
BL05F05	Students (5th-Black-Female)	0	197.0	5.8	15	49,569
BL05U05	Students (5th-Black-Unknown)	0	1.0	#	13	50,574
WH05M05	Students (5th-white-Male)	0	340.0	19.9	16	49,569
WH05F05	Students (5th-white-Female)	0	348.0	18.7	16	49,569
WH05U05	Students (5th-white-Unknown)	0	2.0	#	13	50,574
G0605	Students (Total 6th Grade)	0	1,273.0	96.6	16	63,843
AM06M05	Students (6th-Amer Ind/AK Nat-Male)	0	142.0	0.6	18	63,843
AM06F05	Students (6th-Amer Ind/AK Nat-Female)	0	129.0	0.6	18	63,843
AM06U05	Students (6th-Amer Ind/AK Nat-Unknown)	0	0	0.0	18	65,118
AS06M05	Students (6th-Asian/Pac Isl-Male)	0	253.0	2.3	30	63,843
AS06F05	Students (6th-Asian/Pac Isl-Female)	0	203.0	2.1	30	63,843
AS06U05	Students (6th-Asian/Pac Isl-Unknown)	0	144.0	#	18	65,118
HI06M05	Students (6th-Hispanic-Male)	0	669.0	10.1	18	63,843
HI06F05	Students (6th-Hispanic-Female)	0	600.0	9.7	18	63,843
HI06U05	Students (6th-Hispanic-Unknown)	0	0	0.0	18	65,118
BL06M05	Students (6th-Black-Male)	0	263.0	8.6	18	63,843
BL06F05	Students (6th-Black-Female)	0	280.0	8.2	18	63,843
BL06U05	Students (6th-Black-Unknown)	0	0	0.0	18	65,118
WH06M05	Students (6th-white-Male)	0	329.0	27.7	23	63,843
WH06F05	Students (6th-white-Female)	0	336.0	26.0	23	63,843
WH06U05	Students (6th-white-Unknown)	0	2.0	#	18	65,118
G0705	Students (Total 7th Grade)	0	1,385.0	125.8	22	71,920
AM07M05	Students (7th-Amer Ind/AK Nat-Male)	0	135.0	0.8	62	71,920
AM07F05	Students (7th-Amer Ind/AK Nat-Female)	0	132.0	0.8	62	71,920
AM07U05	Students (7th-Amer Ind/AK Nat-Unknown)	0	0	0.0	62	73,029
AS07M05	Students (7th-Asian/Pac Isl-Male)	0	310.0	2.9	67	71,920
AS07F05	Students (7th-Asian/Pac Isl-Female)	0	269.0	2.7	67	71,920
AS07U05	Students (7th-Asian/Pac Isl-Unknown)	0	584.0	#	62	73,029
HI07M05	Students (7th-Hispanic-Male)	0	714.0	13.0	62	71,920
HI07F05	Students (7th-Hispanic-Female)	0	631.0	12.4	62	71,920
HI07U05	Students (7th-Hispanic-Unknown)	0	0	0.0	62	73,029
BL07M05	Students (7th-Black-Male)	0	280.0	11.3	62	71,920
BL07F05	Students (7th-Black-Female)	0	275.0	10.8	62	71,920
BL07U05	Students (7th-Black-Unknown)	0	0	0.0	62	73,029
WH07M05	Students (7th-white-Male)	0	382.0	36.4	62	71,920
WH07F05	Students (7th-white-Female)	0	401.0	34.1	62	71,920

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Appendix B—Value Distribution and Field Frequencies for the Common  
Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Variable	Label	Minimum	Maximum	Mean	-1	-2
WH07U05	Students (7th-white-Unknown)	0	0	0.0	62	73,029
G0805	Students (Total 8th Grade)	0	1,348.0	125.4	21	71,674
AM08M05	Students (8th-Amer Ind/AK Nat-Male)	0	297.0	0.8	61	71,674
AM08F05	Students (8th-Amer Ind/AK Nat-Female)	0	262.0	0.8	61	71,674
AM08U05	Students (8th-Amer Ind/AK Nat-Unk)	0	0	0.0	61	72,881
AS08M05	Students (8th-Asian/Pac Isl-Male)	0	318.0	2.9	65	71,674
AS08F05	Students (8th-Asian/Pac Isl-Female)	0	293.0	2.7	65	71,674
AS08U05	Students (8th-Asian/Pac Isl-Unknown)	0	524.0	#	61	72,881
HI08M05	Students (8th-Hispanic-Male)	0	671.0	12.4	61	71,674
HI08F05	Students (8th-Hispanic-Female)	0	608.0	11.9	61	71,674
HI08U05	Students (8th-Hispanic-Unknown)	0	0	0.0	61	72,881
BL08M05	Students (8th-Black-Male)	0	336.0	10.9	61	71,674
BL08F05	Students (8th-Black-Female)	0	337.0	10.7	61	71,674
BL08U05	Students (8th-Black-Unknown)	0	0	0.0	61	72,881
WH08M05	Students (8th-white-Male)	0	388.0	37.0	61	71,674
WH08F05	Students (8th-white-Female)	0	377.0	34.8	61	71,674
WH08U05	Students (8th-white-Unknown)	0	0	0.0	61	72,881
G0905	Students (Total 9th Grade)	0	2,334.0	170.5	53	76,929
AM09M05	Students (9th-Amer Ind/AK Nat-Male)	0	264.0	1.2	94	76,929
AM09F05	Students (9th-Amer Ind/AK Nat-Female)	0	286.0	1.2	94	76,929
AM09U05	Students (9th-Amer Ind/AK Nat-Unk)	0	0	0.0	94	77,787
AS09M05	Students (9th-Asian/Pac Isl-Male)	0	574.0	3.9	99	76,929
AS09F05	Students (9th-Asian/Pac Isl-Female)	0	529.0	3.5	99	76,929
AS09U05	Students (9th-Asian/Pac Isl-Unknown)	0	458.0	#	94	77,787
HI09M05	Students (9th-Hispanic-Male)	0	1,167.0	17.7	94	76,929
HI09F05	Students (9th-Hispanic-Female)	0	1,015.0	16.2	94	76,929
HI09U05	Students (9th-Hispanic-Unknown)	0	0	0.0	94	77,787
BL09M05	Students (9th-Black-Male)	0	559.0	16.4	94	76,929
BL09F05	Students (9th-Black-Female)	0	511.0	15.2	94	76,929
BL09U05	Students (9th-Black-Unknown)	0	1.0	#	94	77,787
WH09M05	Students (9th-white-Male)	0	801.0	49.1	96	76,929
WH09F05	Students (9th-white-Female)	0	737.0	45.6	96	76,929
WH09U05	Students (9th-white-Unknown)	0	1.0	#	94	77,787
G1005	Students (Total 10th Grade)	0	1,875.0	158.4	46	77,644
AM10M05	Students (10th-Amer Ind/AK Nat-Male)	0	201.0	1.1	87	77,644
AM10F05	Students (10th-Amer Ind/AK Nat-Female)	0	260.0	1.1	87	77,644
AM10U05	Students (10th-Amer Ind/AK Nat-Unk)	0	0	0.0	87	78,488

# Rounds to zero.

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Appendix B—Value Distribution and Field Frequencies for the Common  
Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Variable	Label	Minimum	Maximum	Mean	-1	-2
AS10M05	Students (10th-Asian/Pac Isl-Male)	0	357.0	3.9	92	77,644
AS10F05	Students (10th-Asian/Pac Isl-Female)	0	346.0	3.6	92	77,644
AS10U05	Students (10th-Asian/Pac Isl-Unknown)	0	304.0	#	87	78,488
HI10M05	Students (10th-Hispanic-Male)	0	685.0	14.8	87	77,644
HI10F05	Students (10th-Hispanic-Female)	0	629.0	14.3	87	77,644
HI10U05	Students (10th-Hispanic-Unknown)	0	0	0.0	87	78,488
BL10M05	Students (10th-Black-Male)	0	882.0	13.1	87	77,644
BL10F05	Students (10th-Black-Female)	0	804.0	13.2	87	77,644
BL10U05	Students (10th-Black-Unknown)	0	0	0.0	87	78,488
WH10M05	Students (10th-white-Male)	0	516.0	47.5	91	77,644
WH10F05	Students (10th-white-Female)	0	531.0	45.3	91	77,644
WH10U05	Students (10th-white-Unknown)	0	4.0	#	87	78,488
G1105	Students (Total 11th Grade)	0	1,540.0	143.2	45	77,942
AM11M05	Students (11th-Amer Ind/AK Nat-Male)	0	182.0	0.9	86	77,942
AM11F05	Students (11th-Amer Ind/AK Nat-Female)	0	213.0	0.9	86	77,942
AM11U05	Students (11th-Amer Ind/AK Nat-Unk)	0	0	0.0	86	78,789
AS11M05	Students (11th-Asian/Pac Isl-Male)	0	324.0	3.7	91	77,942
AS11F05	Students (11th-Asian/Pac Isl-Female)	0	324.0	3.5	91	77,942
AS11U05	Students (11th-Asian/Pac Isl-Unknown)	0	255.0	#	86	78,789
HI11M05	Students (11th-Hispanic-Male)	0	608.0	12.0	86	77,942
HI11F05	Students (11th-Hispanic-Female)	0	534.0	12.0	86	77,942
HI11U05	Students (11th-Hispanic-Unknown)	0	0	0.0	86	78,789
BL11M05	Students (11th-Black-Male)	0	352.0	10.5	86	77,942
BL11F05	Students (11th-Black-Female)	0	407.0	11.3	86	77,942
BL11U05	Students (11th-Black-Unknown)	0	0	0.0	86	78,789
WH11M05	Students (11th-white-Male)	0	606.0	44.7	87	77,942
WH11F05	Students (11th-white-Female)	0	620.0	43.2	87	77,942
WH11U05	Students (11th-white-Unknown)	0	3.0	#	86	78,789
G1205	Students (Total 12th Grade)	0	2,051.0	134.4	46	78,450
AM12M05	Students (12th-Amer Ind/AK Nat-Male)	0	137.0	0.8	87	78,450
AM12F05	Students (12th-Amer Ind/AK Nat-Female)	0	163.0	0.8	87	78,450
AM12U05	Students (12th-Amer Ind/AK Nat-Unk)	0	0	0.0	87	79,273
AS12M05	Students (12th-Asian/Pac Isl-Male)	0	329.0	3.5	92	78,450
AS12F05	Students (12th-Asian/Pac Isl-Female)	0	330.0	3.4	92	78,450
AS12U05	Students (12th-Asian/Pac Isl-Unknown)	0	251.0	#	87	79,273
HI12M05	Students (12th-Hispanic-Male)	0	984.0	10.5	87	78,450
HI12F05	Students (12th-Hispanic-Female)	0	552.0	10.8	87	78,450

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Appendix B—Value Distribution and Field Frequencies for the Common  
Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Variable	Label	Minimum	Maximum	Mean	-1	-2
HI12U05	Students (12th-Hispanic-Unknown)	0	0	0.0	87	79,273
BL12M05	Students (12th-Black-Male)	0	497.0	9.1	87	78,450
BL12F05	Students (12th-Black-Female)	0	320.0	10.2	87	78,450
BL12U05	Students (12th-Black-Unknown)	0	0	0.0	87	79,273
WH12M05	Students (12th-white-Male)	0	570.0	43.0	89	78,450
WH12F05	Students (12th-white-Female)	0	855.0	41.8	89	78,450
WH12U05	Students (12th-white-Unknown)	0	3.0	#	87	79,273
UG05	Students (Total Ungraded)	0	2,008.0	14.1	17,216	59,782
AMUGM05	Students (Ungr-Amer Ind/AK Nat-Male)	0	29.0	0.1	17,216	59,782
AMUGF05	Students (Ungr-Amer Ind/AK Nat-Female)	0	22.0	#	17,216	59,782
AMUGU05	Students (Ungr-Amer Ind/AK Nat-Unk)	0	0	0.0	17,216	59,783
ASUGM05	Students (Ungr-Asian/Pac Isl-Male)	0	273.0	0.3	17,218	59,782
ASUGF05	Students (Ungr-Asian/Pac Isl-Female)	0	153.0	0.1	17,218	59,782
ASUGU05	Students (Ungr-Asian/Pac Isl-Unknown)	0	49.0	#	17,216	59,783
HIUGM05	Students (Ungr-Hispanic-Male)	0	607.0	3.1	17,216	59,782
HIUGF05	Students (Ungr-Hispanic-Female)	0	470.0	1.5	17,216	59,782
HIUGU05	Students (Ungr-Hispanic-Unknown)	0	0	0.0	17,216	59,783
BLUGM05	Students (Ungr-Black-Male)	0	1,059.0	2.8	17,216	59,782
BLUGF05	Students (Ungr-Black-Female)	0	512.0	1.3	17,216	59,782
BLUGU05	Students (Ungr-Black-Unknown)	0	0	0.0	17,216	59,783
WHUGM05	Students (Ungr-white-Male)	0	939.0	3.3	17,216	59,782
WHUGF05	Students (Ungr-white-Female)	0	348.0	1.6	17,216	59,782
WHUGU05	Students (Ungr-white-Unknown)	0	0	0.0	17,216	59,783
MEMBER05	Students (Total Reported Membership)	0	7,270.0	509.7	387	4,579
AM05	Am Indian/Alaskan Students	0	1,241.0	6.6	391	4,608
AMALM05	Students (Tot-Amer Ind/AK Nat-Male)	0	609.0	3.4	391	4,608
AMALF05	Students (Tot-Amer Ind/AK Nat-Female)	0	636.0	3.2	391	4,608
AMALU05	Students (Tot-Amer Ind/AK Nat-Unk)	0	0	0.0	463	5,226
ASIAN05	Asian/Pacific Islander Students	0	2,522.0	23.7	391	4,608
ASALM05	Students (Tot-Asian/Pac Isl-Male)	0	1,343.0	12.1	421	4,608
ASALF05	Students (Tot-Asian/Pac Isl-Female)	0	1,260.0	11.5	421	4,608
ASALU05	Students (Tot-Asian/Pac Isl-Unknown)	0	1,268.0	0.1	463	5,226
HISPO5	Hispanic Students	0	5,077.0	104.8	391	4,608
HIALM05	Students (Tot-Hispanic-Male)	0	2,585.0	53.8	391	4,608
HIALF05	Students (Tot-Hispanic-Female)	0	2,494.0	51.1	391	4,608
HIALU05	Students (Tot-Hispanic-Unknown)	0	0	0.0	463	5,226
BLACK05	Black Non-Hispanic Students	0	3,970.0	86.2	391	4,608

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Appendix B—Value Distribution and Field Frequencies for the Common  
Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Variable	Label	Minimum	Maximum	Mean	-1	-2
BLALM05	Students (Tot-Black-Male)	0	2,057.0	43.8	395	4,608
BLALF05	Students (Tot-Black-Female)	0	2,037.0	42.4	395	4,608
BLALU05	Students (Tot-Black-Unknown)	0	3.0	#	463	5,226
WHITE05	White Non-Hispanic Students	0	5,562.0	285.1	391	4,608
WHALM05	Students (Tot-white-Male)	0	3,906.0	147.2	405	4,608
WHALF05	Students (Tot-white-Female)	0	2,870.0	137.9	405	4,608
WHALU05	Students (Tot-white-Unknown)	0	11.0	#	463	5,226
TOTETH05	Total Ethnic	0	7,270.0	506.4	391	4,608
PUPTCH05	Pupil Teacher Ratio	0	3,032.0	15.9	3,725	4,399
TOTGRD05	Students (Total Calculated Membership)	0	7,270.0	510.4	1,392	4,609

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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

School Type Code

TYPE05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	91779	89.58	91779	89.58
2	2273	2.22	94052	91.80
3	1290	1.26	95342	93.06
4	7112	6.94	102454	100.00

Operational Status Code

STATUS05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	95577	93.29	95577	93.29
2	1564	1.53	97141	94.81
3	2300	2.24	99441	97.06
4	97	0.09	99538	97.15
5	1346	1.31	100884	98.47
6	503	0.49	101387	98.96
7	951	0.93	102338	99.89
8	116	0.11	102454	100.00

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Appendix B—Value Distribution and Field Frequencies for the Common  
Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Locale Code

LOCALE05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	12767	12.46	12767	12.46
2	13325	13.01	26092	25.47
3	22018	21.49	48110	46.96
4	10648	10.39	58758	57.35
5	1061	1.04	59819	58.39
6	8794	8.58	68613	66.97
7	17107	16.70	85720	83.67
8	13353	13.03	99073	96.70
N	3381	3.30	102454	100.00

Location Relative to Town Limits

INOUT05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1801	1.76	1801	1.76
2	1278	1.25	3079	3.01
M	97811	95.47	100890	98.47
N	1564	1.53	102454	100.00

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Appendix B—Value Distribution and Field Frequencies for the Common  
Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

School Low Grade Offered

GSL005	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	1389	1.36	1389	1.36
02	618	0.60	2007	1.96
03	1460	1.43	3467	3.38
04	1370	1.34	4837	4.72
05	2553	2.49	7390	7.21
06	11330	11.06	18720	18.27
07	6880	6.72	25600	24.99
08	1057	1.03	26657	26.02
09	14760	14.41	41417	40.42
10	1184	1.16	42601	41.58
11	270	0.26	42871	41.84
12	176	0.17	43047	42.02
KG	28206	27.53	71253	69.55
N	4284	4.18	75537	73.73
PK	26246	25.62	101783	99.35
UG	671	0.65	102454	100.00

Character codes:

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Appendix B—Value Distribution and Field Frequencies for the Common  
Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

School High Grade Offered

GSHI05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	489	0.48	489	0.48
02	1425	1.39	1914	1.87
03	1715	1.67	3629	3.54
04	3706	3.62	7335	7.16
05	25608	24.99	32943	32.15
06	14959	14.60	47902	46.75
07	822	0.80	48724	47.56
08	19678	19.21	68402	66.76
09	1789	1.75	70191	68.51
10	530	0.52	70721	69.03
11	655	0.64	71376	69.67
12	24559	23.97	95935	93.64
KG	600	0.59	96535	94.22
N	4284	4.18	100819	98.40
PK	964	0.94	101783	99.35
UG	671	0.65	102454	100.00

School Level

LEVEL05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	54157	52.86	54157	52.86
2	16809	16.41	70966	69.27
3	19702	19.23	90668	88.50
4	8768	8.56	99436	97.05
N	3018	2.95	102454	100.00

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- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Title I Eligible School

TITLEI05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	55735	54.40	55735	54.40
2	43696	42.65	99431	97.05
M	1459	1.42	100890	98.47
N	1564	1.53	102454	100.00

School-wide Title I

STITLI05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	32346	31.57	32346	31.57
2	23386	22.83	55732	54.40
M	1462	1.43	57194	55.82
N	45260	44.18	102454	100.00

Magnet School

MAGNET05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2751	2.69	2751	2.69
2	61556	60.08	64307	62.77
M	14635	14.28	78942	77.05
N	23512	22.95	102454	100.00

Character codes:

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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Charter School

CHARTR05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4176	4.08	4176	4.08
2	85677	83.62	89853	87.70
N	12601	12.30	102454	100.00

Shared Students

SHARED05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1481	1.45	1481	1.45
2	79807	77.90	81288	79.34
M	19589	19.12	100877	98.46
N	1577	1.54	102454	100.00

Locale Code Adj Flag

ILOCAL05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	1564	1.53	1564	1.53
O	17052	16.64	18616	18.17
W	83838	81.83	102454	100.00

Teachers Adj Flag

IFTE05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	3018	2.95	3018	2.95
R	99436	97.05	102454	100.00

Character codes:

- A - Adjustment
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

School Low Grade Offered Adj Flag

IGSLO05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2620	2.56	2620	2.56
N	3018	2.95	5638	5.50
R	96816	94.50	102454	100.00

School High Grade Offered Adj Flag

IGSHI05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1379	1.35	1379	1.35
N	3018	2.95	4397	4.29
R	98057	95.71	102454	100.00

Title I Eligible School Adj Flag

ITITLI05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	360	0.35	360	0.35
N	1564	1.53	1924	1.88
R	100530	98.12	102454	100.00

School-wide Title I Adj Flag

ISTITL05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	395	0.39	395	0.39
N	1564	1.53	1959	1.91
R	100495	98.09	102454	100.00

Character codes:

- A - Adjustment
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Magnet School Adj Flag

IMAGNE05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	33650	32.84	33650	32.84
N	1230	1.20	34880	34.04
R	67574	65.96	102454	100.00

Charter School Adj Flag

ICHART05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	9581	9.35	9581	9.35
N	1564	1.53	11145	10.88
R	91309	89.12	102454	100.00

Shared Students Adj Flag

ISHARE05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	1564	1.53	1564	1.53
R	100890	98.47	102454	100.00

Free Lunch Eligible Adj Flag

IFRELC05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5173	5.05	5173	5.05
N	3018	2.95	8191	7.99
R	94263	92.01	102454	100.00

Character codes:

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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Red-price Lunch El. Adj Flag

IRE DLC05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2887	2.82	2887	2.82
N	3018	2.95	5905	5.76
R	96549	94.24	102454	100.00

Total Free and Red Adj Flag

ITOTFR05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5324	5.20	5324	5.20
N	3018	2.95	8342	8.14
R	94101	91.85	102443	99.99
T	11	0.01	102454	100.00

Migrant Students Adj Flag

IMIGN05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	11666	11.39	11666	11.39
N	1859	1.81	13525	13.20
R	88929	86.80	102454	100.00

Character codes:

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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total PK Students Adj Flag

IPK05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54117	52.82	54117	52.82
N	3018	2.95	57135	55.77
R	45319	44.23	102454	100.00

PK-Amer Ind/AK Nat-Male Adj Flag

IAMPKM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54080	52.78	54080	52.78
N	3018	2.95	57098	55.73
R	45356	44.27	102454	100.00

PK-Amer Ind/AK Nat-Fem Adj Flag

IAMPKF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54080	52.78	54080	52.78
N	3018	2.95	57098	55.73
R	45356	44.27	102454	100.00

PK-Amer Ind/AK Nat-Unkn Adj Flag

IAMPKU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56029	54.69	56029	54.69
N	3018	2.95	59047	57.63
R	43407	42.37	102454	100.00

Character codes:

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- C - Combined with data provided elsewhere by the state
- M - Missing
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

PK-Asian/Pac Isl-Male Adj Flag

IASPKM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54088	52.79	54088	52.79
N	3018	2.95	57106	55.74
R	45348	44.26	102454	100.00

PK-Asian/Pac Isl-Fem Adj Flag

IASPKF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54088	52.79	54088	52.79
N	3018	2.95	57106	55.74
R	45348	44.26	102454	100.00

PK-Asian/Pac Isl-Unkn Adj Flag

IASPKU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56029	54.69	56029	54.69
N	3018	2.95	59047	57.63
R	43407	42.37	102454	100.00

PK-Hispanic-Male Adj Flag

IHIPKM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54080	52.78	54080	52.78
N	3018	2.95	57098	55.73
R	45356	44.27	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

PK-Hispanic-Fem Adj Flag

IHIPKF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54080	52.78	54080	52.78
N	3018	2.95	57098	55.73
R	45356	44.27	102454	100.00

PK-Hispanic-Unkn Adj Flag

IHIPKU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56029	54.69	56029	54.69
N	3018	2.95	59047	57.63
R	43407	42.37	102454	100.00

PK-Black-Male Adj Flag

IBLPKM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54080	52.78	54080	52.78
N	3018	2.95	57098	55.73
R	45356	44.27	102454	100.00

PK-Black-Fem Adj Flag

IBLPKF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54080	52.78	54080	52.78
N	3018	2.95	57098	55.73
R	45356	44.27	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

PK-Black-Unkn Adj Flag

IBLPKU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56029	54.69	56029	54.69
N	3018	2.95	59047	57.63
R	43407	42.37	102454	100.00

PK-white-Male Adj Flag

IWHPKM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54080	52.78	54080	52.78
N	3018	2.95	57098	55.73
R	45356	44.27	102454	100.00

PK-white-Fem Adj Flag

IWHPKF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54080	52.78	54080	52.78
N	3018	2.95	57098	55.73
R	45356	44.27	102454	100.00

PK-white-Unkn Adj Flag

IWHPKU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56029	54.69	56029	54.69
N	3018	2.95	59047	57.63
R	43407	42.37	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total KG Students Adj Flag

IKG05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35988	35.13	35988	35.13
N	3018	2.95	39006	38.07
R	63448	61.93	102454	100.00

KG-Amer Ind/AK Nat-Male Adj Flag

IAMKGM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35988	35.13	35988	35.13
N	3018	2.95	39006	38.07
R	63448	61.93	102454	100.00

KG-Amer Ind/AK Nat-Fem Adj Flag

IAMKGF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35988	35.13	35988	35.13
N	3018	2.95	39006	38.07
R	63448	61.93	102454	100.00

KG-Amer Ind/AK Nat-Unkn Adj Flag

IAMKGU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45466	44.38	45466	44.38
N	3018	2.95	48484	47.32
R	53970	52.68	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

KG-Asian/Pac Isl-Male Adj Flag

IASKGM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36000	35.14	36000	35.14
N	3018	2.95	39018	38.08
R	63436	61.92	102454	100.00

KG-Asian/Pac Isl-Fem Adj Flag

IASKGF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36000	35.14	36000	35.14
N	3018	2.95	39018	38.08
R	63436	61.92	102454	100.00

KG-Asian/Pac Isl-Unkn Adj Flag

IASKGU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45466	44.38	45466	44.38
N	3018	2.95	48484	47.32
R	53970	52.68	102454	100.00

KG-Hispanic-Male Adj Flag

IHIKGM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35988	35.13	35988	35.13
N	3018	2.95	39006	38.07
R	63448	61.93	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

KG-Hispanic-Fem Adj Flag

IHIKGF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35988	35.13	35988	35.13
N	3018	2.95	39006	38.07
R	63448	61.93	102454	100.00

KG-Hispanic-Unkn Adj Flag

IHIKGU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45466	44.38	45466	44.38
N	3018	2.95	48484	47.32
R	53970	52.68	102454	100.00

KG-Black-Male Adj Flag

IBLKGM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35989	35.13	35989	35.13
N	3018	2.95	39007	38.07
R	63447	61.93	102454	100.00

KG-Black-Fem Adj Flag

IBLKGF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35989	35.13	35989	35.13
N	3018	2.95	39007	38.07
R	63447	61.93	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

KG-Black-Unkn Adj Flag

IBLKGU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45466	44.38	45466	44.38
N	3018	2.95	48484	47.32
R	53970	52.68	102454	100.00

KG-white-Male Adj Flag

IWHKGM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35989	35.13	35989	35.13
N	3018	2.95	39007	38.07
R	63447	61.93	102454	100.00

KG-white-Fem Adj Flag

IWHKGF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35989	35.13	35989	35.13
N	3018	2.95	39007	38.07
R	63447	61.93	102454	100.00

KG-white-Unkn Adj Flag

IWHKGU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45466	44.38	45466	44.38
N	3018	2.95	48484	47.32
R	53970	52.68	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total 1st Grade Students Adj Flag

IG0105	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35355	34.51	35355	34.51
N	3018	2.95	38373	37.45
R	64081	62.55	102454	100.00

1st-Amer Ind/AK Nat-Male Adj Flag

IAM01M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35355	34.51	35355	34.51
N	3018	2.95	38373	37.45
R	64081	62.55	102454	100.00

1st-Amer Ind/AK Nat-Fem Adj Flag

IAM01F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35355	34.51	35355	34.51
N	3018	2.95	38373	37.45
R	64081	62.55	102454	100.00

1st-Amer Ind/AK Nat-Unkn Adj Flag

IAM01U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45184	44.10	45184	44.10
N	3018	2.95	48202	47.05
R	54252	52.95	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

1st-Asian/Pac Isl-Male Adj Flag

IAS01M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35367	34.52	35367	34.52
N	3018	2.95	38385	37.47
R	64069	62.53	102454	100.00

1st-Asian/Pac Isl-Fem Adj Flag

IAS01F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35367	34.52	35367	34.52
N	3018	2.95	38385	37.47
R	64069	62.53	102454	100.00

1st-Asian/Pac Isl-Unkn Adj Flag

IAS01U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45184	44.10	45184	44.10
N	3018	2.95	48202	47.05
R	54252	52.95	102454	100.00

1st-Hispanic-Male Adj Flag

IHI01M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35355	34.51	35355	34.51
N	3018	2.95	38373	37.45
R	64081	62.55	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

1st-Hispanic-Fem Adj Flag

IHI01F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35355	34.51	35355	34.51
N	3018	2.95	38373	37.45
R	64081	62.55	102454	100.00

1st-Hispanic-Unkn Adj Flag

IHI01U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45184	44.10	45184	44.10
N	3018	2.95	48202	47.05
R	54252	52.95	102454	100.00

1st-Black-Male Adj Flag

IBL01M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35355	34.51	35355	34.51
N	3018	2.95	38373	37.45
R	64081	62.55	102454	100.00

1st-Black-Fem Adj Flag

IBL01F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35355	34.51	35355	34.51
N	3018	2.95	38373	37.45
R	64081	62.55	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

1st-Black-Unkn Adj Flag

IBL01U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45184	44.10	45184	44.10
N	3018	2.95	48202	47.05
R	54252	52.95	102454	100.00

1st-white-Male Adj Flag

IWH01M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35358	34.51	35358	34.51
N	3018	2.95	38376	37.46
R	64078	62.54	102454	100.00

1st-white-Fem Adj Flag

IWH01F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35358	34.51	35358	34.51
N	3018	2.95	38376	37.46
R	64078	62.54	102454	100.00

1st-white-Unkn Adj Flag

IWH01U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45184	44.10	45184	44.10
N	3018	2.95	48202	47.05
R	54252	52.95	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology



Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total 2nd Grade Students Adj Flag

IG0205	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35258	34.41	35258	34.41
N	3018	2.95	38276	37.36
R	64178	62.64	102454	100.00

2nd-Amer Ind/AK Nat-Male Adj Flag

IAM02M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35258	34.41	35258	34.41
N	3018	2.95	38276	37.36
R	64178	62.64	102454	100.00

2nd-Amer Ind/AK Nat-Fem Adj Flag

IAM02F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35258	34.41	35258	34.41
N	3018	2.95	38276	37.36
R	64178	62.64	102454	100.00

2nd-Amer Ind/AK Nat-Unkn Adj Flag

IAM02U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45130	44.05	45130	44.05
N	3018	2.95	48148	46.99
R	54306	53.01	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

2nd-Asian/Pac Isl-Male Adj Flag

IAS02M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35270	34.43	35270	34.43
N	3018	2.95	38288	37.37
R	64166	62.63	102454	100.00

2nd-Asian/Pac Isl-Fem Adj Flag

IAS02F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35270	34.43	35270	34.43
N	3018	2.95	38288	37.37
R	64166	62.63	102454	100.00

2nd-Asian/Pac Isl-Unkn Adj Flag

IAS02U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45130	44.05	45130	44.05
N	3018	2.95	48148	46.99
R	54306	53.01	102454	100.00

2nd-Hispanic-Male Adj Flag

IHI02M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35258	34.41	35258	34.41
N	3018	2.95	38276	37.36
R	64178	62.64	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

2nd-Hispanic-Fem Adj Flag

IHI02F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35258	34.41	35258	34.41
N	3018	2.95	38276	37.36
R	64178	62.64	102454	100.00

2nd-Hispanic-Unkn Adj Flag

IHI02U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45130	44.05	45130	44.05
N	3018	2.95	48148	46.99
R	54306	53.01	102454	100.00

2nd-Black-Male Adj Flag

IBL02M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35260	34.42	35260	34.42
N	3018	2.95	38278	37.36
R	64176	62.64	102454	100.00

2nd-Black-Fem Adj Flag

IBL02F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35260	34.42	35260	34.42
N	3018	2.95	38278	37.36
R	64176	62.64	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

2nd-Black-Unkn Adj Flag

IBL02U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45130	44.05	45130	44.05
N	3018	2.95	48148	46.99
R	54306	53.01	102454	100.00

2nd-white-Male Adj Flag

IWH02M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35261	34.42	35261	34.42
N	3018	2.95	38279	37.36
R	64175	62.64	102454	100.00

2nd-white-Fem Adj Flag

IWH02F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35261	34.42	35261	34.42
N	3018	2.95	38279	37.36
R	64175	62.64	102454	100.00

2nd-white-Unkn Adj Flag

IWH02U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45130	44.05	45130	44.05
N	3018	2.95	48148	46.99
R	54306	53.01	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total 3rd Grade Students Adj Flag

IG0305	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35231	34.39	35231	34.39
N	3018	2.95	38249	37.33
R	64205	62.67	102454	100.00

3rd-Amer Ind/AK Nat-Male Adj Flag

IAM03M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35231	34.39	35231	34.39
N	3018	2.95	38249	37.33
R	64205	62.67	102454	100.00

3rd-Amer Ind/AK Nat-Fem Adj Flag

IAM03F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35231	34.39	35231	34.39
N	3018	2.95	38249	37.33
R	64205	62.67	102454	100.00

3rd-Amer Ind/AK Nat-Unkn Adj Flag

IAM03U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45085	44.01	45085	44.01
N	3018	2.95	48103	46.95
R	54351	53.05	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

3rd-Asian/Pac Isl-Male Adj Flag

IAS03M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35243	34.40	35243	34.40
N	3018	2.95	38261	37.34
R	64193	62.66	102454	100.00

3rd-Asian/Pac Isl-Fem Adj Flag

IAS03F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35243	34.40	35243	34.40
N	3018	2.95	38261	37.34
R	64193	62.66	102454	100.00

3rd-Asian/Pac Isl-Unkn Adj Flag

IAS03U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45085	44.01	45085	44.01
N	3018	2.95	48103	46.95
R	54351	53.05	102454	100.00

3rd-Hispanic-Male Adj Flag

IHI03M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35231	34.39	35231	34.39
N	3018	2.95	38249	37.33
R	64205	62.67	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

3rd-Hispanic-Fem Adj Flag

IHI03F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35231	34.39	35231	34.39
N	3018	2.95	38249	37.33
R	64205	62.67	102454	100.00

3rd-Hispanic-Unkn Adj Flag

IHI03U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45085	44.01	45085	44.01
N	3018	2.95	48103	46.95
R	54351	53.05	102454	100.00

3rd-Black-Male Adj Flag

IBL03M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35232	34.39	35232	34.39
N	3018	2.95	38250	37.33
R	64204	62.67	102454	100.00

3rd-Black-Fem Adj Flag

IBL03F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35232	34.39	35232	34.39
N	3018	2.95	38250	37.33
R	64204	62.67	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

3rd-Black-Unkn Adj Flag

IBL03U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45085	44.01	45085	44.01
N	3018	2.95	48103	46.95
R	54351	53.05	102454	100.00

3rd-white-Male Adj Flag

IWH03M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35233	34.39	35233	34.39
N	3018	2.95	38251	37.33
R	64203	62.67	102454	100.00

3rd-white-Fem Adj Flag

IWH03F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35233	34.39	35233	34.39
N	3018	2.95	38251	37.33
R	64203	62.67	102454	100.00

3rd-white-Unkn Adj Flag

IWH03U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45085	44.01	45085	44.01
N	3018	2.95	48103	46.95
R	54351	53.05	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total 4th Grade Students Adj Flag

IG0405	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35494	34.64	35494	34.64
N	3018	2.95	38512	37.59
R	63942	62.41	102454	100.00

4th-Amer Ind/AK Nat-Male Adj Flag

IAM04M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35494	34.64	35494	34.64
N	3018	2.95	38512	37.59
R	63942	62.41	102454	100.00

4th-Amer Ind/AK Nat-Fem Adj Flag

IAM04F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35494	34.64	35494	34.64
N	3018	2.95	38512	37.59
R	63942	62.41	102454	100.00

4th-Amer Ind/AK Nat-Unkn Adj Flag

IAM04U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45225	44.14	45225	44.14
N	3018	2.95	48243	47.09
R	54211	52.91	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

4th-Asian/Pac Isl-Male Adj Flag

IAS04M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35506	34.66	35506	34.66
N	3018	2.95	38524	37.60
R	63930	62.40	102454	100.00

4th-Asian/Pac Isl-Fem Adj Flag

IAS04F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35506	34.66	35506	34.66
N	3018	2.95	38524	37.60
R	63930	62.40	102454	100.00

4th-Asian/Pac Isl-Unkn Adj Flag

IAS04U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45225	44.14	45225	44.14
N	3018	2.95	48243	47.09
R	54211	52.91	102454	100.00

4th-Hispanic-Male Adj Flag

IHI04M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35494	34.64	35494	34.64
N	3018	2.95	38512	37.59
R	63942	62.41	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

4th-Hispanic-Fem Adj Flag

IHI04F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35494	34.64	35494	34.64
N	3018	2.95	38512	37.59
R	63942	62.41	102454	100.00

4th-Hispanic-Unkn Adj Flag

IHI04U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45225	44.14	45225	44.14
N	3018	2.95	48243	47.09
R	54211	52.91	102454	100.00

4th-Black-Male Adj Flag

IBL04M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35495	34.64	35495	34.64
N	3018	2.95	38513	37.59
R	63941	62.41	102454	100.00

4th-Black-Fem Adj Flag

IBL04F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35495	34.64	35495	34.64
N	3018	2.95	38513	37.59
R	63941	62.41	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

4th-Black-Unkn Adj Flag

IBL04U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45225	44.14	45225	44.14
N	3018	2.95	48243	47.09
R	54211	52.91	102454	100.00

4th-white-Male Adj Flag

IWH04M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35499	34.65	35499	34.65
N	3018	2.95	38517	37.59
R	63937	62.41	102454	100.00

4th-white-Fem Adj Flag

IWH04F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	35499	34.65	35499	34.65
N	3018	2.95	38517	37.59
R	63937	62.41	102454	100.00

4th-white-Unkn Adj Flag

IWH04U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45225	44.14	45225	44.14
N	3018	2.95	48243	47.09
R	54211	52.91	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total 5th Grade Students Adj Flag

IG0505	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36399	35.53	36399	35.53
N	3018	2.95	39417	38.47
R	63037	61.53	102454	100.00

5th-Amer Ind/AK Nat-Male Adj Flag

IAM05M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36399	35.53	36399	35.53
N	3018	2.95	39417	38.47
R	63037	61.53	102454	100.00

5th-Amer Ind/AK Nat-Fem Adj Flag

IAM05F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36399	35.53	36399	35.53
N	3018	2.95	39417	38.47
R	63037	61.53	102454	100.00

5th-Amer Ind/AK Nat-Unkn Adj Flag

IAM05U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45334	44.25	45334	44.25
N	3018	2.95	48352	47.19
R	54102	52.81	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

5th-Asian/Pac Isl-Male Adj Flag

IAS05M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36411	35.54	36411	35.54
N	3018	2.95	39429	38.48
R	63025	61.52	102454	100.00

5th-Asian/Pac Isl-Fem Adj Flag

IAS05F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36411	35.54	36411	35.54
N	3018	2.95	39429	38.48
R	63025	61.52	102454	100.00

5th-Asian/Pac Isl-Unkn Adj Flag

IAS05U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45334	44.25	45334	44.25
N	3018	2.95	48352	47.19
R	54102	52.81	102454	100.00

5th-Hispanic-Male Adj Flag

IHI05M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36399	35.53	36399	35.53
N	3018	2.95	39417	38.47
R	63037	61.53	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

5th-Hispanic-Fem Adj Flag

IHI05F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36399	35.53	36399	35.53
N	3018	2.95	39417	38.47
R	63037	61.53	102454	100.00

5th-Hispanic-Unkn Adj Flag

IHI05U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45334	44.25	45334	44.25
N	3018	2.95	48352	47.19
R	54102	52.81	102454	100.00

5th-Black-Male Adj Flag

IBL05M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36401	35.53	36401	35.53
N	3018	2.95	39419	38.47
R	63035	61.53	102454	100.00

5th-Black-Fem Adj Flag

IBL05F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36401	35.53	36401	35.53
N	3018	2.95	39419	38.47
R	63035	61.53	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

5th-Black-Unkn Adj Flag

IBL05U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45334	44.25	45334	44.25
N	3018	2.95	48352	47.19
R	54102	52.81	102454	100.00

5th-white-Male Adj Flag

IWH05M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36402	35.53	36402	35.53
N	3018	2.95	39420	38.48
R	63034	61.52	102454	100.00

5th-white-Fem Adj Flag

IWH05F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36402	35.53	36402	35.53
N	3018	2.95	39420	38.48
R	63034	61.52	102454	100.00

5th-white-Unkn Adj Flag

IWH05U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45334	44.25	45334	44.25
N	3018	2.95	48352	47.19
R	54102	52.81	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology



Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total 6th Grade Students Adj Flag

IG0605	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	48665	47.50	48665	47.50
N	3018	2.95	51683	50.45
R	50771	49.55	102454	100.00

6th-Amer Ind/AK Nat-Male Adj Flag

IAM06M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	48665	47.50	48665	47.50
N	3018	2.95	51683	50.45
R	50771	49.55	102454	100.00

6th-Amer Ind/AK Nat-Fem Adj Flag

IAM06F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	48665	47.50	48665	47.50
N	3018	2.95	51683	50.45
R	50771	49.55	102454	100.00

6th-Amer Ind/AK Nat-Unkn Adj Flag

IAM06U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	52030	50.78	52030	50.78
N	3018	2.95	55048	53.73
R	47406	46.27	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

6th-Asian/Pac Isl-Male Adj Flag

IAS06M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	48677	47.51	48677	47.51
N	3018	2.95	51695	50.46
R	50759	49.54	102454	100.00

6th-Asian/Pac Isl-Fem Adj Flag

IAS06F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	48677	47.51	48677	47.51
N	3018	2.95	51695	50.46
R	50759	49.54	102454	100.00

6th-Asian/Pac Isl-Unkn Adj Flag

IAS06U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	52030	50.78	52030	50.78
N	3018	2.95	55048	53.73
R	47406	46.27	102454	100.00

6th-Hispanic-Male Adj Flag

IHI06M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	48665	47.50	48665	47.50
N	3018	2.95	51683	50.45
R	50771	49.55	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

6th-Hispanic-Fem Adj Flag

IHI06F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	48665	47.50	48665	47.50
N	3018	2.95	51683	50.45
R	50771	49.55	102454	100.00

6th-Hispanic-Unkn Adj Flag

IHI06U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	52030	50.78	52030	50.78
N	3018	2.95	55048	53.73
R	47406	46.27	102454	100.00

6th-Black-Male Adj Flag

IBL06M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	48665	47.50	48665	47.50
N	3018	2.95	51683	50.45
R	50771	49.55	102454	100.00

6th-Black-Fem Adj Flag

IBL06F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	48665	47.50	48665	47.50
N	3018	2.95	51683	50.45
R	50771	49.55	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

6th-Black-Unkn Adj Flag

IBL06U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	52030	50.78	52030	50.78
N	3018	2.95	55048	53.73
R	47406	46.27	102454	100.00

6th-white-Male Adj Flag

IWH06M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	48670	47.50	48670	47.50
N	3018	2.95	51688	50.45
R	50766	49.55	102454	100.00

6th-white-Fem Adj Flag

IWH06F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	48670	47.50	48670	47.50
N	3018	2.95	51688	50.45
R	50766	49.55	102454	100.00

6th-white-Unkn Adj Flag

IWH06U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	52030	50.78	52030	50.78
N	3018	2.95	55048	53.73
R	47406	46.27	102454	100.00

Character codes:

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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total 7th Grade Students Adj Flag

IG0705	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54059	52.76	54059	52.76
N	3018	2.95	57077	55.71
R	45377	44.29	102454	100.00

7th-Amer Ind/AK Nat-Male Adj Flag

IAM07M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54076	52.78	54076	52.78
N	3018	2.95	57094	55.73
R	45360	44.27	102454	100.00

7th-Amer Ind/AK Nat-Fem Adj Flag

IAM07F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54076	52.78	54076	52.78
N	3018	2.95	57094	55.73
R	45360	44.27	102454	100.00

7th-Amer Ind/AK Nat-Unkn Adj Flag

IAM07U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	55004	53.69	55004	53.69
N	3018	2.95	58022	56.63
R	44432	43.37	102454	100.00

Character codes:

- A - Adjustment
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

7th-Asian/Pac Isl-Male Adj Flag

IAS07M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54081	52.79	54081	52.79
N	3018	2.95	57099	55.73
R	45355	44.27	102454	100.00

7th-Asian/Pac Isl-Fem Adj Flag

IAS07F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54081	52.79	54081	52.79
N	3018	2.95	57099	55.73
R	45355	44.27	102454	100.00

7th-Asian/Pac Isl-Unkn Adj Flag

IAS07U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	55004	53.69	55004	53.69
N	3018	2.95	58022	56.63
R	44432	43.37	102454	100.00

7th-Hispanic-Male Adj Flag

IHI07M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54076	52.78	54076	52.78
N	3018	2.95	57094	55.73
R	45360	44.27	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

7th-Hispanic-Fem Adj Flag

IHI07F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54076	52.78	54076	52.78
N	3018	2.95	57094	55.73
R	45360	44.27	102454	100.00

7th-Hispanic-Unkn Adj Flag

IHI07U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	55004	53.69	55004	53.69
N	3018	2.95	58022	56.63
R	44432	43.37	102454	100.00

7th-Black-Male Adj Flag

IBL07M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54076	52.78	54076	52.78
N	3018	2.95	57094	55.73
R	45360	44.27	102454	100.00

7th-Black-Fem Adj Flag

IBL07F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54076	52.78	54076	52.78
N	3018	2.95	57094	55.73
R	45360	44.27	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

7th-Black-Unkn Adj Flag

IBL07U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	55004	53.69	55004	53.69
N	3018	2.95	58022	56.63
R	44432	43.37	102454	100.00

7th-white-Male Adj Flag

IWH07M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54076	52.78	54076	52.78
N	3018	2.95	57094	55.73
R	45360	44.27	102454	100.00

7th-white-Fem Adj Flag

IWH07F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54076	52.78	54076	52.78
N	3018	2.95	57094	55.73
R	45360	44.27	102454	100.00

7th-white-Unkn Adj Flag

IWH07U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	55004	53.69	55004	53.69
N	3018	2.95	58022	56.63
R	44432	43.37	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total 8th Grade Students Adj Flag

IG0805	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	53931	52.64	53931	52.64
N	3018	2.95	56949	55.58
R	45505	44.42	102454	100.00

8th-Amer Ind/AK Nat-Male Adj Flag

IAM08M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	53949	52.66	53949	52.66
N	3018	2.95	56967	55.60
R	45487	44.40	102454	100.00

8th-Amer Ind/AK Nat-Fem Adj Flag

IAM08F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	53949	52.66	53949	52.66
N	3018	2.95	56967	55.60
R	45487	44.40	102454	100.00

8th-Amer Ind/AK Nat-Unkn Adj Flag

IAM08U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54985	53.67	54985	53.67
N	3018	2.95	58003	56.61
R	44451	43.39	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

8th-Asian/Pac Isl-Male Adj Flag

IAS08M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	53953	52.66	53953	52.66
N	3018	2.95	56971	55.61
R	45483	44.39	102454	100.00

8th-Asian/Pac Isl-Fem Adj Flag

IAS08F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	53953	52.66	53953	52.66
N	3018	2.95	56971	55.61
R	45483	44.39	102454	100.00

8th-Asian/Pac Isl-Unkn Adj Flag

IAS08U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54985	53.67	54985	53.67
N	3018	2.95	58003	56.61
R	44451	43.39	102454	100.00

8th-Hispanic-Male Adj Flag

IHI08M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	53949	52.66	53949	52.66
N	3018	2.95	56967	55.60
R	45487	44.40	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

8th-Hispanic-Fem Adj Flag

IHI08F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	53949	52.66	53949	52.66
N	3018	2.95	56967	55.60
R	45487	44.40	102454	100.00

8th-Hispanic-Unkn Adj Flag

IHI08U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54985	53.67	54985	53.67
N	3018	2.95	58003	56.61
R	44451	43.39	102454	100.00

8th-Black-Male Adj Flag

IBL08M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	53949	52.66	53949	52.66
N	3018	2.95	56967	55.60
R	45487	44.40	102454	100.00

8th-Black-Fem Adj Flag

IBL08F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	53949	52.66	53949	52.66
N	3018	2.95	56967	55.60
R	45487	44.40	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

8th-Black-Unkn Adj Flag

IBL08U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54985	53.67	54985	53.67
N	3018	2.95	58003	56.61
R	44451	43.39	102454	100.00

8th-white-Male Adj Flag

IWH08M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	53949	52.66	53949	52.66
N	3018	2.95	56967	55.60
R	45487	44.40	102454	100.00

8th-white-Fem Adj Flag

IWH08F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	53949	52.66	53949	52.66
N	3018	2.95	56967	55.60
R	45487	44.40	102454	100.00

8th-white-Unkn Adj Flag

IWH08U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54985	53.67	54985	53.67
N	3018	2.95	58003	56.61
R	44451	43.39	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total 9th Grade Students Adj Flag

IG0905	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	57488	56.11	57488	56.11
N	3018	2.95	60506	59.06
R	41948	40.94	102454	100.00

9th-Amer Ind/AK Nat-Male Adj Flag

IAM09M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	57513	56.14	57513	56.14
N	3018	2.95	60531	59.08
R	41923	40.92	102454	100.00

9th-Amer Ind/AK Nat-Fem Adj Flag

IAM09F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	57513	56.14	57513	56.14
N	3018	2.95	60531	59.08
R	41923	40.92	102454	100.00

9th-Amer Ind/AK Nat-Unkn Adj Flag

IAM09U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56061	54.72	56061	54.72
N	3018	2.95	59079	57.66
R	43375	42.34	102454	100.00

Character codes:

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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

9th-Asian/Pac Isl-Male Adj Flag

IAS09M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	57518	56.14	57518	56.14
N	3018	2.95	60536	59.09
R	41918	40.91	102454	100.00

9th-Asian/Pac Isl-Fem Adj Flag

IAS09F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	57518	56.14	57518	56.14
N	3018	2.95	60536	59.09
R	41918	40.91	102454	100.00

9th-Asian/Pac Isl-Unkn Adj Flag

IAS09U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56061	54.72	56061	54.72
N	3018	2.95	59079	57.66
R	43375	42.34	102454	100.00

9th-Hispanic-Male Adj Flag

IHI09M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	57513	56.14	57513	56.14
N	3018	2.95	60531	59.08
R	41923	40.92	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

9th-Hispanic-Fem Adj Flag

IHI09F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	57513	56.14	57513	56.14
N	3018	2.95	60531	59.08
R	41923	40.92	102454	100.00

9th-Hispanic-Unkn Adj Flag

IHI09U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56061	54.72	56061	54.72
N	3018	2.95	59079	57.66
R	43375	42.34	102454	100.00

9th-Black-Male Adj Flag

IBL09M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	57513	56.14	57513	56.14
N	3018	2.95	60531	59.08
R	41923	40.92	102454	100.00

9th-Black-Fem Adj Flag

IBL09F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	57513	56.14	57513	56.14
N	3018	2.95	60531	59.08
R	41923	40.92	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

9th-Black-Unkn Adj Flag

IBL09U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56061	54.72	56061	54.72
N	3018	2.95	59079	57.66
R	43375	42.34	102454	100.00

9th-white-Male Adj Flag

IWH09M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	57515	56.14	57515	56.14
N	3018	2.95	60533	59.08
R	41921	40.92	102454	100.00

9th-white-Fem Adj Flag

IWH09F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	57515	56.14	57515	56.14
N	3018	2.95	60533	59.08
R	41921	40.92	102454	100.00

9th-white-Unkn Adj Flag

IWH09U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56061	54.72	56061	54.72
N	3018	2.95	59079	57.66
R	43375	42.34	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total 10th Grade Students Adj Flag

IG1005	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58031	56.64	58031	56.64
N	3018	2.95	61049	59.59
R	41405	40.41	102454	100.00

10th-Amer Ind/AK Nat-Male Adj Flag

IAM10M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58056	56.67	58056	56.67
N	3018	2.95	61074	59.61
R	41380	40.39	102454	100.00

10th-Amer Ind/AK Nat-Fem Adj Flag

IAM10F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58056	56.67	58056	56.67
N	3018	2.95	61074	59.61
R	41380	40.39	102454	100.00

10th-Amer Ind/AK Nat-Unkn Adj Flag

IAM10U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56395	55.04	56395	55.04
N	3018	2.95	59413	57.99
R	43041	42.01	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

10th-Asian/Pac Isl-Male Adj Flag

IAS10M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58061	56.67	58061	56.67
N	3018	2.95	61079	59.62
R	41375	40.38	102454	100.00

10th-Asian/Pac Isl-Fem Adj Flag

IAS10F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58061	56.67	58061	56.67
N	3018	2.95	61079	59.62
R	41375	40.38	102454	100.00

10th-Asian/Pac Isl-Unkn Adj Flag

IAS10U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56395	55.04	56395	55.04
N	3018	2.95	59413	57.99
R	43041	42.01	102454	100.00

10th-Hispanic-Male Adj Flag

IHI10M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58056	56.67	58056	56.67
N	3018	2.95	61074	59.61
R	41380	40.39	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

10th-Hispanic-Fem Adj Flag

IHI10F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58056	56.67	58056	56.67
N	3018	2.95	61074	59.61
R	41380	40.39	102454	100.00

10th-Hispanic-Unkn Adj Flag

IHI10U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56395	55.04	56395	55.04
N	3018	2.95	59413	57.99
R	43041	42.01	102454	100.00

10th-Black-Male Adj Flag

IBL10M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58056	56.67	58056	56.67
N	3018	2.95	61074	59.61
R	41380	40.39	102454	100.00

10th-Black-Fem Adj Flag

IBL10F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58056	56.67	58056	56.67
N	3018	2.95	61074	59.61
R	41380	40.39	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

10th-Black-Unkn Adj Flag

IBL10U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56395	55.04	56395	55.04
N	3018	2.95	59413	57.99
R	43041	42.01	102454	100.00

10th-white-Male Adj Flag

IWH10M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58060	56.67	58060	56.67
N	3018	2.95	61078	59.62
R	41376	40.38	102454	100.00

10th-white-Fem Adj Flag

IWH10F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58060	56.67	58060	56.67
N	3018	2.95	61078	59.62
R	41376	40.38	102454	100.00

10th-white-Unkn Adj Flag

IWH10U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56395	55.04	56395	55.04
N	3018	2.95	59413	57.99
R	43041	42.01	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total 11th Grade Students Adj Flag

IG1105	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58280	56.88	58280	56.88
N	3018	2.95	61298	59.83
R	41156	40.17	102454	100.00

11th-Amer Ind/AK Nat-Male Adj Flag

IAM11M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58303	56.91	58303	56.91
N	3018	2.95	61321	59.85
R	41133	40.15	102454	100.00

11th-Amer Ind/AK Nat-Fem Adj Flag

IAM11F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58303	56.91	58303	56.91
N	3018	2.95	61321	59.85
R	41133	40.15	102454	100.00

11th-Amer Ind/AK Nat-Unkn Adj Flag

IAM11U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56470	55.12	56470	55.12
N	3018	2.95	59488	58.06
R	42966	41.94	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

11th-Asian/Pac Isl-Male Adj Flag

IAS11M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58308	56.91	58308	56.91
N	3018	2.95	61326	59.86
R	41128	40.14	102454	100.00

11th-Asian/Pac Isl-Fem Adj Flag

IAS11F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58308	56.91	58308	56.91
N	3018	2.95	61326	59.86
R	41128	40.14	102454	100.00

11th-Asian/Pac Isl-Unkn Adj Flag

IAS11U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56470	55.12	56470	55.12
N	3018	2.95	59488	58.06
R	42966	41.94	102454	100.00

11th-Hispanic-Male Adj Flag

IHI11M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58303	56.91	58303	56.91
N	3018	2.95	61321	59.85
R	41133	40.15	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
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- R - As reported by the state
- T - Total based on sum of internal or external detail
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

11th-Hispanic-Fem Adj Flag

IHI11F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58303	56.91	58303	56.91
N	3018	2.95	61321	59.85
R	41133	40.15	102454	100.00

11th-Hispanic-Unkn Adj Flag

IHI11U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56470	55.12	56470	55.12
N	3018	2.95	59488	58.06
R	42966	41.94	102454	100.00

11th-Black-Male Adj Flag

IBL11M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58303	56.91	58303	56.91
N	3018	2.95	61321	59.85
R	41133	40.15	102454	100.00

11th-Black-Fem Adj Flag

IBL11F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58303	56.91	58303	56.91
N	3018	2.95	61321	59.85
R	41133	40.15	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

11th-Black-Unkn Adj Flag

IBL11U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56470	55.12	56470	55.12
N	3018	2.95	59488	58.06
R	42966	41.94	102454	100.00

11th-white-Male Adj Flag

IWH11M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58304	56.91	58304	56.91
N	3018	2.95	61322	59.85
R	41132	40.15	102454	100.00

11th-white-Fem Adj Flag

IWH11F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58304	56.91	58304	56.91
N	3018	2.95	61322	59.85
R	41132	40.15	102454	100.00

11th-white-Unkn Adj Flag

IWH11U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56470	55.12	56470	55.12
N	3018	2.95	59488	58.06
R	42966	41.94	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
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- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total 12th Grade Students Adj Flag

IG1205	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58728	57.32	58728	57.32
N	3018	2.95	61746	60.27
R	40708	39.73	102454	100.00

12th-Amer Ind/AK Nat-Male Adj Flag

IAM12M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58752	57.34	58752	57.34
N	3018	2.95	61770	60.29
R	40684	39.71	102454	100.00

12th-Amer Ind/AK Nat-Fem Adj Flag

IAM12F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58752	57.34	58752	57.34
N	3018	2.95	61770	60.29
R	40684	39.71	102454	100.00

12th-Amer Ind/AK Nat-Unkn Adj Flag

IAM12U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56658	55.30	56658	55.30
N	3018	2.95	59676	58.25
R	42778	41.75	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
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- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

12th-Asian/Pac Isl-Male Adj Flag

IAS12M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58757	57.35	58757	57.35
N	3018	2.95	61775	60.30
R	40679	39.70	102454	100.00

12th-Asian/Pac Isl-Fem Adj Flag

IAS12F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58757	57.35	58757	57.35
N	3018	2.95	61775	60.30
R	40679	39.70	102454	100.00

12th-Asian/Pac Isl-Unkn Adj Flag

IAS12U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56658	55.30	56658	55.30
N	3018	2.95	59676	58.25
R	42778	41.75	102454	100.00

12th-Hispanic-Male Adj Flag

IHI12M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58752	57.34	58752	57.34
N	3018	2.95	61770	60.29
R	40684	39.71	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

12th-Hispanic-Fem Adj Flag

IHI12F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58752	57.34	58752	57.34
N	3018	2.95	61770	60.29
R	40684	39.71	102454	100.00

12th-Hispanic-Unkn Adj Flag

IHI12U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56658	55.30	56658	55.30
N	3018	2.95	59676	58.25
R	42778	41.75	102454	100.00

12th-Black-Male Adj Flag

IBL12M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58752	57.34	58752	57.34
N	3018	2.95	61770	60.29
R	40684	39.71	102454	100.00

12th-Black-Fem Adj Flag

IBL12F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58752	57.34	58752	57.34
N	3018	2.95	61770	60.29
R	40684	39.71	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

12th-Black-Unkn Adj Flag

IBL12U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56658	55.30	56658	55.30
N	3018	2.95	59676	58.25
R	42778	41.75	102454	100.00

12th-white-Male Adj Flag

IWH12M05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58754	57.35	58754	57.35
N	3018	2.95	61772	60.29
R	40682	39.71	102454	100.00

12th-white-Fem Adj Flag

IWH12F05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58754	57.35	58754	57.35
N	3018	2.95	61772	60.29
R	40682	39.71	102454	100.00

12th-white-Unkn Adj Flag

IWH12U05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	56658	55.30	56658	55.30
N	3018	2.95	59676	58.25
R	42778	41.75	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total Ungraded Students Adj Flag

IUG05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	39548	38.60	39548	38.60
N	3018	2.95	42566	41.55
R	59888	58.45	102454	100.00

Ungr-Amer Ind/AK Nat-Male Adj Flag

IAMUGM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	39548	38.60	39548	38.60
N	3018	2.95	42566	41.55
R	59888	58.45	102454	100.00

Ungr-Amer Ind/AK Nat-Fem Adj Flag

IAMUGF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	39548	38.60	39548	38.60
N	3018	2.95	42566	41.55
R	59888	58.45	102454	100.00

Ungr-Amer Ind/AK Nat-Unkn Adj Flag

IAMUGU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	43633	42.59	43633	42.59
N	3018	2.95	46651	45.53
R	55803	54.47	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Ungr-Asian/Pac Isl-Male Adj Flag

IASUGM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	39550	38.60	39550	38.60
N	3018	2.95	42568	41.55
R	59886	58.45	102454	100.00

Ungr-Asian/Pac Isl-Fem Adj Flag

IASUGF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	39550	38.60	39550	38.60
N	3018	2.95	42568	41.55
R	59886	58.45	102454	100.00

Ungr-Asian/Pac Isl-Unkn Adj Flag

IASUGU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	43633	42.59	43633	42.59
N	3018	2.95	46651	45.53
R	55803	54.47	102454	100.00

Ungr-Hispanic-Male Adj Flag

IHIUGM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	39548	38.60	39548	38.60
N	3018	2.95	42566	41.55
R	59888	58.45	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Ungr-Hispanic-Fem Adj Flag

IHIUGF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	39548	38.60	39548	38.60
N	3018	2.95	42566	41.55
R	59888	58.45	102454	100.00

Ungr-Hispanic-Unkn Adj Flag

IHIUGU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	43633	42.59	43633	42.59
N	3018	2.95	46651	45.53
R	55803	54.47	102454	100.00

Ungr-Black-Male Adj Flag

IBLUGM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	39548	38.60	39548	38.60
N	3018	2.95	42566	41.55
R	59888	58.45	102454	100.00

Ungr-Black-Fem Adj Flag

IBLUGF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	39548	38.60	39548	38.60
N	3018	2.95	42566	41.55
R	59888	58.45	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Ungr-Black-Unkn Adj Flag

IBLUGU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	43633	42.59	43633	42.59
N	3018	2.95	46651	45.53
R	55803	54.47	102454	100.00

Ungr-white-Male Adj Flag

IWHUGM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	39548	38.60	39548	38.60
N	3018	2.95	42566	41.55
R	59888	58.45	102454	100.00

Ungr-white-Fem Adj Flag

IWHUGF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	39548	38.60	39548	38.60
N	3018	2.95	42566	41.55
R	59888	58.45	102454	100.00

Ungr-white-Unkn Adj Flag

IWHUGU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	43633	42.59	43633	42.59
N	3018	2.95	46651	45.53
R	55803	54.47	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Total Reported Membership Adj Flag

IMEMB05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5909	5.77	5909	5.77
N	3018	2.95	8927	8.71
R	93102	90.87	102029	99.59
T	425	0.41	102454	100.00

Am Indian/Alaskan Stu Adj Flag

IAM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	3018	2.95	3018	2.95
T	99436	97.05	102454	100.00

Tot-Amer Ind/AK Nat-Male Adj Flag

IAMALM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4690	4.58	4690	4.58
N	3018	2.95	7708	7.52
R	94746	92.48	102454	100.00

Tot-Amer Ind/AK Nat-Fem Adj Flag

IAMALF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4653	4.54	4653	4.54
N	3018	2.95	7671	7.49
R	94783	92.51	102454	100.00

Character codes:

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- M - Missing
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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Tot-Amer Ind/AK Nat-Unkn Adj Flag

IAMALU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	32691	31.91	32691	31.91
N	3018	2.95	35709	34.85
R	66745	65.15	102454	100.00

Asian/Pac Islander Stu Adj Flag

IASIAN05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	3018	2.95	3018	2.95
T	99436	97.05	102454	100.00

Tot-Asian/Pac Isl-Male Adj Flag

IASALM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4986	4.87	4986	4.87
N	3018	2.95	8004	7.81
R	94450	92.19	102454	100.00

Tot-Asian/Pac Isl-Fem Adj Flag

IASALF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4991	4.87	4991	4.87
N	3018	2.95	8009	7.82
R	94445	92.18	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
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- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Tot-Asian/Pac Isl-Unkn Adj Flag

IASALU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	32691	31.91	32691	31.91
N	3018	2.95	35709	34.85
R	66745	65.15	102454	100.00

Hispanic Stu Adj Flag

IHISP05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	3018	2.95	3018	2.95
T	99436	97.05	102454	100.00

Tot-Hispanic-Male Adj Flag

IHIALM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5509	5.38	5509	5.38
N	3018	2.95	8527	8.32
R	93927	91.68	102454	100.00

Tot-Hispanic-Fem Adj Flag

IHIALF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5451	5.32	5451	5.32
N	3018	2.95	8469	8.27
R	93985	91.73	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Tot-Hispanic-Unkn Adj Flag

IHIALU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	32691	31.91	32691	31.91
N	3018	2.95	35709	34.85
R	66745	65.15	102454	100.00

Black Non-Hispanic Stu Adj Flag

IBLACK05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	3018	2.95	3018	2.95
T	99436	97.05	102454	100.00

Tot-Black-Male Adj Flag

IBLALM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5872	5.73	5872	5.73
N	3018	2.95	8890	8.68
R	93564	91.32	102454	100.00

Tot-Black-Fem Adj Flag

IBLALF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5842	5.70	5842	5.70
N	3018	2.95	8860	8.65
R	93594	91.35	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Tot-Black-Unkn Adj Flag

IBLALU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	32691	31.91	32691	31.91
N	3018	2.95	35709	34.85
R	66745	65.15	102454	100.00

white Non-Hispanic Stu Adj Flag

IWHITE05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	3018	2.95	3018	2.95
T	99436	97.05	102454	100.00

Tot-white-Male Adj Flag

IWHALM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	6111	5.96	6111	5.96
N	3018	2.95	9129	8.91
R	93325	91.09	102454	100.00

Tot-white-Fem Adj Flag

IWHALF05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	6076	5.93	6076	5.93
N	3018	2.95	9094	8.88
R	93360	91.12	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2005–06

Tot-White-Unkn Adj Flag

IWHALU05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	32691	31.91	32691	31.91
N	3018	2.95	35709	34.85
R	66745	65.15	102454	100.00

Total Ethnicity Adj Flag

IETH05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	3018	2.95	3018	2.95
T	99436	97.05	102454	100.00

Pupil Teacher Ratio Adj Flag

IPUTCH05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	3018	2.95	3018	2.95
T	99436	97.05	102454	100.00

Total Calculated Membership Adj Flag

ITOTGR05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	3018	2.95	3018	2.95
T	99436	97.05	102454	100.00

Character codes:

- A - Adjustment
- C - Combined with data provided elsewhere by the state
- M - Missing
- N - Not applicable
- O - Locale code assigned under old methodology
- R - As reported by the state
- T - Total based on sum of internal or external detail
- W - Locale code assigned under new methodology

**Appendix C—Glossary for the Common Core of Data:  
School Year 2005–06**





## Appendix C—Glossary for the Common Core of Data: School Year 2005–06

For the 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 that 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/Alaska 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.”

### **Combined Statistical Area (CSA)**

If an area that qualifies as a metropolitan area (MA) has more than one million people, two or more core-based 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 CBSAs are established, the larger MA of which they are component parts is designated a combined statistical area (CSA). CSAs and CBSAs are established only where local governments favor such designations for a large MA.

### **Core Based Statistical Area (CBSA)**

Each CBSA must contain at least one urban area of 10,000 or more people.

## Appendix C—Glossary for the Common Core of Data: School Year 2005–06

Under the Census standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more people, or that contains at least 5,000 people residing within a single urban area of 10,000 or more people, is identified as a “central county” (or 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.

### **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,” “Midsize City,” “Urban Fringe of a Large City,” “Urban Fringe of a Midsize 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).” Refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also, ELL students are individuals who were not born in the United States or whose native language is a language other than English; individuals who come from environments where a language other than English is dominant; or individuals who are American Indians or 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 Educational 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 a 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 as well as grades 9, 10, 11, and 12, 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 consists of 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.

### **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 diploma recipients and other high school completers.

### **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 was collected by the State Nonfiscal Survey through 2002–03. Beginning with the 2003–04 collection, the item was replaced by the number of individuals age 19 or younger who passed the GED examination, as reported by the GED Testing Service.

### **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.”

### **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.”

### **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 the Individuals With Disabilities Education Improvement Act (IDEA), Part B. The written instructional plan includes a statement of the child’s present level of educational performance; a statement of annual goals, including short-term instructional objectives; a 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 schedule for determining, on at least an annual basis, whether instructional objectives are being achieved.

### **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 subdistrict level: category includes educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

## **Kindergarten**

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

## **Large City**

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

## **Large Town**

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

## **Latitude**

Latitude is the north or south angular distance from the equator that, when combined with longitude, reflects an estimation of where the school is physically situated on the street segment to which it was coded. Latitudes that are north of the equator are shown with a prefix of “N” while those south of the equator have a prefix of “S.” 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 N030500000.

## **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 officers of education agencies, including superintendents, deputies, and assistant superintendents; other persons with districtwide responsibilities, e.g., business managers, administrative assistants, and professional instructional support staff. Excludes supervisors of instructional or student support staff.

## **Librarian**

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

## **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 audiovisual center, TV studio, related work-study areas, and services provided by audiovisual 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,” “Midsize City,” “Urban Fringe of a Large City,” “Urban Fringe of a Midsize 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. Longitude values west of the prime meridian are show with a prefix of “-” and longitudes east of the prime meridian are shown with a prefix of “+.” Coordinate degrees, minutes, and seconds have been converted to and are displayed in terms of their decimal equivalent. The first 3 digits of the code represent the number of degrees from the prime meridian; the last 6 digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal. For example, if a school’s longitude is 90 degrees, 15 minutes west, then it is shown as -090250000.

### **Magnet School or Program**

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

### **Media Specialist**

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

### **Membership**

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

### **Metropolitan 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.

### **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.)

## **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.

## **Midsized 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 (Code of Federal Regulations) 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 who 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 education agencies, including superintendents, deputies, and assistant superintendents; and other persons with districtwide 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, currently in operation; closed with no effect on another agency’s boundaries; new agency with no effect on another agency’s boundaries; added; significant change in geographic boundaries or instructional responsibility; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 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 3 years; and 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.”

### **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, 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 that is taught during the year or years preceding kindergarten; includes teachers of Head Start students if part of authorized public education program of a local education agency.

### **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 that 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 Program”)

### **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.”



## **Regular School**

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

## **Rural**

Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau. From 1998–99 onward, the category was separated into “Rural, Inside CBSA” and “Rural, Outside CBSA.”

## **Rural, Inside CBSA**

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

## **Rural, Outside CBSA**

Any incorporated place, Census-designated place, or non-place territory not within a 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, and other assistants; and those who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

## **School District**

An education 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.

## **Shared Time School**

A school offering vocational/technical education or other education services, in which some or all of the students are enrolled at a different school of record and attend the shared time school on a part-day basis: for example, a regional vocational center attended by students from multiple high schools on a part-day basis.

## **Small Town**

An incorporated place or Census Designated Place (CDP) with a 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 disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments—and that 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 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 members 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 education 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, grade 1–12, 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 Schoolwide Program**

A school in which all pupils 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.

### **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 with a Census Urbanized Area Code. (See also “Locale Code.”)

### **Urban Fringe of a Large City**

Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a large city and defined as urban by the Census Bureau. Prior to 1994–95, defined as any incorporated place, Census-designated place, or non-place territory within a CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population of 400,000 or more, or a population density of at least 6,000 people per square mile. (See also “Locale Code.”)

### **Urban Fringe of a Midsize City**

Any incorporated place, Census-designated place, or non-place territory within a CBSA of a midsize city and defined as urban by the Census Bureau. Prior to 1994–95, defined as any incorporated place, Census-designated place, or non-place territory within a CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population less than 400,000, or a population density less than 6,000 people per square mile. (See also “Locale Code.”)

### **Urbanized Area**

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

### **Vocational Education School**

A public elementary/secondary school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age 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 for the Common Core of Data:  
School Year 2005–06**



## Appendix D—State Notes for the Common Core of Data: School Year 2005–06

This appendix provides information on known anomalies and 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 currently operational (status 1, 3, 4, 5) units only. Sch=School File, Agn=Agency File.

### Alabama

**Anomalies:** Missing Data: Agn – Diploma Recipients, Other High School Completers. Not Applicable: Sch – Charter School; Agn – Teachers of Ungraded Classes, Ungraded Students.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### Alaska

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Teachers of Ungraded Classes, Ungraded Students.

### Arizona

**Anomalies:** Not Applicable: Agn – Teachers of Ungraded Classes.

**Comments:** Prekindergarten (PK) students—The number of prekindergarten students increased by 35 percent from 2004–05 due to improvements in reporting of prekindergarten students by the state.

### Arkansas

**Anomalies:** None.

### California

**Anomalies:** Missing Data: Sch – Prekindergarten Students; Agn – Prekindergarten Teachers, Library Media Support Staff. Not Applicable: Agn – Other High School Completers.

**Comments:** Other support staff—The agency-level count of other support staff exceeds the count on the state-level because the state-level count was adjusted to disaggregate other staff categories which were included in the other support staff state-level count.

### Colorado

**Anomalies:** Not Applicable: Sch – Ungraded Students. Agn – Ungraded Students, Teachers of Ungraded Classes.

### Connecticut

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

## Appendix D—State Notes for the Common Core of Data: School Year 2005–06

### Delaware

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

### District of Columbia

**Anomalies:** Missing Data: Agn – Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Total Teachers, Instructional Aides, Instructional Coordinators/Supervisors, 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: Sch – Migrant Students; Agn – Migrant Students.

**Comments:** Migrant Students—Migrant student programs have been terminated in the District of Columbia and these programs are not offered.

### Florida

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

**Comments:** Prekindergarten (PK) teachers—The number of prekindergarten teachers increased by 195 percent from 2004–05 due to the implementation of a new prekindergarten program in Florida that resulted in a large number of prekindergarten teacher hires.

Migrant Students—The number of migrant students increased by 1,042 percent from 2004–05 due to improved reporting practices by the state. In 2004–05, Florida reported migrant students served during the regular school year only. In 2005–06, Florida reported migrant students served during both the regular school year and summer.

### Georgia

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

### Hawaii

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

**Comments:** Elementary teachers—The agency-level count of elementary teachers exceeds the count on the state-level because the state-level count was adjusted to disaggregate other level teachers which were included in the elementary teacher state-level count.

### Idaho

**Anomalies:** Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.



## Appendix D—State Notes for the Common Core of Data: School Year 2005–06

### Illinois

**Anomalies:** Missing Data: Agn – English Language Learner Students, Instructional Aides, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff. Not Applicable: Agn – Other High School Completers.

### Indiana

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

### Iowa

**Anomalies:** Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

**Comments:** Prekindergarten (PK) teachers—The number of prekindergarten teachers increased by 30 percent from 2004–05 due to the implementation of a prekindergarten programs in Iowa that resulted in a large number of prekindergarten teacher hires.

### Kansas

**Anomalies:** Not Applicable: Agn – Other High School Completers.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### Kentucky

**Anomalies:** Missing Data: Sch – Prekindergarten Students. Not Applicable: Sch – Charter School.

### Louisiana

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

**Comments:** Effects of Hurricane Katrina on schools, students, and staff—Damage and displacement due to Hurricane Katrina resulted in: large increases in inactive schools between 2004–05 and 2005–06 (an increase from 1 to 122); a loss of approximately 70,000 students in membership between 2004–05 and 2005–06; and a loss of almost 10,000 instructional and support staff between 2004–05 and 2005–06.

### Maine

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students, Prekindergarten Teachers, Kindergarten Teachers. Not Applicable: Sch – Charter School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

**Comments:** Elementary teachers—The agency-level count of elementary teachers exceeds the count on the state-level because the state-level count was adjusted to disaggregate other level teachers which were included in the elementary teacher state-level count.

Maryland

**Anomalies:** Missing Data: Sch – Magnet School. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

Massachusetts

**Anomalies:** Missing Data: Agn – Prekindergarten Teachers, Library Media Support Staff. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

**Comments:** Elementary teachers and secondary teachers/Elementary guidance counselors and secondary guidance counselors—The numbers of elementary teachers and elementary guidance counselors increased between 2004–05 and 2005–06 while the numbers of secondary teachers and secondary guidance counselors decreased due to misclassification of elementary staff as secondary staff in the state’s 2004–05 CCD submission.

Kindergarten (KG) teachers—The agency-level count of kindergarten teachers exceeds the count on the state-level because the state-level count was adjusted to disaggregate prekindergarten teachers which were included in the kindergarten state-level count.

Michigan

**Anomalies:** Missing Data: Sch – Prekindergarten Students; Agn – Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Elementary Guidance Counselors, Secondary Guidance Counselors.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

Minnesota

**Anomalies:** Missing Data: Sch – Shared Students. Not Applicable: Sch – Ungraded Students; Agn – Other High School Completers.

Mississippi

**Anomalies:** None.

**Comments:** Effects of Hurricane Katrina on schools, students, and staff—Damage and displacement due to Hurricane Katrina resulted in decreases in students and staff between 2004–05 and 2005–06.

Missouri

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

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### Montana

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students, Prekindergarten Teachers, Kindergarten Teachers, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff. Not Applicable: Sch – Magnet School, Charter School; Agn – Teachers of Ungraded Classes, Other High School Completers.

**Comments:** Elementary teachers—The agency-level count of elementary teachers exceeds the count on the state-level because the state-level count was adjusted to disaggregate other level teachers which were included in the elementary teacher state-level count.

### Nebraska

**Anomalies:** Missing Data: Sch – Magnet School; Agn – Prekindergarten Teachers, Kindergarten Teachers, School Administrative Support Staff. Not Applicable: Sch – Charter School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Students.

**Comments:** Elementary teachers—The agency-level count of elementary teachers exceeds the count on the state-level because the state-level count was adjusted to disaggregate other level teachers which were included in the elementary teacher state-level count.

### Nevada

**Anomalies:** Missing Data: Sch – Magnet School, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students; Agn –Library Media Support, LEA Administrative Support Staff, School Administrative Support Staff. Not Applicable: Agn – Other High School Completers.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### New Hampshire

**Anomalies:** Missing Data: Agn – English Language Learner Students, Instructional Coordinators/Supervisors, Student Support Services Staff. Not Applicable: Sch – Magnet School; Agn – Teachers of Ungraded Classes.

**Comments:** School administrators, School support staff—The agency-level count of school administrators and school support staff exceed the count on the state-level because the state-level counts were adjusted to disaggregate other staff categories which were included in the school administrator state-level count.

### New Jersey

**Anomalies:** Missing Data: Sch – Magnet School; Agn – Migrant students, Elementary Guidance Counselors, Secondary Guidance Counselors, All Other Support Staff. Not Applicable: Agn – Teachers of Ungraded Classes, Other High School Completers.

New Mexico

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

**Comments:** Instructional coordinators—The number of instructional coordinators decreased by 75 percent between 2004–05 and 2005–06. This decrease was confirmed as correct by the state.

New York

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

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

New York City Public Schools—The New York City Public Schools agency has been assigned a supervisory union number and its component sub-districts are identified as components of the supervisory union. The supervisory union component number can be used in aggregating data to a single observation for the New York City Public Schools district.

North Carolina

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

North Dakota

**Anomalies:** Missing Data: Agn – English Language Learning Students. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes, Other High School Completers.

Ohio

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

Oklahoma

**Anomalies:** Not Applicable: Sch – Magnet School; Agn – Other High School Completers.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

Oregon

**Anomalies:** Missing Data: Sch – Magnet School, Shared Students.

**Comments:** Oregon’s school and local education agency universes were constructed using multiple sources and techniques. School and local education agency universe

## Appendix D—State Notes for the Common Core of Data: School Year 2005–06

information from the 2002–03 and 2004–05 CCD collections, along with information taken from the Oregon Department of Education website for school year 2005–06, were used to create school and agency universes for 2005–06. Oregon also submitted information to NCES to allow for further cleaning of the universe data.

Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

Elementary teachers—The agency-level count of elementary teachers exceeds the count on the state-level because the state-level count was adjusted to disaggregate other level teachers which were included in the elementary teacher state-level count.

### Pennsylvania

**Anomalies:** Not Applicable: Agn – Other High School Completers.

### Rhode Island

**Anomalies:** Missing Data: Sch – Magnet School, Migrant Students; Agn – Migrant Students, Prekindergarten Teachers, Teachers of Ungraded Classes, Instructional Aides, Instructional Coordinators/Supervisors. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

### South Carolina

**Anomalies:** Missing Data: Agn – LEA Administrative Support Staff, School Administrative Support Staff. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

### South Dakota

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

### Tennessee

**Anomalies:** Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students; Agn – Migrant Students, English Language Learning Students, Library Media Support Staff.

**Comments:** Enrollments outside of grade spans—Tennessee allows 8<sup>th</sup>-grade students to be enrolled in schools that offer curricula for grades 9–12. These students are recognized as 8<sup>th</sup>-graders by the state, but attend schools that offer educational services and curricula for higher grades. Therefore, there are schools in Tennessee where the lowest grade offered is grade 9, but 8<sup>th</sup>-graders are enrolled in the school.

Other support staff—The agency-level count of other support staff exceeds the count on the state-level because the state-level count was adjusted to disaggregate other staff categories which were included in the other support staff state-level count.

Texas

**Anomalies:** Missing Data: Sch – Shared Students; Agn – Migrant Students, Library Media Support Staff. Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students, Other High School Completers.

**Comments:** Other support staff—The agency-level count of other support staff exceeds the count on the state-level because the state-level count was adjusted to disaggregate other staff categories which were included in the other support staff state-level count.

Utah

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

Vermont

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

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

Virginia

**Anomalies:** Missing Data: Sch – Shared Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

Washington

**Anomalies:** Missing Data: Sch – Magnet School Not Applicable: Sch – Charter School, Ungraded Students; Agn – Ungraded Students.

West Virginia

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

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

Wisconsin

**Anomalies:** Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students; Agn – Other High School Completers. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

Wyoming

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

Bureau of Indian Education (BIE)

**Anomalies:** Missing Data: Sch – Classroom Teachers, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch

## Appendix D—State Notes for the Common Core of Data: School Year 2005–06

Students, Migrant Students, Total Prekindergarten Students, Pupil Teacher Ratio, Shared Students; Agn – Classroom Teachers, Migrant Students, English Language Learner Students, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, FTE Teachers, Instructional Aides, Instructional Coordinators/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: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Other High School Completers.

**Comments:** The Bureau of Indian Education did not submit any universe or directory information at the school or agency level for the Common Core of Data, school year 2005–06. NCES obtained directory information for BIE from the Office of Indian Education Programs (OIEP) 2005–06 National Directory posted on the Internet at <http://www.oiep.bia.edu>. School and agency universes were constructed based on information from this website and by examining school and agency universe information from earlier CCD collections. School-level student enrollment data was then obtained from BIE staff. This school-level enrollment data was aggregated to the agency and state level to populate the Local Education Agency file and the State Nonfiscal file.

### Department of Defense Dependents (overseas) Schools

**Anomalies:** Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students; Agn – Library Media Support Staff, Diploma Recipients. Not Applicable: Sch – Magnet School, Charter School, Migrant Students, Ungraded Students; Agn – Ungraded Students, Migrant Students, Other High School Completers.

**Comments:** No schools in this jurisdiction are Title I or School-wide Title I eligible.

### Department of Defense Dependents (domestic) Schools

**Anomalies:** Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students; Agn – Library Media Support Staff, Diploma Recipients. Not Applicable: Sch – Magnet School, Charter School, Migrant Students, Ungraded Students; Agn – Ungraded Students, Migrant Students, Other High School Completers.

**Comments:** No schools in this jurisdiction are Title I or School-wide Title I eligible. Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### American Samoa

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Magnet School, Charter School.

**Comments:** No schools in this jurisdiction are Title I or School-wide Title I eligible.

Guam

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

**Comments:** No schools in this jurisdiction are Title I or School-wide Title I eligible.

Northern Marianas

**Anomalies:** Missing Data: Sch – Migrant Students, Asian/Pacific Islander Students; Agn – Migrant Students, English Language Learner Students, Other High School Completers. Not Applicable: Sch – Magnet School, Charter School.

**Comments:** No schools in this jurisdiction are Title I or School-wide Title I eligible.

Puerto Rico

**Anomalies:** Missing Data: Sch – Magnet School, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students, Migrant Students; Agn – Migrant Students, English Language Learner Students, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Agn – Teachers of Ungraded Classes.

Virgin Islands

**Anomalies:** Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students, Migrant Students, Total Prekindergarten Students; Agn – Migrant Students, Prekindergarten Teachers. Not Applicable: Sch – Prekindergarten Student Detail, Charter School; Agn – Other High School Completers.