U.S. Department of Education
Institute of Education Sciences
NCES 2006-332

Documentation to the NCES Common Core of Data Public Elementary/ Secondary School Locale Code File: School Year 2003-04

Version 1a

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March 2006

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Appendixes

I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Locale Code File: School Year 2003-04, version 1a

The Common Core of Data system

The Common Core of Data (CCD) Nonfiscal surveys consist of data submitted annually by state education agencies (SEAs) to the National Center for Education Statistics (NCES). School, local education agency, and state data are sent to NCES by SEA personnel who are designated CCD Coordinators. The data are edited and maintained in machine-readable data sets by NCES, and are used to produce general purpose publications, specialized reports, and web-based applications.

Locale codes

Locale codes identify the geographic status of a school on an urban continuum ranging from "large city" to "rural." They are based on a school's physical address. The urban-centric locale codes introduced in this file are assigned through a methodology developed by the U.S. Census Bureau's Population Division in 2005. The urban-centric locale codes apply current geographic concepts to the NCES locale codes used from 1986 through the present. (The original locale codes are referred to as "metro-centric locale codes" for ease of distinguishing the two systems.) The new urban-centric methodology supplements, and will eventually replace, the older locale code methodology.

Contents of the file

The 2003-04 NCES Common Core of Data Public Elementary/Secondary School Locale Code File (locale code file) contains 100,593 records, one for each public elementary/secondary school in the 50 states, the District of Columbia, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, the Virgin Islands, the Bureau of Indian Affairs, and the Department of Defense Dependents Schools (domestic and overseas).[1] Each record includes five data fields: NCES School ID; school latitude; school longitude; metro-centric locale code; and urban-centric locale code.

II. User's Guide

Comments about the data file

This file includes all but one of the schools for which there are records on the *NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2003-04, Version 1a*. Both files contain the NCES school ID variable, which can be used to match the files. The locale code file excludes one school that was reported in the original metro-status locale code file but not included in the urban-centric file, and two schools found in the original urban-centric file but not the metro-centric file were excluded. Therefore, a total of three schools that appear in one, but not both, of the source files were excluded from this current file.

[1] One school found in the *NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2003-04, Version 1a* was deleted from this file because it was not assigned a locale code.

The resulting file includes latitude, longitude, and locale codes for all but one of the 100,593 schools. Locale codes were assigned to schools in the 50 states, District of Columbia, Bureau of Indian Affairs, and Puerto Rico. The file does not include these geocode data for any school in the Department of Defense Dependents Schools or any of the other jurisdictions except Puerto Rico.

All of the information contained in the locale code file is added by the U.S. Census Bureau, which acts as NCES's agent in the CCD survey collections. That is, none of the data items on this file is reported by the states.

Comments about the data fields

Data users should be aware of certain conditions regarding each variable on the file. The code in parentheses before the variable name indicates the field name, which is also referenced in Appendix A—Record Layout.

(NCESSCH) NCES school ID. Each record includes a unique 12-character identifier for the school. The first two characters are the Federal Information Processing Standards (FIPS) code for the state or other jurisdiction. A list of state and other jurisdictions and the associated FIPS codes appears at the end of this documentation.

Characters 3 through 7 identify the local education agency responsible for the school. This includes charter school agencies as well as regular public school districts. When combined with the state FIPS code (characters 1 and 2) this segment provides a unique identifier for each local education agency.

Characters 8 through 12 identify the school within the local education agency. When combined with the state FIPS code (characters 1 and 2) and the local education agency identifier (characters 3 through 7) the resulting 12-digit code provides a unique identifier for each local education agency.

(LATCOD) Latitude. The value of LATCOD ranges from 18 to 70.7. The first 2 digits of the code represent the number of degrees from the equator; the third character is an explicit decimal; and the last six digits represent the fraction of the next degree carried out to six decimal places.

(LONCOD) Longitude. The value of LONCOD ranges from -64 to -177. The first character in the field is a minus sign (-). The next three digits of the code represent the number of degrees from the prime meridian; the fourth character in the field is an explicit decimal; and the last six digits represent the fraction of the next degree carried out to six decimal places.

(MLOCALE) Metro-centric locale

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, and the Department of Defense Dependents Schools (overseas) were not assigned a locale code because the geographic and governmental structures of these entities do not fit the definitional scheme used to derive the code. They are identified with a locale code of "N" to indicate the variable is not applicable.

MLOCALE is shown as not applicable on the records of the 2,200 closed schools in the file. (The CCD retains schools on the file for 1 year after they have been closed.)

Locale is a 1-digit code ranging in value from 1 to 8 that indicates the location of the school relative to populous areas. The methodology used to assign locale codes was updated to incorporate the location address field added to the CCD with the 1998-99 collection. Beginning with the 2002-03 CCD, the methodology was updated to incorporate 2000 Census population and geography information. The methodology for assigning locale is provided at the end of this section. The 8 metro-centric locale codes are defined below.

1 = Large City: A principal city of a Metropolitan Core Based Statistical Area (CBSA), with the city having a population greater than or equal to 250,000.

2 = Mid-size City: A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.

3 = Urban Fringe of a Large City: Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA of a Large City and defined as urban by the Census Bureau.

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

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

6 = Small Town: An incorporated place or Census designated place with 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 Core Based Statistical Area (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.

(ULOCALE) Urban-centric locale

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, and the Department of Defense Dependents Schools (overseas) were not assigned a locale code because the geographic and governmental structures of these entities do not fit the definitional scheme used to derive the code. The Department of Defense

Dependents Schools (domestic) were not assigned locale codes because it is not legal to do so.

The 12 urban-centric locale code categories are defined below.

11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

12 = City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

13 = City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

22 = Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.

41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

A. Methodology

The metro-centric and urban-centric locale code methods employ similar logic, but differ in the way that locale codes are assigned. This section describes the locale assignment for each of the two methods.

Metro-centric locale code assignment

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

Starting with the 2002-03 CCD file, the methodology was updated to incorporate 2000 Census population and geography information (e.g., using Consolidated Statistical Area/Core Based Statistical Area—CSA/CBSA—geographical entities instead of Metropolitan Statistical Area, or MSA, entities). These changes in the methodology affected the locale code assignments. For example, a school might now be assigned to a Micropolitan CBSA although it had been in an MSA on the 2001-02 CCD file. ZIP Code Tabulation Areas (ZCTAs) were introduced in the 2003-04 file 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 determine 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, in order 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. The remaining addresses could not be assigned Census block information, and, thus, their associated locale codes had to be calculated using the old methodology.
The new metro-centric locale code 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 placed, and an assumption was made, 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."[2]

4. At this point, the remaining addresses were evaluated for characteristics for 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. 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 is:

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 a "3" or "4" using this 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 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." The units with a population between 2,500 and

[2] Locale codes are 1, Large City; 2, Mid-size City; 3, Urban Fringe of a Large City; 4, Urban Fringe of a Mid-size City; 5, Large Town; 6, Small Town; 7, Rural, Outside CBSA; 8, Rural, Inside CBSA.

24,999 were assigned a code of "6." Units within a Metropolitan Statistical Area having a rural characteristic were coded as "8."

4. 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 other jurisdictions were assigned a code of "N" because the geographical and governmental structure of the areas do not fit into the definitional scheme used to derive the codes.

Urban-centric locale code assignment

The urban-centric locale system is constructed from the same set of standard geographic concepts as the metro-centric system, but it prioritizes an urban approach that combines size and distance from an urbanized area.

Territory assignment. The first and most critical step of the school locale assignment process was to assign locales and subtypes to the full extent of U.S. territory and Puerto Rico. Locales were not provided for U.S. island territory (Virgin Islands, Guam, American Samoa, and the Northern Mariana Islands). A geographic information system (GIS) was used to evaluate the various spatial data layers according to the distance criteria reflected in the 12 urban-centric locale categories defined previously. Distances for Town and Rural subtypes were based on straight-line or Euclidean distance. Although this simple geometric measure does not account for the presence or absence of road networks that may offer point-to-point drive time estimates, it is also unaffected by short-term changes to the transportation infrastructure that could cause significant fluctuations in those estimates. More importantly, the geometric distance provides data users with a simple and familiar concept that is analytically useful and relatively easy to implement. The basic unit for these distance indicators—2.5 miles—was borrowed from the Census Bureau's criterion for connecting densely settled non-contiguous territory to a qualifying core of an urbanized area or an urban cluster during the urban delineation process (officially referred to as a 'jump'). Distances used to define locale subtypes are simple multiples of the basic distance unit (i.e., 1x, 2x, 4x, and 10x for Rural; 4x and 14x for Towns).

School assignment. The process for assigning new school locales was conceptually straightforward. First, the territory of the U.S. was classified according to the proposed locale and subtype criteria. Second, schools were spatially integrated with the territory based on school geocodes. Third, the schools were assigned a locale and subtype based on their location (i.e., they received the same assignment given to the territory where they were located). In cases where school geocodes were unavailable, supplemental locale and subtype assignments based on the locale and subtype assigned to the ZIP code area

identified in the school address would be used. However, the school file provided nearly universal geocode coverage, making supplemental ZIP locale assignments unnecessary.

ZIP code assignment. ZIP code locale assignments would have been based on Census Bureau ZCTAs, geographic entities developed by the Census Bureau and designed to approximate USPS five-digit ZIP Code service areas. ZCTAs are aggregations of census blocks that have the same predominant ZIP code associated with the residential mailing addresses in the U.S. Census Bureau's Master Address File. ZCTAs do not precisely depict ZIP code delivery areas and do not include all ZIP codes used for mail delivery. Some ZCTAs cover remote or non-residential areas such as water bodies, wilderness areas, and military installations that fall outside the scope of the ZIP codes reported by CCD schools. ZCTA codes for water bodies are indicated with the suffix 'HH' in the fourth and fifth digits, while codes for non-hydrographic uncovered areas are suffixed with 'XX.' Additionally, ZIP code boundaries are not static. Therefore locale assignments based on TIGER/Line 2004 current ZCTAs may not reflect the same geographic area presently served by the ZIP code.

ZIP code locale assignments relied on the following decision rules. First, the population in each locale subtype was identified for each ZCTA. Second, the ZCTA was examined to see if a single locale subtype accounted for 50 percent or more of the population within the ZCTA. If so, the ZCTA was assigned that majority locale subtype. If the ZCTA lacked a majority locale subtype, the locale subtypes were aggregated into their respective locales (City, Suburb, Town, Rural), and the locales were checked for a 50 percent majority population. If a majority locale was identified, then the ZCTA was assigned the locale subtype that had the plurality within the majority locale. If, however, none of the aggregate locales satisfied the 50 percent majority population criterion, then the ZCTA locale assignment defaulted to the single locale subtype with the largest population percentage within the ZCTA. Most ZCTA assignments (96 percent) were based on the presence of a 50 percent majority locale subtype.

Definitions of terms

The following terms are concepts used in assigning school locale codes.

Core Based Statistical Areas. Core Based Statistical Areas (CBSA) are defined by OMB and represent county or counties associated with at least one core of 10,000 or greater population, plus adjacent counties having a high degree of social and economic integration with the core(s) as measured by commuting ties. CBSAs with a population core of 50,000 or more are identified as metropolitan statistical areas (metros), and those with population cores of 10,000 to 50,000 are identified as micropolitan statistical areas (micros). Unlike urbanized areas and urban clusters that are primarily designed to reflect urban structure, metro and micro areas are primarily designed to reflect the functional relationship between urban cores and the areas surrounding them. This includes relationships between urban cores, as well as relationships between urban cores and surrounding rural areas. Since Urbanized Areas (UAs) and Urban Clusters (UCs) are constructed from census blocks and block groups and are designed to reflect the structural effects of urbanization, and CBSAs are a separate concept constructed from

counties and designed to reflect functional spatial relationships at a larger scale, it is reasonable to find urban and rural territory both inside and outside CBSAs.

Place. Census places are considered to be concentrations of population that are legally bounded and incorporated. Most towns and cities fall into this category. However, many areas that look like towns and cities with commonly recognized community names are not legally incorporated. To accommodate these place-equivalent areas, the Census Bureau identifies them as census designated places or CDPs. For most common analytic and data production purposes, places and CDPs are treated as equivalents. This was not the case prior to the 1990 census. Unless noted otherwise, any mention of place in the remainder of this discussion includes both incorporated places and Census designated places.

Principal City. Principal cities include the largest place (incorporated or unincorporated) and other relatively large places that serve as the primary population and employment centers within a CBSA. Principal cities replaced the older central city term defined by OMB's 1990 metropolitan area standards, recognizing that many central cities have become much less central (functionally and structurally) within increasingly polynucleated urban areas. Although principal cities are present in both metropolitan and micropolitan statistical areas, CCD City locale classifications are currently limited to principal cities of metropolitan statistical areas only.

Rural. The Census Bureau classifies all population and territory not included in an urbanized area or urban cluster as rural.

Urban (urbanized areas and urban clusters). The Census Bureau defines an urban area as a densely settled core of census block groups and census blocks that meet minimum population density requirements, along with adjacent densely settled surrounding census blocks. When a core area contains a population of 50,000 or more, it is classified as an urbanized area (UA). Core areas with population between 2,500 and 50,000 are classified as urban clusters (UC).

B. User Guidelines for Processing the Public Elementary/Secondary School Locale Code File

CCD data files names include a two-digit version number. The 2003-04 Public Elementary/Secondary School Locale Code SAS file is called SL031A.SD2. The flat ASCII file is called SL031A.DAT. The first two characters of the file name indicate the type of file (SL = School Locale), the third and fourth characters indicate the file year (03 = 2003-04 CCD collection), and the fifth and sixth characters indicate the version number (1 = final file, A = first version). Appendix A contains the record layout for the file.

List of state FIPS codes and abbreviations used in CCD datasets

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

[1] Federal Information Processing STD Codes (01-78).
[2] Postal State Abbreviation Codes.
[3] Not official U.S. FIPS code. The state abbreviations for Department of Defense (overseas) schools are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. For Department of Defense (domestic) schools and Bureau of Indian Affairs schools, state abbreviations correspond to the state in which the school resides.

Appendix A—Record Layout

Common Core of Data Public Elementary/Secondary School Locale Code File:
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(*) Fields have one explicit decimal place

The file contains data for the school year 2003-04 sorted by the NCES assigned school identification code (NCESSCH).

Variable Name	Start Position	End Position	Field Length	Data Type	Description
NCESSCH	01	12	12	AN	ID assigned by NCES to each school.
LATCOD	13	21	9*	AN	Latitude
LONCOD	22	31	10*	AN	Longitude
MLOCALE	32	32	1	AN	Metro-centric locale code:

1 = Large City: A principal city of a Metropolitan Core Based Statistical Area (CBSA), with the city having a population greater than or equal to 250,000.

2 = Mid-Size City: A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.

3 = Urban Fringe of a Large City: Any incorporated place, Census-designated place, or non-place territory within a Metropolitan CBSA of a Large City and defined as urban by the Census Bureau.

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

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

6 = Small Town: An incorporated place or Census-designated place with 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.

Variable Name	Start Position	End Position	Field Length	Data Type	Description
ULOCALE	33	34	2	AN	Urban-centric locale code:

11 = City: Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

12 = City: Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

13 = City: Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 = Suburb: Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

22 = Suburb: Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

23 = Suburb: Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 = Town: Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

32 = Town: Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

33 = Town: Remote: Territory inside an urban cluster that is more than 35 miles of an urbanized area.

41= Rural: Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 = Rural: Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 = Rural: Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Appendix B—Value Distribution and Field Frequencies

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Variable	Label	M	N	Other
NCESSCH	Unique School ID (NCES Assigned)	0	0	100,593
LATCOD	Latitude (NCES Assigned)	0	0	100,593
LONCOD	Longitude (NCES Assigned)	0	0	100,593

Appendix B—Value Distribution and Field Frequencies
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MLOCALE –Metro-centric Locale

MLOCALE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	12142	12.07	12142	12.07
2	13090	13.01	25232	25.08
3	21139	21.01	46371	46.10
4	10497	10.44	56868	56.53
5	1056	1.05	57924	57.58
6	8841	8.79	66765	66.37
7	17148	17.05	83913	83.42
8	12657	12.58	96570	96.00
N	4023	4.00	100593	100.00

ULOCALE – Urban-Centric Locale

ULOCALE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
11	12734	12.66	12734	12.66
12	5647	5.61	18381	18.27
13	7595	7.55	25976	25.82
21	23233	23.10	49209	48.92
22	3075	3.06	52284	51.98
23	2032	2.02	54316	54.00
31	3962	3.94	58278	57.93
32	5942	5.91	64220	63.84
33	5199	5.17	69419	69.01
41	10645	10.58	80064	79.59
42	11330	11.26	91394	90.86
43	9055	9.00	100449	99.86
N	144	0.14	100593	100.00