

Appendix A

REVISIONS TO THE STANDARDS FOR THE CLASSIFICATION OF FEDERAL DATA ON RACE AND ETHNICITY

The information provided below describes the reasoning for the change in the Race and Ethnicity Data Elements since the 1994 and 1995 print editions of the Student and Staff Handbooks and provides explanation on why these Handbooks elements differ from the categories required for reporting to the U.S. Department of Education (USED).

In 1997, the Office of Management and Budget (OMB) adopted new standards for classifying race and ethnicity and provided guidelines in 2000.¹ And in 2007, USED issued its own guidance on how education institutions and other recipients will collect and maintain race and ethnicity data on students and staff, as well as how these data will be aggregated and reported to USED.² Implementation of this new guidance will be required by fall 2010 in time to report data for the 2010–11 school year. In the interim, educational institutions and other recipients may continue to use the older standards set in Office of Management and Budget (OMB) Statistical Policy Directive No. 15.³ For easy reference, a description of both sets of standards is provided below.

Directive 15: Presented in the 1995 Print Edition of the Staff Data Handbook

The *Standards for the Classification of Federal Data on Race and Ethnicity* (Statistical Policy Directive No. 15) was issued by OMB in 1977. They were designed to provide a standard classification for record keeping, collection, and presentation of data on race and ethnicity in federal program administrative reporting and statistical activities. As such, these are standards to which all federal agencies and programs must adhere.

Directive 15 required a minimum of five acceptable racial and ethnic categories be included in all federal data collection instruments. The categories and their definitions are as follow:

- **American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or 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 area 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.
- **Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

¹ *Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity* is available from the OMB website at <http://www.whitehouse.gov/omb/fedreg/1997standards.html>. *Provisional Guidance on the Implementation of the 1997 Standards for the Federal Data on Race and Ethnicity* with accompanying appendices (3) can be accessed from the OMB website at <http://www.whitehouse.gov/omb/inforeg/statpolicy.html>.

² *Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education* is available from the USED at the Federal Register web site at <http://edocket.access.gpo.gov/2007/E7-20613.htm>.

³ *Recommendations from the Interagency Committee for the Review of the Racial and Ethnic Standards to the Office of Management and Budget Concerning Changes to the Standards for the Classification of Federal Data on Race and Ethnicity, Appendix I: Directive No. 15 Race and Ethnic Standards for Federal Statistics and Administrative Reporting* is available from the U.S. Census Bureau website at http://www.census.gov/population/www/socdemo/race/Directive_15.html.

2007 USED Guidance on Maintaining, Collecting, and Reporting Race and Ethnicity Data

In 1994, in response to the need to reflect the increasing diversity of the population of the United States, OMB began a comprehensive review of the current racial and ethnic categories in collaboration with the Interagency Committee for the Review of the Racial and Ethnic Standards.⁴ OMB accepted the recommendations of the Interagency Committee in 1997 and released standards for federal data on race. In order to conform to the new guidelines, USED issued its own guidance in 2007 on how education institutions and other recipients will collect and maintain race and ethnicity data on students and staff, as well as how these data will be aggregated and reported to USED. These revised standards have two categories for data on ethnicity (“Hispanic or Latino” and “Not Hispanic or Latino”) and five minimum categories for data on race, of which respondents will be allowed to select more than one. The new categories and their definitions are as follow:

Ethnic Categories (“Hispanic or Latino” and “Not Hispanic or Latino”)

- **Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, “Spanish origin,” can be used in addition to “Hispanic or Latino.”

Racial Categories

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

These new standards differ from the Directive 15 standards in several key ways. Major differences in the new standards include:

- 1) Ethnicity is required to be collected separately from race. Every individual is to be identified as either “Hispanic or Latino” or “Not Hispanic or Latino” irrespective of race. As follows, ‘Hispanic or Latino Ethnicity’ is a distinct element in the Handbooks.
- 2) Individuals are allowed to select one or more races. The detailed information on race and ethnicity reported for each individual must be maintained at the local level for each individual.
- 3) The older category, ‘Asian or Pacific Islander’ has been divided into two new categories, ‘Asian’ and ‘Native Hawaiian or Other Pacific Islander.’

Additional racial and ethnic categories may be used at the local level, provided that these are more granular subcategories of the one ethnic and/or five primary racial groups (e.g., Cambodian, Chinese,

⁴ *Recommendations from the Interagency Committee for the Review of the Racial and Ethnic Standards to the Office of Management and Budget Concerning Changes to the Standards for the Classification of Federal Data on Race and Ethnicity* is available from the U.S. Census Bureau website at http://www.census.gov/population/www/socdemo/race/Directive_15.html.

and Indian might be collected as subcategories of Asian). See below for preparing aggregated reports for the USED, any additional categories should be aggregated to the ethnic and racial categories above.

Educational institutions and other federal funding recipients are required to implement this guidance by the Fall of 2010 in order to report data for the 2010-2011 school year.

Aggregating Individual Collection Categories into Federal Aggregate Categories

The Handbooks follow the 2007 USED guidance for collecting and maintaining data on ethnicity and race at the local level, now including the elements 'Hispanic or Latino Ethnicity' and 'Race.' However, as the Handbooks focus on the needs of local agencies in collecting and maintaining data, they do not directly address the guidelines for reporting race and ethnicity to USED. When aggregating local data for federal reporting, the race and ethnicity options in the previous section should be aggregated into the seven categories below⁵. The seven aggregate categories for reporting to USED are:

- **Hispanic/Latino of any race;**
- and, for individuals who are non-Hispanic/Latino only:
 - **American Indian or Alaska Native,**
 - **Asian,**
 - **Black or African American,**
 - **Native Hawaiian or Other Pacific Islander,**
 - **White, and**
 - **Two or more races.**

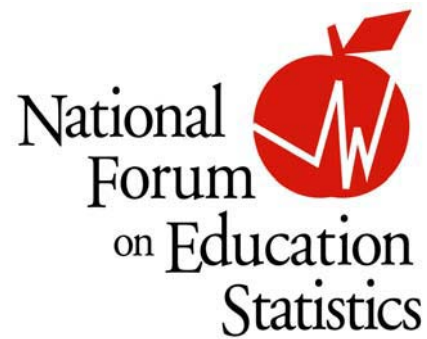
The last aggregate category, 'Two or more races' is not included as an option for the element '0849 Race' in the Handbooks. As that category is not an option for collection of race data at the local level, it is beyond the scope of the Handbooks. When reporting aggregated race and ethnicity data to USED, the following guidelines should be used:

- 1) Respondents who choose 'Hispanic or Latino' should be aggregated into the 'Hispanic or Latino' category regardless of their race selection(s).
- 2) Individuals who choose one race and are 'Not Hispanic or Latino' should be aggregated into the single race category they selected.
- 3) Individuals who choose more than one race and are 'Not Hispanic or Latino' should be aggregated into the 'Two or more races' category.

For further explanation on aggregating individuals into the seven USED categories, see the *Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education* at <http://edocket.access.gpo.gov/2007/E7-20613.htm>, section I. B.

Additional information on implementing the new guidance was developed by the National Forum on Education Statistics called *Managing an Identity Crisis: Forum Guide to Implementing New Federal Race and Ethnicity Categories* and can be found at <http://nces.ed.gov/pubs2008/rediguide>.

⁵ Using only the two ethnic and five racial categories, a total of 62 possible race/ethnicity combinations are possible. Two additional possibilities may apply to individuals who do not select a race. For a full list of these combinations, see <http://nces.ed.gov/statprog/2002/appendixa.asp>. The USED guidance does not dictate any coding scheme for maintenance of these combinations.



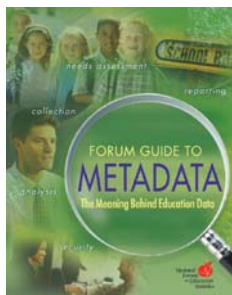
Appendix B

National Forum on Education Statistics

Best Practice Resources

The Forum is sponsored by the National Center for Education Statistics of the U.S. Department of Education and is committed to improving the quality, comparability, and usefulness of elementary and secondary education data, while remaining sensitive to data burden concerns. Forum members include representatives from state education agencies, local education agencies, the federal government, and other organizations with an interest in education data. Our purpose is to plan, recommend, and implement strategies for building an education data system that will support local, state, and national efforts to improve public and private education throughout the United States. Find out more about the Forum at:

<http://nces.ed.gov/forum/index.asp>



Forum Guide to Metadata: The Meaning Behind Education Data



http://nces.ed.gov/forum/pub_2009508.asp

In the complex world of education data, answers to even apparently straightforward questions often depend on highly complicated and technical data. Take, for example, the “simple” question, *How many eighth grade English teachers are in your schools?* On one end of the spectrum, there may not be any full-time certified English teachers teaching an English class to only eighth-grade students in the single middle school in the district this semester. At the same time, 50 or more full- or part-time teachers may be leading reading, writing, or language classes with at least one eighth-grade student at some point during the academic year. Clearly, the “right” answer depends on the context of the question and the data being used to answer it—and metadata provide that context.

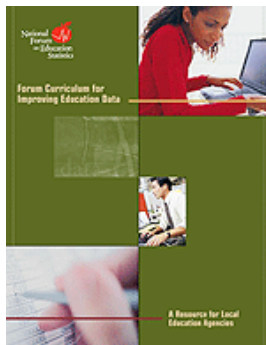
Metadata are defined as “data about data.” A well-managed metadata system ensures that the definitions, parameters, usage instructions, and history of each element are maintained in an accurate and up-to-date manner. Additionally, metadata are essential for bridging programs and databases because they provide the framework for data exchange and communication within and between organizations.

Metadata systems may not have been necessary when data sets were relatively small and simply organized. Under these circumstances, data were usually used by only a handful of people who were intimately familiar with each data element’s definition, source, uses, limitations, and technical characteristics. But the education enterprise has grown in complexity over the past decades, resulting in the seemingly exponential growth of information collected, stored, managed, used, and reported. In the field of education, as with other industries, metadata have become a necessary component of sound data systems.

The purpose of this guide is to empower people to more effectively use data as information. To accomplish this, the publication explains what metadata are; why metadata are critical to the development of sound education data systems; what components comprise a metadata system; what value metadata bring to data management and use; and how to implement and use a metadata system in an education organization. The primary audiences for this guide include technology, program, policymaking, administrative, and data staff in state and local education agencies. It may also be useful to other education stakeholders, including anyone engaged in operations or decisionmaking that depend on accurate, reliable, and timely information.

This publication is available electronically at http://nces.ed.gov/forum/pub_2009508.asp. Instructions for ordering print copies are also available on the National Forum on Education Statistics website.

The *Forum Guide to Metadata: The Meaning Behind Education Data* is a product of the National Forum on Education Statistics. The project was sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education, under the auspices of the National Cooperative Education Statistics System. For more information about the National Forum on Education Statistics, visit <http://nces.ed.gov/forum>.



Forum Curriculum for Improving Education Data: A Resource for Local Education Agencies

http://nces.ed.gov/forum/pub_2007808.asp

This publication is a curriculum designed to support the training of K-12 school and district staff about the issues associated with the production of high-quality education data. It provides informational resources that can be used to prepare instructors to guide lessons and workshops and includes lesson plans, instructional handouts, and resource materials.

The goal of the curriculum is to present the concepts necessary to help schools develop a culture for improving the quality of their data and to provide opportunities for participants in training sessions to practice some of the skills required for such an effort. Many of the instructional activities and resource materials are designed to enable participants to take an informed lead in the discussions and planning needed to encourage such a culture in their districts and schools.

The *Forum Curriculum for Improving Education Data: A Resource for Local Education Agencies* is divided into two main sections:

- Part I, “Foundational Data Improvement Lessons,” introduces key concepts in the production of a culture of quality data. It is geared towards all Local Education Agency (LEA) staff members who affect the production of quality data, including board members, superintendents, principals, data coordinators/stewards, teachers, technology support staff, and office staff.
- Part II, “Data Steward/Coordinator Lessons,” is intended specifically for those staff members responsible for overseeing the quality of an LEA’s data. It provides detailed information about the responsibilities of a Data Steward or Coordinator as well as opportunities for LEA staff to plan quality data initiatives for their agencies and to produce materials and documents to support those initiatives.

This publication is available electronically at http://nces.ed.gov/forum/pub_2007808.asp. Instructions for ordering print copies are also available on the National Forum on Education Statistics website.

The *Forum Curriculum for Improving Education Data: A Resource for Local Education Agencies* is a product of the National Forum on Education Statistics. The project was sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education, under the auspices of the National Cooperative Education Statistics System. For more information about the National Forum on Education Statistics, visit <http://nces.ed.gov/forum>.

Traveling Through Time: The Forum Guide to Longitudinal Data Systems

<http://nces.ed.gov/forum/longitudinal.asp>

By facilitating the collection and use of detailed, high quality student- and staff- level data linked over time, longitudinal data systems (LDSs) hold the promise of revolutionizing the way we educate our students and vastly improving the way we do business from the policy level, to the school office, and into the classroom. *Traveling Through Time: The Forum Guide to Longitudinal Data Systems* is intended to help state and local education agencies meet the many challenges involved in building robust LDSs, populating them with quality data, and using this new information to improve the educational system. With special emphasis on the business-level perspective, this document explores a broad range of issues involved in establishing an LDS that will have lasting and far-reaching impact.

The current draft of the guide (still under development) represents roughly half of the content anticipated in the finished product. The guide's Introduction discusses its purpose, format, and intended audience. Chapter 1 is a primer on LDSs, which defines and discusses overarching benefits, lays out key steps to planning and implementing an LDS, and presents the technical components that generally comprise such a system. Chapter 2 discusses in more detail the planning, implementation, and evaluation phases of an LDS project. It guides readers through the process of engaging a wide variety of stakeholders to create a vision for an LDS, building support for the undertaking, developing the system, and gauging how well it is meeting its intended goals.

Chapter 3 explores several fundamental challenges of data management, focusing largely on defining and reviewing the benefits of strong data governance, and providing a basic model for establishing a sound governance structure and process. Additional sections of the chapter address data quality, privacy, and security issues. Chapter 4 considers the effective use of LDS data, including ways in which various stakeholders can benefit from the system, the importance of training and professional development, the many potential uses of the data, and the various types of tools that can be used to turn student-level longitudinal data into actionable information at all levels of the educational system.

An early draft of this guide is available electronically at the Longitudinal Data System Task Force website at <http://nces.ed.gov/forum/longitudinal.asp>. Future drafts of the guide will also be posted at this address. The final product is expected in early 2010.

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Appendix C School Codes for the Exchange of Data (SCED)

Elements of the Coding Structure

The SCED framework consists of four basic elements. Taken together, they create a unique identification code for any secondary course. The four component elements are course description, course level, available credit, and sequence.

Element 1. Course Description consists of two parts, a Subject Area and a Course Identifier within that Subject Area. For example, the course General Math is coded as 02002—Subject Area Mathematics (02) and Course Identifier (002).

Subject Area. These are 22 general content categories, each represented by a two-digit code. The categories are mutually exclusive and, to date, can include any course offered in secondary schools. The Subject Areas are listed in an exhibit at the beginning of chapter 3, Course Codes and Descriptions. Subject Area identifies a single course when it is combined with the Course Identifier.

Course Identifier. Courses within a Subject Area are distinguished by a three-digit code. The codes carry no meaning within themselves. As with all entries in the NCES Handbook series, “999” is reserved for courses coded as “other.” Only some numbers between 001 and 999 have been used in this system; unused numbers can accommodate new courses as these are added to the SCED.

The Course Descriptions are fairly general. They provide enough specificity to identify the course’s topic and to distinguish it from other courses in that Subject Area. However, the Course Descriptions do not include course objectives.

Three other elements in the SCED structure provide additional information about a course when combined with the Course Description.

Element 2. Course Level conveys the course’s level of rigor. There are four options for coding this element:

- *B* for basic or remedial. A course focusing primarily on skills development, including literacy in language, mathematics, and the physical and social sciences. These courses are typically less rigorous than standard courses and may be intended to prepare a student for a general course.
- *G* for general or regular. A course providing instruction in a given subject area that focuses primarily on general concepts appropriate for the grade level. General courses typically meet the state’s or district’s expectations of scope and difficulty for mastery of the content.

- *E* for enriched or advanced. A course that augments the content and/or rigor of a general course, but does not carry an honors designation.
- *H* for honors. An advanced level course designed for students who have earned honors status according to educational requirements. These courses typically include additional content not found in general courses, and are formally designated as honors courses.

The majority of courses that schools offer are general: intended for any student in the proper grade level range. However, some courses are distinguished by having more or less rigorous requirements than the “usual” course and are designated as advanced/enriched, honors, or basic/remedial. Some school systems place students in, or allow students to select from, different “tracks”—particularly in academic 8 subject areas—while others do not use such distinctions, holding all students to the same standards. The coding structure enables schools to portray such differences.

Personal judgment is needed in assigning and interpreting the Course Level element. While individual schools, districts, and states may have criteria that clearly distinguish one level of course from another, these criteria are not the same in every state or school district. And, not every course catalog will include courses at all of these four levels.

Element 3. Available Credit identifies the amount of Carnegie unit credit available to a student who successfully meets the objectives of the course. A course meeting every day for one period of the school day over the span of a school year offers one Carnegie unit. A Carnegie unit is thus a measure of “seat time” rather than a measure of attainment of the course objectives. While some schools and districts use a performance—or competency—based metric of student progress, the Carnegie unit remains the predominant metric of student progress in schools in the United States and is part of the SCED framework.

Available Credit is coded as a one-digit number carried out to two decimal places, with an explicit decimal. That is, one Carnegie unit would be coded as 1.00. A half-unit of Carnegie credit would be reported as 0.50. Note that Available Credit for a given course can vary from school district to school district.

Element 4. Sequence describes the manner in which school systems may “break up” increasingly difficult or more complex information. School districts operating on a semester or trimester schedule frequently offer consecutive courses fitting one course description. For example, Accounting may be broken into two different courses that together make up a complete Accounting course. Or, the requirements for studio arts could include Creative Arts—Comprehensive (SCED #05154) and two additional studio arts courses selected from a number of choices (drawing, ceramics, sculpture, painting, etc.)

Sequence is a two-character element that should be interpreted as “part ‘n’ of ‘m’ parts.” In the example given above, if each course were a year in length, Creative Arts—Comprehensive would be course “one of three,” or “1 3.” It is important to

remember that sequence describes only the order in which the courses are taken. If the arts sequence in this example required six semester-long courses, the second semester of the introductory Creative Arts—Comprehensive could be shown with the sequence “2 6,” or, “part 2 of 6 parts.” The Sequence indicated for a given course can vary from school district to school district.

Exhibit 1 is an example of how the four SCED elements are used to identify a specific course, and the Level, Credit and Sequence that can differ for the same course.

Exhibit 1. Course code structure: United States Government—Comprehensive

course description		course level	available credit	sequence
04	151	H	1.00	1 1
Social Sciences and History	U.S. Government —Comprehensive	Honors	one Carnegie unit	“1 of 1”—not part of a sequence
course description		course level	available credit	sequence
04	151	R	0.50	1 2
Social Sciences and History	U.S. Government —Comprehensive	Regular	one-half Carnegie unit	“1 of 2”—1st part of a 2-course sequence

Additional Notes on the Content and Structure of SCED

Course description codes. SCED is intended to be an electronic system, part of the NCES *Handbooks Online*. Because of this, Subject Areas can be numbered in an arbitrary order (e.g., “01” is English Language and Literature, “02” is Mathematics, and so on). The Course Identifier codes within the various Subject Areas similarly carry no meaning other than that they distinguish one course from another. Unused numbers among the Course Identifiers are simply placeholders for additional courses that may be added to SCED and *Handbooks Online* in the future.

One important characteristic of an electronic data handbook is that, if there are good search criteria, it is just as efficient to include many entries as it is to include a few. A number of the courses in SCED will be offered by only a few districts; however, when a code and description are needed, they will be available.

Ambiguous Subject Area descriptions. Some courses combine content from more than a single subject area, and the assignment of the course to a Subject Area is a judgment call. When SCED is integrated into *Handbooks Online*, users can create their own course lists

and assign individual courses to whatever Subject Area is appropriate for that list while retaining the original SCED code.

Additional transcript information. SCED makes it feasible to include detailed course information on electronic student transcripts, with standard course descriptions that are widely understood. However, there will undoubtedly be additional information about courses and their outcomes that schools and districts will want to add to an electronic transcript or other student record. This could include, for example, grade assigned for performance in the class or flags identifying courses that meet State high school graduation or college admission requirements.

Treatment of special education courses. There are no course descriptions in SCED that are intended solely for students with disabilities, or that indicate that a course has been modified for these students. When this information is appropriate, users will need to add an element in order to note that a course is adapted to meet the individual needs stated in a student's Individual Education Programs (IEP).

Treatment of AP and IB courses. Advanced Placement (AP) and International Baccalaureate (IB) courses are assigned individual codes in SCED, rather than being identified by the Level element. This is because the College Board and International Baccalaureate Organization define the content and set the performance standards for AP and IB courses. Unlike "honors" or "advanced" classifications, a course's designation as IB or AP is not at the discretion of the school or district using SCED.

Treatment of foreign language courses. Obviously, SCED does not include every language other than English that could be taught in secondary schools. The languages for which there are course descriptions were those most likely to be found in the high school course catalogs reviewed for the development of SCED. For each language, there are five course descriptions that progress from introductory to higher levels of fluency; separate course descriptions for native speakers, field experience, study of conversation and culture, and the language's literature; and two courses preparing the student for the IB level A and level B examinations, respectively.

Miscellaneous subject area. This set includes courses that can not be assigned to any of the other subject areas. Miscellaneous courses often include activities or skills that are applicable to a range of topics: standardized test preparation (22001) or study hall (22006) are examples of this. Other miscellaneous courses, such as family living (22208) or community service (22104) address what may be perceived as important but nonacademic areas.

Appendix D

NCES LOCALE CODES

NCES Locale codes are derived from a classification system originally developed by NCES in the 1980's to describe a school's location ranging from "large city" to "rural." The codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau.

In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

Why did NCES revise its locale code system?

Two developments following the 2000 Decennial Census led to a change in NCES's locale code system. The first was the substantial improvement in geocoding technology that made it possible to locate addresses precisely, using longitude and latitude coordinates.

The second development was a change in the Office of Management and Budget's (OMB) definition of metropolitan and nonmetropolitan areas. OMB re-examines and fine-tunes basic geographic concepts and definitions after every decennial Census. The revisions following the 2000 census were more extensive than they had been in 1990 and 1980. OMB introduced a "core based statistical area" system that relied less on population size and county boundaries and more on the proximity of an address to an urbanized area.

The current locale codes found in the Handbooks are based on an address's proximity to an urbanized area (a densely settled core with densely settled surrounding areas). This is a change from the original system based on metropolitan statistical areas. To distinguish the two systems, the new system is referred to as "urban-centric locale codes."

The urban-centric locale code system classifies territory into four major types: city, suburban, town, and rural. Each type has three subcategories. For city and suburb, these are gradations of size—large, midsize, and small. Towns and rural areas are further distinguished by their distance from an urbanized area. They can be characterized as fringe, distant, or remote.

What is the net effect of the change to an urban-centric system?

Compared to the old locale code system, the urban-centric locale codes allow more precision in describing an area. For example, there is a new category for small cities, and rural areas that are truly remote can be distinguished from those closer to an urban core. The urban-centric system places a larger number of addresses in town locales and correspondingly fewer in suburbs/urban fringe. However, the percent of schools that are in city locales does not change much with the urban-centric system. The same is true for the percent of schools in rural locales.

Previous Metro-Centric Locale Codes and Handbook Option Set:

Large City: A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000.

Mid-size City: A central city of a CMSA or MSA, with the city having a population less than 250,000.

Urban Fringe of a Large City: Any territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

Urban Fringe of a Mid-size City: Any territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.

Large Town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

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 CMSA or MSA.

Rural, Outside MSA: Any territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City.

Rural, Inside MSA: Any territory designated as rural by the Census Bureau that is within a CMSA or MSA of a Large or Mid-size City.

Current Urban-Centric Locale Codes and Handbook Option Set (Handbook Element #0839 Locale Codes):

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

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.

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

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

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.

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

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

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.

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

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.

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

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.