

Documentation to the NCES Common Core of Data Public Elementary/ Secondary School Universe Survey: School Year 2007–08

Version 1a

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I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08, 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 collected through the U.S. Department of Education's Education Data Exchange Network (EDEN). The data are edited by the U.S. Census Bureau and maintained in machine-readable datasets by NCES. They 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 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 2007–08 CCD Public Elementary/Secondary School Universe Survey, there are 103,829 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 2006–07 file, but coded as closed in the 2007–08 file (2,264 schools), will be kept on the file for one year, and then removed (i.e., they do not appear in files for subsequent years).¹ Their status is indicated by a value of '2' for the variable STATUS07. Once these closed schools were removed from the total count, 101,565 schools remained in the 2007–08 file—including new, added, changed agency, inactive, future, and reopened schools. Of these 101,565 schools, 90,787 are regular elementary and secondary, 2,306 are special education, 1,451 are vocational/technical, and 7,021 are other/alternative schools.² American Samoa, the Bureau of Indian Education, and Guam did not report 2007-08 CCD data. The information for American Samoa, the Bureau of Indian Education, and Guam in this file were taken from public websites and some information was carried over from the 2006–07 data.

¹ Includes 112 reportable programs that were incorrectly reported as schools in 2006–07. For more information, see the discussion of reportable programs as part of "TYPE07" in *Comments About the Variables*.

² There are 18,090 records on the Local Education Agency universe file for 2007–08. Of these, 149 are agencies that closed during the school year and will not be included in subsequent years' files. Detailed information on school districts is collected in the CCD Local Education Agency Universe Survey.

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 2007–08, 11 percent of all open schools were unlike typical schools (non-typical schools are types 2, 3, or 4)³ and 22 percent of all open school districts were unlike typical districts (non-typical districts are type 3, 4, 5, 6, 7, or 8).⁴ 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, latitude, longitude, county number, county name, full-time-equivalent (FTE) classroom teacher count, low/high grade span offered, Congressional district code, 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. Data tables are also provided for select statistics by state or jurisdiction.
- **Appendix C—Glossary** defines all of the CCD data items.
- **Appendix D—State Notes** provides comments for data users on individual states.

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

⁴ 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 that is a 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; 7—charter school agencies; and 8—other education 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, U.S. Department of Education 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.⁵ The CCD school 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. It is left to the SEA official to choose the school where the student is counted.

States report data to EDEN through multiple file groups that fall into four reporting schedules throughout the year. States may report data outside the collection period and may revise their reported data at any time. The data in this file are those that each state identified as its final submission. NCES stopped accepting 2007–08 school year files from EDEN on July 17, 2009. The data in this file represent submissions to ED Facts before or on July 17, 2009 and may differ from data reported to ED Facts at a later time. Some data changed after this time as states responded to edit reports from NCES staff, and are included in this data file.

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

Users 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. American Samoa, the Bureau of Indian Education, and Guam did not report 2007–08 data

Item 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.

⁵ 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 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. 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 data 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) can affect the ability to track a given school/agency over time.

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.

In the 2007–08 collection, EDEN allowed states to report null values (i.e., no value at all for a cell), which are not accepted by the CCD. CCD survey staff adjusted null values to missing, not applicable, or zero as appropriate. Appendix D identifies missing and not applicable data items for each state.

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 schools with STATUS = 1, 3, 4, 5, 6, 7, or 8 only. (Operational status codes are defined below.)

(FIPST) FIPS Codes. Each record contains a Federal Information Processing Standards (FIPS) code. A list of FIPS codes for each state and other jurisdiction is presented in table 1.

(LEAID) NCES Local Education Agency ID. Each record contains a unique NCES Local Education Agency ID number assigned to each record. 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.

(STID07) 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.

(SEASCH07) 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.

(LEANM07) 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).

(SCHNAM07) 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).

(MSTREE07) 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 12 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.

(MCITY07) 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.

(MSTATE07) 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 15 schools that have a mailing state code different from their FIPS state code is included at the end of this document (see table 2).

(MZIP07, MZIP407) Mailing ZIP Code +4. Each record displays a mailing ZIP Code in this field. The +4 may be left blank if it is unknown.

(PHONE07) Area Code + Telephone Number. If a valid phone number was not provided for a school for the 2007–08 school year, NCES researched prior year data files back to the 2004–05 school year to determine if a valid phone number was reported for the school in a prior year. If a valid number was found in a prior year, this phone number was carried forward to the 2007–08 data file. After completing this editing process, phone numbers are missing (“M”) for 295 records.

(LSTREE07) Location Street. 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. In addition to this research, if a valid location street was not provided for a school for the 2007–08 school year, NCES researched prior year data files back to the 2004–05 school year to determine if a valid location street was reported for the school in a prior year. If a valid location street was found for a prior year, this value was carried forward to the 2007–08 data file. After completing this editing process, 170 schools have missing location street values.

(LCITY07) Location City. Each record displays a location city in this field.

(LSTATE07) Location State (PO Abbreviation). Each record displays a location state in this field.

(LZIP07, LZIP407) Location ZIP Code + 4. Each record displays a location ZIP Code in this field. The +4 may be left blank if it is unknown.

(TYPE07) 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
- 5 = Reportable program

Beginning with the 2007–08 school year, the CCD adjusts the reported school type if it does not agree with the CCD definition. For example, Texas does not identify any of its schools as special education schools. If a school’s name indicated that it focused primarily on the needs of students with disabilities and an examination of the school’s associated local education agency revealed that at least 80 percent of the students enrolled had special education individual education programs (IEPs), NCES reclassified the school as a special education school. A similar exercise was conducted with schools whose names suggested they were primarily vocational or alternative schools; however, in these cases, the determination was made by researching the school in question via the Internet. State CCD Coordinators were asked to review these reclassifications, and if they provided evidence that a school met the CCD criteria for the reported type, the school type was not changed.

A new value, code “5,” reportable program, was added to the TYPE field starting with the 2007–08 file. A reportable program is defined as a program within a school that may be self-contained, but does not have its own principal, and is not a school according to the CCD definition of a school. Reportable programs were incorrectly reported as schools on the CCD in the prior year, and appear as closed (STATUS = 2) in the current year’s file.

(STATUS07) Operational Status Code. Each record contains a status code to reflect the school’s operational status for the 2007–08 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.

(ULOCAL07) Urban-centric Locale Code. The locale code is an indication of school's location relative to a populous area. Beginning with the 2006–07 CCD files, the locale code methodology was changed from a 1-digit code based on metropolitan statistical areas to a 2-digit code based on urban clusters. In order to distinguish the two methodologies, the older system of locale codes is referred to as “metro-centric” and the current system is referred to as “urban-centric.” The methodology used to assign locale codes is provided at the end of this section.

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, and the Department of Defense Dependents Schools (overseas) were not assigned locale codes because the geographic and governmental structures of these entities do not fit the definitional scheme used to derive the code. ULOCAL07 is also shown as non-applicable (N) on the records of non-operating (inactive, closed, or future) schools and agencies.

The 12 urban-centric locale code categories are defined below. Locale codes are divided into four main locale types (city, suburb, town, and rural) and each of the four locale types has three subtypes (large, midsize, and small for city and suburb locale types and fringe, distant, and remote for town and rural locale types).

- 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.

(CDCODE07) Congressional District Code. The Congressional District Code denotes legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. Starting in 2006–07, the Congressional Districts of the United States Code was added to the agency file. The FIPS code provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States. See Appendix C for more information.

(LATCOD07) Latitude. Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it 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 digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a building's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000. Addresses that could not be found at the Census block level were assigned a blank.

(LONCOD07) Longitude. Longitude is the east or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with latitude, it 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 digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a building's longitude is 90 degrees, 15 minutes west, then it is shown as –90.250000.

Addresses that could not be found at the Census block level were assigned a blank.

(CONAME07) 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.

(CONUM07) 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.

(FTE07) FTE Teachers. A school's count of full-time-equivalent teachers is 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.

There are 3,897 LEAs for which the aggregate of their FTE count for schools associated with the LEA exceeds the total number of teachers reported for the LEA on the LEA data file.

(GSLO07, GSHI07) 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.

(LEVEL07) 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)

(TITLEI07) 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

(STITLI07) 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

(MAGNET07) Magnet School. If a state reports MAGNET = 2 for all its schools, then MAGNET is set to “N” (not applicable).

- 1 = Yes
- 2 = No

(CHARTR07) 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).

1 = Yes

2 = No

(SHARED07) Shared Time School. This flag denotes a shared time school. Typically, this 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

(FRELCH07) 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 2007–08, 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).

(REDLCH07) Reduced-Price Lunch Eligible Students. See preceding paragraph.

(TOTFRL07) Total Free and Reduced-Price Lunch Eligible Students. If not reported, this total field was calculated using reported free and reduced-price lunch detail.

(MIGRNT07) Migrant Students Served in the Prior Year. The migrants count is collected for the previous (2006–07) 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 Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, the Bureau of Indian

Education, Department of Defense dependents schools (domestic and overseas), Guam, and the U.S. Virgin Islands.

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

Locale types (city, suburb, town, and rural) and subtypes (large, midsize, and small for city and suburb locale types and fringe, distant, and remote for town and rural locale types) were assigned to all schools in the 50 states, District of Columbia, and Puerto Rico. Locale codes were not assigned for U.S. island territories (the U.S. Virgin Islands, Guam, American Samoa, and the Northern Mariana Islands) or the Department of Defense dependents schools (overseas). 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 locale types 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. 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 multiples of the basic distance unit of 2.5 mile (i.e., 2.5, 5, 10, and 25 miles for rural; 10 and 35 miles for towns).

The territories of the continental United States, Hawaii, and Puerto Rico were classified according to the proposed locale and subtype criteria that define the four locale types and 3 locale subtypes. Second, schools were spatially integrated with these territories based on school geocodes (i.e., their position was determined by each school's latitude and longitude). 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).

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

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

¹ Federal Information Processing Standards codes (01–78).

² U.S. Postal Service state abbreviation codes.

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

SOURCE: U.S. Department of Commerce, National Institute of Standards and Technology, Federal Information Processing Standards, (1987). "Codes for the Identification of the States, the District of Columbia and the Outlying Areas of the United States, and the Associated Areas" (FIPS pub 5-2).

Table 2. List of schools with mailing address in another state: School year 2007–08

Administration state	NCES ID	School name	City	State
Arizona	040010302855	OMBUDSMAN - CHARTER EAST II	LIBERTYVILLE	IL
District of Columbia	110007800213	OAK HILL YOUTH CENTER	LAUREL	MD
Idaho	160261000459	PLEASANT VALLEY ELEM-JR HIGH	JORDAN VALLEY	OR
North Dakota	380567000826	SQUAW GAP SCHOOL	SIDNEY	MT
	382034000714	EAST FAIRVIEW ELEMENTARY SCHOOL	FAIRVIEW	MT
Ohio	390130005419	HECTOR GARCIA ACADEMY	EAST	MI
	390131605418	STAR ACADEMY OF COLUMBUS	AUBURN	IN
	390132005363	LAKESIDE COLLEGE PREPARATORY ACADEMY	EAST LANSING	MI
	390132805384	HILLCREST SCIENCE ACADEMY	EAST LANSING	MI
	390501203842	BROOKFIELD ELEMENTARY SCHOOL	SHARON	PA
South Dakota	467209000503	KLEIN ELEMENTARY - 08	VALENTINE	NE
	467209000504	LAKEVIEW ELEMENTARY - 09	CROOKSTON	NE
	467209000506	LITTLEBURG ELEMENTARY - 12	VALENTINE	NE
Utah	490090000491	NAVAJO MOUNTAIN HIGH	TONALEA	AZ
Vermont	500002400180	RIVENDELL ACADEMY	ORFORD	NH

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2007–08, 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 2007–08 Public Elementary/Secondary School Universe Survey SAS files are called SC071AAI.SD2, SC071AKN.SD2, and SC071AOW.SD2. The flat ASCII files are called SC071AAI.DAT, SC071AKN.DAT, and SC071AOW.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 (07 = 2007–08 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.

If errors are discovered in the published 1b files (final file, second version), or if states report new or corrected data, NCES may revise the file. 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.

C. Guidelines for Using the Flat ASCII Data File

When using the flat ASCII data file, care should be taken to label the identification number variables (e.g., NCESSCH) as character fields. This is necessary in order to retain the leading zero in many of the identification numbers. It is necessary to keep the leading zeroes when merging these data with other files. This can be accomplished in Excel by using the ‘Import Wizard’ to select the ID fields and set them as text fields.

**Appendix A—Record Layout for the Common Core of Data Public Elementary/Secondary
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(*) Fields have one explicit decimal place, unless otherwise noted.

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

The file contains data for the school year 2007–08 sorted by the NCES assigned school identification code (NCESSCH). Data presented in this release are available in two formats—SAS datasets (.sas7bdat) and tab-separated values text files (.txt).

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. “AN” and “N” are alphanumeric and numeric data, respectively.

Variable Name	Order	Data Type	Description
NCESSCH	1	AN	Unique NCES public school ID (7-digit NCES agency ID (LEAID) + 5-digit NCES school ID (SCHNO)).
FIPST	2	AN	Federal Information Processing Standards (FIPS) state numeric code.
LEAID	3	AN	NCES local education agency (LEA) ID. NOTE: The state to which the LEA belongs is identified by the first two digits (FIPS code) of the LEAID.
SCHNO	4	AN	NCES school ID. NOTE: SCHNO is a unique number within an LEA. By combining LEAID with SCHNO, each school can be uniquely identified within the total file (see NCESSCH above).
STID07	5	AN	State's own ID for the education agency.
SEASCH07	6	AN	State's own ID for the school.
LEANM07	7	AN	Name of the education agency that operates this school.
SCHNAM07	8	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.
PHONE07	9	AN	Telephone number of school.
MSTREE07	10	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.”
MCITY07	11	AN	School mailing address city.

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Variable Name	Order	Data Type	Description
MSTATE07	12	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).
MZIP07	13	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP407	14	AN	Four-digit (ZIP+4) code for the mailing address. If the mailing address has been assigned the additional four-digit +4 ZIP, this field contains that number; otherwise, this field is blank.
LSTREE07	15	AN	School location street address.
LCITY07	16	AN	School location city.
LSTATE07	17	AN	Two-letter U.S. Postal Service abbreviation of the state where the school address is located (see FIPS state codes and abbreviations used in CCD dataset).
LZIP07	18	AN	Five-digit U.S. Postal Service ZIP code for the location address.
LZIP407	19	AN	Four-digit (ZIP+4) code for the location address. If the mailing address has been assigned the additional four-digit +4 ZIP, this field contains that number; otherwise, this field is blank.
TYPE07	20	AN	NCES code for type of school: 1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school 5 = Reportable program (new code for 2007–08; applicable only for this year)
STATUS07	21	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.

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Variable Name	Order	Data Type	Description
ULOCAL07	22	AN	NCES urban-centric locale code.
<p>NOTE: Starting in 2006–07, CCD data files contain a new locale code system that is based on the urbanicity of the school location. Prior to 2006–07, the locale code was assigned based on a school’s metro status. See appendix C, Glossary, for more detail.</p> <p>11 = City, Large Territory inside an urbanized area and inside a principal city with population of 250,000 or more.</p> <p>12 = City, Mid-size Territory inside an urbanized area and inside a principal city with a population less than 250,000 and greater than or equal to 100,000.</p> <p>13 = City, Small Territory inside an urbanized area and inside a principal city with a population less than 100,000.</p> <p>21 = Suburb, Large Territory outside a principal city and inside an urbanized area with population of 250,000 or more.</p> <p>22 = Suburb, Mid-size Territory outside a principal city and inside an urbanized area with a population less than 250,000 and greater than or equal to 100,000.</p> <p>23 = Suburb, Small Territory outside a principal city and inside an urbanized area with a population less than 100,000.</p> <p>31 = Town, Fringe Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.</p> <p>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.</p> <p>33 = Town, Remote Territory inside an urban cluster that is more than 35 miles from an urbanized area.</p> <p>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.</p> <p>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.</p> <p>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.</p>			
LATCOD07	23 *	AN	Latitude: Based on the location of the school, the value of LATCOD ranges from 17 to 71. It contains an explicit decimal point. The digits to the left of the decimal represent the number of degrees from the equator; the digits to the right of the decimal represent the fraction of the next degree carried out to six decimal places.
LONCOD07	24 *	AN	Longitude: Based on the location of the school, the value of LONCOD ranges from -65 to -177. The minus sign (-) indicates west of the prime meridian. It contains an explicit decimal point. The digits to the left of the decimal point represent the number of degrees from the prime meridian; the digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places.

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Variable Name	Order	Data Type	Description
CDCODE07	25	AN	Congressional district code based on the location of the school. FIPS numeric code for the congressional districts that are legislatively defined subdivision of the state for the purpose of electing representatives to the House of Representative of the United States Congress. The first two digits are the FIPS state numeric code, which makes the congressional district code unique across states (see appendix C, Glossary for detail).
CONUM07	26	AN	FIPS county number (two digit FIPS state numeric code + three digits FIPS county code) based on the location of the school.
CONAME07	27	AN	County name based on the location of the school.
FTE07	28 *	N	Total full-time-equivalent classroom teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
GSLO07	29	AN	<p>School low grade offered. The following codes are used: UG = Ungraded PK = Prekindergarten KG = Kindergarten 01–12 = 1st through 12th grade N = School had no students reported</p> <p>UG and N each occur only in isolation from other codes. When one of these does occur, it is both the lowest (GSLO) and the highest (GSHI) grade.</p>
GSHI07	30	AN	<p>School high grade offered. The following codes are used: UG = Ungraded PK = Prekindergarten KG = Kindergarten 01–12 = 1st through 12th grade N = School had no students reported</p> <p>UG and N each occur only in isolation from other codes. When one of these does occur, it is both the lowest (GSLO) and the highest (GSHI) grade.</p>
LEVEL07	31	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)</p> <p>2 = Middle (low grade = 04 through 07; high grade = 04 through 09)</p> <p>3 = High (low grade = 07 through 12; high grade = 12 only)</p> <p>4 = Other (any other configuration not falling within the above three categories, including ungraded)</p>
TITLEI07	32	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>

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Variable Name	Order	Data Type	Description
STITLI07	33	AN	School-wide Title I. A program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. 1 = Yes 2 = No
MAGNET07	34	AN	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. 1 = Yes 2 = No
CHARTR07	35	AN	Charter school. A school that provides free elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. 1 = Yes 2 = No
SHARED07	36	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
FRELCH07	37	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
REDLCH07	38	N	Count of students eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.
TOTFRL07	39	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.
MIGRNT07	40	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.
PK07	41	N	Total prekindergarten students.
AMPKM07	42	N	Prekindergarten students - American Indian/Alaska Native - male.
AMPKF07	43	N	Prekindergarten students - American Indian/Alaska Native - female.
ASPKM07	44	N	Prekindergarten students - Asian/Pacific Islander - male.
ASPKF07	45	N	Prekindergarten students - Asian/Pacific Islander - female.
HIPKM07	46	N	Prekindergarten students - Hispanic - male.
HIPKF07	47	N	Prekindergarten students - Hispanic - female.
BLPKM07	48	N	Prekindergarten students - Black, non-Hispanic - male.

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Variable Name	Order	Data Type	Description
BLPKF07	49	N	Prekindergarten students - Black, non-Hispanic - female.
WHPKM07	50	N	Prekindergarten students - White, non-Hispanic - male.
WHPKF07	51	N	Prekindergarten students - White, non-Hispanic - female.
KG07	52	N	Total kindergarten students.
AMKGM07	53	N	Kindergarten students - American Indian/Alaska Native - male.
AMKGF07	54	N	Kindergarten students - American Indian/Alaska Native - female.
ASKGM07	55	N	Kindergarten students - Asian/Pacific Islander - male.
ASKGF07	56	N	Kindergarten students - Asian/Pacific Islander - female.
HIKGM07	57	N	Kindergarten students - Hispanic - male.
HIKGF07	58	N	Kindergarten students - Hispanic - female.
BLKGM07	59	N	Kindergarten students - Black, non-Hispanic - male.
BLKGF07	60	N	Kindergarten students - Black, non-Hispanic - female.
WHKGM07	61	N	Kindergarten students - White, non-Hispanic - male.
WHKGF07	62	N	Kindergarten students - White, non-Hispanic - female.
G0107	63	N	Total grade 1 students.
AM01M07	64	N	Grade 1 students - American Indian/Alaska Native - male.
AM01F07	65	N	Grade 1 students - American Indian/Alaska Native - female.
AS01M07	66	N	Grade 1 students - Asian/Pacific Islander - male.
AS01F07	67	N	Grade 1 students - Asian/Pacific Islander - female.
HI01M07	68	N	Grade 1 students - Hispanic - male.
HI01F07	69	N	Grade 1 students - Hispanic - female.
BL01M07	70	N	Grade 1 students - Black, non-Hispanic - male.
BL01F07	71	N	Grade 1 students - Black, non-Hispanic - female.
WH01M07	72	N	Grade 1 students - White, non-Hispanic - male.
WH01F07	73	N	Grade 1 students - White, non-Hispanic - female.
G0207	74	N	Total grade 2 students.
AM02M07	75	N	Grade 2 students - American Indian/Alaska Native - male.

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Variable Name	Order	Data Type	Description
AM02F07	76	N	Grade 2 students - American Indian/Alaska Native - female.
AS02M07	77	N	Grade 2 students - Asian/Pacific Islander - male.
AS02F07	78	N	Grade 2 students - Asian/Pacific Islander - female.
HI02M07	79	N	Grade 2 students - Hispanic - male.
HI02F07	80	N	Grade 2 students - Hispanic - female.
BL02M07	81	N	Grade 2 students - Black, non-Hispanic - male.
BL02F07	82	N	Grade 2 students - Black, non-Hispanic - female.
WH02M07	83	N	Grade 2 students - White, non-Hispanic - male.
WH02F07	84	N	Grade 2 students - White, non-Hispanic - female.
G0307	85	N	Total grade 3 students.
AM03M07	86	N	Grade 3 students - American Indian/Alaska Native - male.
AM03F07	87	N	Grade 3 students - American Indian/Alaska Native - female.
AS03M07	88	N	Grade 3 students - Asian/Pacific Islander - male.
AS03F07	89	N	Grade 3 students - Asian/Pacific Islander - female.
HI03M07	90	N	Grade 3 students - Hispanic - male.
HI03F07	91	N	Grade 3 students - Hispanic - female.
BL03M07	92	N	Grade 3 students - Black, non-Hispanic - male.
BL03F07	93	N	Grade 3 students - Black, non-Hispanic - female.
WH03M07	94	N	Grade 3 students - White, non-Hispanic - male.
WH03F07	95	N	Grade 3 students - White, non-Hispanic - female.
G0407	96	N	Total grade 4 students.
AM04M07	97	N	Grade 4 students - American Indian/Alaska Native - male.
AM04F07	98	N	Grade 4 students - American Indian/Alaska Native - female.
AS04M07	99	N	Grade 4 students - Asian/Pacific Islander - male.
AS04F07	100	N	Grade 4 students - Asian/Pacific Islander - female.
HI04M07	101	N	Grade 4 students - Hispanic - male.
HI04F07	102	N	Grade 4 students - Hispanic - female.

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Variable Name	Order	Data Type	Description
BL04M07	103	N	Grade 4 students - Black, non-Hispanic - male.
BL04F07	104	N	Grade 4 students - Black, non-Hispanic - female.
WH04M07	105	N	Grade 4 students - White, non-Hispanic - male.
WH04F07	106	N	Grade 4 students - White, non-Hispanic - female.
G0507	107	N	Total grade 5 students.
AM05M07	108	N	Grade 5 students - American Indian/Alaska Native - male.
AM05F07	109	N	Grade 5 students - American Indian/Alaska Native - female.
AS05M07	110	N	Grade 5 students - Asian/Pacific Islander - male.
AS05F07	111	N	Grade 5 students - Asian/Pacific Islander - female.
HI05M07	112	N	Grade 5 students - Hispanic - male.
HI05F07	113	N	Grade 5 students - Hispanic - female.
BL05M07	114	N	Grade 5 students - Black, non-Hispanic - male.
BL05F07	115	N	Grade 5 students - Black, non-Hispanic - female.
WH05M07	116	N	Grade 5 students - White, non-Hispanic - male.
WH05F07	117	N	Grade 5 students - White, non-Hispanic - female.
G0607	118	N	Total grade 6 students.
AM06M07	119	N	Grade 6 students - American Indian/Alaska Native - male.
AM06F07	120	N	Grade 6 students - American Indian/Alaska Native - female.
AS06M07	121	N	Grade 6 students - Asian/Pacific Islander - male.
AS06F07	122	N	Grade 6 students - Asian/Pacific Islander - female.
HI06M07	123	N	Grade 6 students - Hispanic - male.
HI06F07	124	N	Grade 6 students - Hispanic - female.
BL06M07	125	N	Grade 6 students - Black, non-Hispanic - male.
BL06F07	126	N	Grade 6 students - Black, non-Hispanic - female.
WH06M07	127	N	Grade 6 students - White, non-Hispanic - male.
WH06F07	128	N	Grade 6 students - White, non-Hispanic - female.
G0707	129	N	Total grade 7 students.

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Variable Name	Order	Data Type	Description
AM07M07	130	N	Grade 7 students - American Indian/Alaska Native - male.
AM07F07	131	N	Grade 7 students - American Indian/Alaska Native - female.
AS07M07	132	N	Grade 7 students - Asian/Pacific Islander - male.
AS07F07	133	N	Grade 7 students - Asian/Pacific Islander - female.
HI07M07	134	N	Grade 7 students - Hispanic - male.
HI07F07	135	N	Grade 7 students - Hispanic - female.
BL07M07	136	N	Grade 7 students - Black, non-Hispanic - male.
BL07F07	137	N	Grade 7 students - Black, non-Hispanic - female.
WH07M07	138	N	Grade 7 students - White, non-Hispanic - male.
WH07F07	139	N	Grade 7 students - White, non-Hispanic - female.
G0807	140	N	Total grade 8 students.
AM08M07	141	N	Grade 8 students - American Indian/Alaska Native - male.
AM08F07	142	N	Grade 8 students - American Indian/Alaska Native - female.
AS08M07	143	N	Grade 8 students - Asian/Pacific Islander - male.
AS08F07	144	N	Grade 8 students - Asian/Pacific Islander - female.
HI08M07	145	N	Grade 8 students - Hispanic - male.
HI08F07	146	N	Grade 8 students - Hispanic - female.
BL08M07	147	N	Grade 8 students - Black, non-Hispanic - male.
BL08F07	148	N	Grade 8 students - Black, non-Hispanic - female.
WH08M07	149	N	Grade 8 students - White, non-Hispanic - male.
WH08F07	150	N	Grade 8 students - White, non-Hispanic - female.
G0907	151	N	Total grade 9 students.
AM09M07	152	N	Grade 9 students - American Indian/Alaska Native - male.
AM09F07	153	N	Grade 9 students - American Indian/Alaska Native - female.
AS09M07	154	N	Grade 9 students - Asian/Pacific Islander - male.
AS09F07	155	N	Grade 9 students - Asian/Pacific Islander - female.
HI09M07	156	N	Grade 9 students - Hispanic - male.

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2007–08

Variable Name	Order	Data Type	Description
HI09F07	157	N	Grade 9 students - Hispanic - female.
BL09M07	158	N	Grade 9 students - Black, non-Hispanic - male.
BL09F07	159	N	Grade 9 students - Black, non-Hispanic - female.
WH09M07	160	N	Grade 9 students - White, non-Hispanic - male.
WH09F07	161	N	Grade 9 students - White, non-Hispanic - female.
G1007	162	N	Total grade 10 students.
AM10M07	163	N	Grade 10 students - American Indian/Alaska Native - male.
AM10F07	164	N	Grade 10 students - American Indian/Alaska Native - female.
AS10M07	165	N	Grade 10 students - Asian/Pacific Islander - male.
AS10F07	166	N	Grade 10 students - Asian/Pacific Islander - female.
HI10M07	167	N	Grade 10 students - Hispanic - male.
HI10F07	168	N	Grade 10 students - Hispanic - female.
BL10M07	169	N	Grade 10 students - Black, non-Hispanic - male.
BL10F07	170	N	Grade 10 students - Black, non-Hispanic - female.
WH10M07	171	N	Grade 10 students - White, non-Hispanic - male.
WH10F07	172	N	Grade 10 students - White, non-Hispanic - female.
G1107	173	N	Total grade 11 students.
AM11M07	174	N	Grade 11 students - American Indian/Alaska Native - male.
AM11F07	175	N	Grade 11 students - American Indian/Alaska Native - female.
AS11M07	176	N	Grade 11 students - Asian/Pacific Islander - male.
AS11F07	177	N	Grade 11 students - Asian/Pacific Islander - female.
HI11M07	178	N	Grade 11 students - Hispanic - male.
HI11F07	179	N	Grade 11 students - Hispanic - female.
BL11M07	180	N	Grade 11 students - Black, non-Hispanic - male.
BL11F07	181	N	Grade 11 students - Black, non-Hispanic - female.
WH11M07	182	N	Grade 11 students - White, non-Hispanic - male.
WH11F07	183	N	Grade 11 students - White, non-Hispanic - female.

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2007–08

Variable Name	Order	Data Type	Description
G1207	184	N	Total grade 12 students.
AM12M07	185	N	Grade 12 students - American Indian/Alaska Native - male.
AM12F07	186	N	Grade 12 students - American Indian/Alaska Native - female.
AS12M07	187	N	Grade 12 students - Asian/Pacific Islander - male.
AS12F07	188	N	Grade 12 students - Asian/Pacific Islander - female.
HI12M07	189	N	Grade 12 students - Hispanic - male.
HI12F07	190	N	Grade 12 students - Hispanic - female.
BL12M07	191	N	Grade 12 students - Black, non-Hispanic - male.
BL12F07	192	N	Grade 12 students - Black, non-Hispanic - female.
WH12M07	193	N	Grade 12 students - White, non-Hispanic - male.
WH12F07	194	N	Grade 12 students - White, non-Hispanic - female.
UG07	195	N	Total ungraded students.
AMUGM07	196	N	Ungraded students - American Indian/Alaska Native - male.
AMUGF07	197	N	Ungraded students - American Indian/Alaska Native - female.
ASUGM07	198	N	Ungraded students - Asian/Pacific Islander - male.
ASUGF07	199	N	Ungraded students - Asian/Pacific Islander - female.
HIUGM07	200	N	Ungraded students - Hispanic - male.
HIUGF07	201	N	Ungraded students - Hispanic - female.
BLUGM07	202	N	Ungraded students - Black, non-Hispanic - male.
BLUGF07	203	N	Ungraded students - Black, non-Hispanic - female.
WHUGM07	204	N	Ungraded students - White, non-Hispanic - male.
WHUGF07	205	N	Ungraded students - White, non-Hispanic - female.
MEMBER07	206	N	Total students, all grades: The reported total membership of the school.
AM07	207	N	American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM07 and AMALF07 fields.
AMALM07	208	N	Total students, all grades - American Indian/Alaska Native - male.
AMALF07	209	N	Total students, all grades - American Indian/Alaska Native - female.

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2007–08

Variable Name	Order	Data Type	Description
ASIAN07	210	N	Asian/Pacific Islander students. If not reported, this field was calculated by summing the ASALM07 and ASALF07 fields.
ASALM07	211	N	Total students, all grades - Asian/Pacific Islander - male.
ASALF07	212	N	Total students, all grades - Asian/Pacific Islander - female.
HISP07	213	N	Hispanic students. If not reported, this field was calculated by summing the HIALM07 and HIALF07 fields.
HIALM07	214	N	Total students, all grades - Hispanic - male.
HIALF07	215	N	Total students, all grades - Hispanic - female.
BLACK07	216	N	Black, non-Hispanic students. If not reported, this field was calculated by summing the BLALM07 and BLALF07 fields.
BLALM07	217	N	Total students, all grades - Black, non-Hispanic - male.
BLALF07	218	N	Total students, all grades - Black, non-Hispanic - female.
WHITE07	219	N	White, non-Hispanic students. If not reported, this field was calculated by summing the WHALM07 and WHALF07 fields.
WHALM07	220	N	Total students, all grades - White, non-Hispanic - male.
WHALF07	221	N	Total students, all grades - White, non-Hispanic - female.
TOTETH07	222	N	Calculated school race/ethnicity membership: The sum of the fields AM07, ASIAN07, HISP07, BLACK07, and WHITE07. Students belonging to an unknown or non-CCD race category are not captured in this field.
PUPTCH07	223 *	N	Calculated pupil/teacher ratio: Total reported students (MEMBER07) divided by FTE classroom teachers (FTE07). Reported to the nearest tenth; field includes one explicit decimal.
TOTGRD07	224	N	Calculated school membership: The sum of reported grade totals. If one of the grade totals is missing, then TOTGRD07 is missing.

**Appendix B—Value Distribution and Field Frequencies for the Common Core of Data Public
Elementary/Secondary School Universe Survey:
School Year 2007–08**

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Variable	Label	M	N	Other
NCESSCH	Unique School ID	0	0	103,829
LEAID	Unique Agency ID (NCES Assigned)	0	0	103,829
FIPST	FIPS State Number	0	0	103,829
SCHNO	NCES School Identifier	0	0	103,829
STID07	State Local Education Number	0	0	103,829
SEASCH07	State School Identifier	0	0	103,829
LEANM07	LEA Name	0	0	103,829
SCHNAM07	School Name	0	0	103,829
PHONE07	School Phone Number	306	10	103,513
MSTREE07	School Mailing Address 1	0	12	103,817
MCITY07	School Mailing City	0	0	103,829
MSTATE07	School Mailing USPS State Abbreviation	0	0	103,829
MZIP07	School Mailing Zip	0	0	103,829
MZIP407	School Mailing Zip Plus 4	0	0	103,829
LSTREE07	School Location Address 1	178	0	103,651
LCITY07	School Location City	1	0	103,828
LSTATE07	School Location USPS State Abbreviation	0	0	103,829
LZIP07	School Location Zip	0	0	103,829
LZIP407	School Location Zip Plus 4	0	0	103,829
CONUM07	FIPS County Number	75	531	103,223
CONAME07	County Name	75	531	103,223
CDCODE07	Congressional District Code	75	531	103,223
LATCOD07	Latitude	601	0	103,228
LONCOD07	Longitude	601	0	103,228

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

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Variable	Label	Minimum	Maximum	Mean	-1	-2
FTE07	Classroom Teachers	0	2,189.7	32.5	3,206	2,899
FRELCH07	Free Lunch Eligible Students	0	3,717.0	185.6	7,361	7,034
REDLCH07	Reduced-Price Lunch Eligible Students	0	1,067.0	42.6	7,427	7,034
TOTFRL07	Total of Free and Reduced-Lunch Eligible	0	4,022.0	228.1	7,329	7,034
MIGRNT07	Migrant Students Enrolled in Previous Year	0	797.0	1.5	51,035	4,207
PK07	PK Students - Total	0	1,637.0	34.6	14,607	60,996
AMPKM07	PK Students - American Indian/Alaska Native - Male	0	86.0	0.3	14,630	60,996
AMPKF07	PK Students - American Indian/Alaska Native - Female	0	65.0	0.2	14,630	60,996
ASPKM07	PK Students - Asian Pacific Islander - Male	0	81.0	0.6	14,630	60,996
ASPKF07	PK Students - Asian Pacific Islander - Female	0	60.0	0.5	14,630	60,996
HIPKM07	PK Students - Hispanic - Male	0	475.0	5.0	14,630	60,996
HIPKF07	PK Students - Hispanic - Female	0	516.0	4.6	14,630	60,996
BLPKM07	PK Students - Black - Male	0	331.0	3.8	14,630	60,996
BLPKF07	PK Students - Black - Female	0	330.0	3.5	14,630	60,996
WHPKM07	PK Students - White - Male	0	773.0	8.8	14,630	60,996
WHPKF07	PK Students - White - Female	0	770.0	6.8	14,630	60,996
KG07	KG Students - Total	0	969.0	67.6	212	50,000
AMKGM07	KG Students - American Indian/Alaska Native - Male	0	109.0	0.4	237	50,000
AMKGF07	KG Students - American Indian/Alaska Native - Female	0	100.0	0.4	237	50,000
ASKGM07	KG Students - Asian Pacific Islander - Male	0	103.0	1.6	237	50,000
ASKGF07	KG Students - Asian Pacific Islander - Female	0	99.0	1.6	237	50,000
HIKGM07	KG Students - Hispanic - Male	0	387.0	8.4	237	50,000
HIKGF07	KG Students - Hispanic - Female	0	395.0	7.9	237	50,000
BLKGM07	KG Students - Black - Male	0	208.0	5.5	237	50,000
BLKGF07	KG Students - Black - Female	0	174.0	5.2	237	50,000
WHKGM07	KG Students - White - Male	0	300.0	18.5	237	50,000
WHKGF07	KG Students - White - Female	0	293.0	17.0	237	50,000
G0107	Grade 1 Students - Total	0	852.0	69.3	211	49,156
AM01M07	Grade 1 Students - American Indian/Alaska Native - Male	0	86.0	0.4	233	49,156
AM01F07	Grade 1 Students - American Indian/Alaska Native – Female	0	95.0	0.4	233	49,156
AS01M07	Grade 1 Students - Asian Pacific Islander - Male	0	102.0	1.7	233	49,156
AS01F07	Grade 1 Students - Asian Pacific Islander - Female	0	86.0	1.6	233	49,156
HI01M07	Grade 1 Students - Hispanic - Male	0	173.0	8.6	233	49,156
HI01F07	Grade 1 Students - Hispanic - Female	0	154.0	8.1	233	49,156
BL01M07	Grade 1 Students - Black - Male	0	198.0	5.8	233	49,156
BL01F07	Grade 1 Students - Black - Female	0	229.0	5.5	233	49,156
WH01M07	Grade 1 Students - White - Male	0	355.0	18.7	233	49,156
WH01F07	Grade 1 Students - White - Female	0	286.0	17.5	233	49,156
G0207	Grade 2 Students - Total	0	765.0	68.3	210	49,034
AM02M07	Grade 2 Students - American Indian/Alaska Native - Male	0	107.0	0.4	228	49,034
AM02F07	Grade 2 Students - American Indian/Alaska Native - Female	0	116.0	0.4	228	49,034
AS02M07	Grade 2 Students - Asian Pacific Islander - Male	0	93.0	1.7	228	49,034

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

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Variable	Label	Minimum	Maximum	Mean	-1	-2
AS02F07	Grade 2 Students - Asian Pacific Islander - Female	0	98.0	1.7	228	49,034
HI02M07	Grade 2 Students - Hispanic - Male	0	163.0	8.2	228	49,034
HI02F07	Grade 2 Students - Hispanic - Female	0	156.0	7.8	228	49,034
BL02M07	Grade 2 Students - Black - Male	0	210.0	5.7	228	49,034
BL02F07	Grade 2 Students - Black - Female	0	217.0	5.5	228	49,034
WH02M07	Grade 2 Students - White - Male	0	240.0	18.6	228	49,034
WH02F07	Grade 2 Students - White - Female	0	235.0	17.4	228	49,034
G0307	Grade 3 Students - Total	0	785.0	67.5	209	49,014
AM03M07	Grade 3 Students - American Indian/Alaska Native - Male	0	95.0	0.4	227	49,014
AM03F07	Grade 3 Students - American Indian/Alaska Native - Female	0	92.0	0.4	227	49,014
AS03M07	Grade 3 Students - Asian Pacific Islander - Male	0	91.0	1.6	227	49,014
AS03F07	Grade 3 Students - Asian Pacific Islander - Female	0	81.0	1.6	227	49,014
HI03M07	Grade 3 Students - Hispanic - Male	0	159.0	7.9	227	49,014
HI03F07	Grade 3 Students - Hispanic - Female	0	147.0	7.6	227	49,014
BL03M07	Grade 3 Students - Black - Male	0	238.0	5.7	227	49,014
BL03F07	Grade 3 Students - Black - Female	0	212.0	5.5	227	49,014
WH03M07	Grade 3 Students - White - Male	0	237.0	18.5	227	49,014
WH03F07	Grade 3 Students - White - Female	0	201.0	17.4	227	49,014
G0407	Grade 4 Students - Total	0	885.0	67.2	208	49,257
AM04M07	Grade 4 Students - American Indian/Alaska Native - Male	0	102.0	0.4	231	49,257
AM04F07	Grade 4 Students - American Indian/Alaska Native - Female	0	72.0	0.4	231	49,257
AS04M07	Grade 4 Students - Asian Pacific Islander - Male	0	103.0	1.6	231	49,257
AS04F07	Grade 4 Students - Asian Pacific Islander - Female	0	92.0	1.6	231	49,257
HI04M07	Grade 4 Students - Hispanic - Male	0	199.0	7.8	231	49,257
HI04F07	Grade 4 Students - Hispanic - Female	0	172.0	7.4	231	49,257
BL04M07	Grade 4 Students - Black - Male	0	212.0	5.6	231	49,257
BL04F07	Grade 4 Students - Black - Female	0	236.0	5.4	231	49,257
WH04M07	Grade 4 Students - White - Male	0	363.0	18.6	231	49,257
WH04F07	Grade 4 Students - White - Female	0	337.0	17.6	231	49,257
G0507	Grade 5 Students - Total	0	857.0	68.3	205	50,440
AM05M07	Grade 5 Students - American Indian/Alaska Native - Male	0	87.0	0.4	225	50,440
AM05F07	Grade 5 Students - American Indian/Alaska Native- Female	0	86.0	0.4	225	50,440
AS05M07	Grade 5 Students - Asian Pacific Islander - Male	0	134.0	1.7	225	50,440
AS05F07	Grade 5 Students - Asian Pacific Islander - Female	0	109.0	1.6	225	50,440
HI05M07	Grade 5 Students - Hispanic - Male	0	315.0	7.8	225	50,440
HI05F07	Grade 5 Students - Hispanic - Female	0	343.0	7.5	225	50,440
BL05M07	Grade 5 Students - Black - Male	0	198.0	5.6	225	50,440
BL05F07	Grade 5 Students - Black - Female	0	221.0	5.5	225	50,440
WH05M07	Grade 5 Students - White - Male	0	338.0	19.0	225	50,440
WH05F07	Grade 5 Students - White - Female	0	338.0	18.0	225	50,440
G0607	Grade 6 Students - Total	0	1,107.0	94.1	180	64,764
AM06M07	Grade 6 Students - American Indian/Alaska Native - Male	0	108.0	0.6	203	64,764
AM06F07	Grade 6 Students - American Indian/Alaska Native - Female	0	107.0	0.5	203	64,764

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

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
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Variable	Label	Minimum	Maximum	Mean	-1	-2
AS06M07	Grade 6 Students - Asian Pacific Islander - Male	0	207.0	2.3	203	64,764
AS06F07	Grade 6 Students - Asian Pacific Islander - Female	0	209.0	2.2	203	64,764
HI06M07	Grade 6 Students - Hispanic - Male	0	498.0	10.5	203	64,764
HI06F07	Grade 6 Students - Hispanic - Female	0	498.0	10.0	203	64,764
BL06M07	Grade 6 Students - Black - Male	0	235.0	7.9	203	64,764
BL06F07	Grade 6 Students - Black - Female	0	250.0	7.6	203	64,764
WH06M07	Grade 6 Students - White - Male	0	343.0	26.5	203	64,764
WH06F07	Grade 6 Students - White - Female	0	349.0	25.0	203	64,764
G0707	Grade 7 Students - Total	0	1,332.0	119.4	181	72,372
AM07M07	Grade 7 Students - American Indian/Alaska Native - Male	0	132.0	0.7	194	72,372
AM07F07	Grade 7 Students - American Indian/Alaska Native - Female	0	113.0	0.7	194	72,372
AS07M07	Grade 7 Students - Asian Pacific Islander - Male	0	308.0	2.9	194	72,372
AS07F07	Grade 7 Students - Asian Pacific Islander - Female	0	271.0	2.7	194	72,372
HI07M07	Grade 7 Students - Hispanic - Male	0	659.0	13.2	194	72,372
HI07F07	Grade 7 Students - Hispanic - Female	0	595.0	12.5	194	72,372
BL07M07	Grade 7 Students - Black - Male	0	269.0	10.2	194	72,372
BL07F07	Grade 7 Students - Black - Female	0	260.0	9.8	194	72,372
WH07M07	Grade 7 Students - White - Male	0	412.0	33.8	194	72,372
WH07F07	Grade 7 Students - White - Female	0	389.0	31.8	194	72,372
G0807	Grade 8 Students - Total	0	1,296.0	118.6	179	72,112
AM08M07	Grade 8 Students - American Indian/Alaska Native - Male	0	251.0	0.7	192	72,112
AM08F07	Grade 8 Students - American Indian/Alaska Native - Female	0	259.0	0.7	192	72,112
AS08M07	Grade 8 Students - Asian Pacific Islander - Male	0	296.0	2.8	192	72,112
AS08F07	Grade 8 Students - Asian Pacific Islander - Female	0	288.0	2.7	192	72,112
HI08M07	Grade 8 Students - Hispanic - Male	0	654.0	12.7	192	72,112
HI08F07	Grade 8 Students - Hispanic - Female	0	609.0	12.1	192	72,112
BL08M07	Grade 8 Students - Black - Male	0	258.0	10.2	192	72,112
BL08F07	Grade 8 Students - Black - Female	0	253.0	9.9	192	72,112
WH08M07	Grade 8 Students - White - Male	0	421.0	33.9	192	72,112
WH08F07	Grade 8 Students - White - Female	0	402.0	31.9	192	72,112
G0907	Grade 9 Students - Total	0	1,975.0	160.5	99	77,373
AM09M07	Grade 9 Students - American Indian/Alaska Native - Male	0	222.0	1.0	109	77,373
AM09F07	Grade 9 Students - American Indian/Alaska Native - Female	0	223.0	1.0	109	77,373
AS09M07	Grade 9 Students - Asian Pacific Islander - Male	0	449.0	3.7	109	77,373
AS09F07	Grade 9 Students - Asian Pacific Islander - Female	0	362.0	3.4	109	77,373
HI09M07	Grade 9 Students - Hispanic - Male	0	1,010.0	17.8	109	77,373
HI09F07	Grade 9 Students - Hispanic - Female	0	853.0	16.4	109	77,373
BL09M07	Grade 9 Students - Black - Male	0	495.0	15.6	109	77,373
BL09F07	Grade 9 Students - Black - Female	0	437.0	14.3	109	77,373
WH09M07	Grade 9 Students - White - Male	0	690.0	44.6	109	77,373
WH09F07	Grade 9 Students - White - Female	0	760.0	41.4	109	77,373
G1007	Grade 10 Students - Total	0	3,184.0	151.6	97	78,088

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

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
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Variable	Label	Minimum	Maximum	Mean	-1	-2
AM10M07	Grade 10 Students - American Indian/Alaska Native - Male	0	272.0	0.9	108	78,088
AM10F07	Grade 10 Students - American Indian/Alaska Native - Female	0	260.0	0.9	108	78,088
AS10M07	Grade 10 Students - Asian Pacific Islander - Male	0	415.0	3.7	108	78,088
AS10F07	Grade 10 Students - Asian Pacific Islander - Female	0	333.0	3.5	108	78,088
HI10M07	Grade 10 Students - Hispanic - Male	0	793.0	15.3	108	78,088
HI10F07	Grade 10 Students - Hispanic - Female	0	716.0	14.7	108	78,088
BL10M07	Grade 10 Students - Black - Male	0	442.0	12.9	108	78,088
BL10F07	Grade 10 Students - Black - Female	0	468.0	12.9	108	78,088
WH10M07	Grade 10 Students - White - Male	0	846.0	44.0	108	78,088
WH10F07	Grade 10 Students - White - Female	0	1,271.0	41.7	108	78,088
G1107	Grade 11 Students - Total	0	3,873.0	141.0	97	78,358
AM11M07	Grade 11 Students - American Indian/Alaska Native - Male	0	177.0	0.8	109	78,358
AM11F07	Grade 11 Students - American Indian/Alaska Native - Female	0	193.0	0.8	109	78,358
AS11M07	Grade 11 Students - Asian Pacific Islander - Male	0	358.0	3.6	109	78,358
AS11F07	Grade 11 Students - Asian Pacific Islander - Female	0	320.0	3.4	109	78,358
HI11M07	Grade 11 Students - Hispanic - Male	0	553.0	13.0	109	78,358
HI11F07	Grade 11 Students - Hispanic - Female	0	570.0	12.9	109	78,358
BL11M07	Grade 11 Students - Black - Male	0	385.0	10.7	109	78,358
BL11F07	Grade 11 Students - Black - Female	0	331.0	11.4	109	78,358
WH11M07	Grade 11 Students - White - Male	0	1,018.0	42.6	109	78,358
WH11F07	Grade 11 Students - White - Female	0	1,483.0	41.1	109	78,358
G1207	Grade 12 Students - Total	0	4,465.0	135.4	97	78,683
AM12M07	Grade 12 Students - American Indian/Alaska Native - Male	0	130.0	0.8	111	78,683
AM12F07	Grade 12 Students - American Indian/Alaska Native - Female	0	189.0	0.8	111	78,683
AS12M07	Grade 12 Students - Asian Pacific Islander - Male	0	323.0	3.5	111	78,683
AS12F07	Grade 12 Students - Asian Pacific Islander - Female	0	313.0	3.4	111	78,683
HI12M07	Grade 12 Students - Hispanic - Male	0	972.0	11.5	111	78,683
HI12F07	Grade 12 Students - Hispanic - Female	0	519.0	11.9	111	78,683
BL12M07	Grade 12 Students - Black - Male	0	629.0	9.6	111	78,683
BL12F07	Grade 12 Students - Black - Female	0	533.0	10.6	111	78,683
WH12M07	Grade 12 Students - White - Male	0	1,109.0	41.9	111	78,683
WH12F07	Grade 12 Students - White - Female	0	1,638.0	40.8	111	78,683
UG07	Ungraded Students - Total	0	2,269.0	22.0	32	92,733
AMUGM07	Ungraded Students - American Indian/Alaska Native - Male	0	20.0	0.1	41	92,733
AMUGF07	Ungraded Students - American Indian/Alaska Native - Female	0	20.0	0.1	41	92,733
ASUGM07	Ungraded Students - Asian Pacific Islander - Male	0	64.0	0.5	41	92,733
ASUGF07	Ungraded Students - Asian Pacific Islander - Female	0	27.0	0.2	41	92,733
HIUGM07	Ungraded Students - Hispanic - Male	0	499.0	4.9	41	92,733
HIUGF07	Ungraded Students - Hispanic - Female	0	118.0	2.2	41	92,733
BLUGM07	Ungraded Students - Black - Male	0	1,405.0	5.0	41	92,733
BLUGF07	Ungraded Students - Black - Female	0	792.0	2.2	41	92,733
WHUGM07	Ungraded Students - White - Male	0	339.0	4.6	41	92,733

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

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Variable	Label	Minimum	Maximum	Mean	-1	-2
WHUGF07	Ungraded Students - White - Female	0	126.0	2.2	41	92,733
MEMBER07	All Students - Total	0	12,730.0	503.8	270	5,207
AM07	All Students - American Indian/Alaska Native	0	1,221.0	6.2	4,701	5,207
AMALM07	All Students - American Indian/Alaska Native - Male	0	601.0	3.2	6,523	5,207
AMALF07	All Students - American Indian/Alaska Native - Female	0	642.0	3.1	6,837	5,207
ASIAN07	All Students - Asian Pacific Islander	0	2,644.0	24.7	2,830	5,207
ASALM07	All Students - Asian Pacific Islander - Male	0	1,525.0	12.7	3,764	5,207
ASALF07	All Students - Asian Pacific Islander - Female	0	1,207.0	12.1	3,930	5,207
HISP07	All Students - Hispanic	0	4,642.0	110.9	1,449	5,207
HIALM07	All Students - Hispanic - Male	0	2,437.0	57.1	1,839	5,207
HIALF07	All Students - Hispanic - Female	0	2,208.0	54.4	2,071	5,207
BLACK07	All Students - Black	0	4,338.0	85.7	2,179	5,207
BLALM07	All Students - Black - Male	0	2,077.0	43.9	2,842	5,207
BLALF07	All Students - Black - Female	0	2,261.0	42.5	3,167	5,207
WHITE07	All Students - White	0	8,196.0	276.5	861	5,207
WHALM07	All Students - White - Male	0	3,357.0	143.0	1,120	5,207
WHALF07	All Students - White - Female	0	4,839.0	134.6	1,422	5,207
TOTETH07	Total Ethnic	0	11,894.0	499.4	453	5,207
PUPTCH07	Pupil Teacher Ratio	0	1,313.3	15.6	2,867	5,207
TOTGRD07	All Students - Derived Total	0	12,730.0	496.7	14,693	5,208

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

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

School Type

TYPE07	Label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	Regular	92,268	88.87	92,268	88.87
2	Special Education	2,502	2.41	94,770	91.28
3	Vocational	1,481	1.43	96,251	92.70
4	Alternative/Other	7,466	7.19	103,717	99.89
5	Reportable Program	112	0.11	103,829	100.00

School Operational Status

STATUS07	Label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	Continuing	98,565	94.93	98,565	94.93
2	Closed	2,264	2.18	100,829	97.11
3	New	1,929	1.86	102,758	98.97
4	Added	209	0.20	102,967	99.17
5	Changed agency	124	0.12	103,091	99.29
6	Inactive	159	0.15	103,250	99.44
7	Future	476	0.46	103,726	99.90
8	Reopened	103	0.10	103,829	100.00

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

NCES Urban-centric Locale Code

ULOCAL07	Label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
11	City, Large	13,471	12.97	13,471	12.97
12	City, Midsize	6,031	5.81	19,502	18.78
13	City, Small	7,436	7.16	26,938	25.94
21	Suburb, Large	23,946	23.06	50,884	49.01
22	Suburb, Midsize	3,125	3.01	54,009	52.02
23	Suburb, Small	2,098	2.02	56,107	54.04
31	Town, Fringe	4,522	4.36	60,629	58.39
32	Town, Distant	5,994	5.77	66,623	64.17
33	Town, Remote	4,626	4.46	71,249	68.62
41	Rural, Fringe	12,473	12.01	83,722	80.63
42	Rural, Distant	12,064	11.62	95,786	92.25
43	Rural, Remote	7,512	7.23	103,298	99.49
N	Not applicable	531	0.51	103,829	100.00

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Grades Offered - Lowest

GSLO07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	1,494	1.44	1,494	1.44
02	602	0.58	2,096	2.02
03	1,495	1.44	3,591	3.46
04	1,400	1.35	4,991	4.81
05	2,613	2.52	7,604	7.32
06	12,065	11.62	19,669	18.94
07	6,756	6.51	26,425	25.45
08	992	0.96	27,417	26.41
09	15,672	15.09	43,089	41.50
10	961	0.93	44,050	42.43
11	233	0.22	44,283	42.65
12	163	0.16	44,446	42.81
KG	27,149	26.15	71,595	68.95
N	3,989	3.84	75,584	72.80
PK	27,865	26.84	103,449	99.63
UG	380	0.37	103,829	100.00

M - Missing
N - Not applicable

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Grades Offered - Highest

GSHI07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	474	0.46	474	0.46
02	1,466	1.41	1,940	1.87
03	1,628	1.57	3,568	3.44
04	3,768	3.63	7,336	7.07
05	26,375	25.40	33,711	32.47
06	14,318	13.79	48,029	46.26
07	720	0.69	48,749	46.95
08	20,529	19.77	69,278	66.72
09	1,567	1.51	70,845	68.23
10	480	0.46	71,325	68.69
11	488	0.47	71,813	69.16
12	26,062	25.10	97,875	94.27
KG	597	0.57	98,472	94.84
N	3,989	3.84	102,461	98.68
PK	988	0.95	103,449	99.63
UG	380	0.37	103,829	100.00

M - Missing

N - Not applicable

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

School Level

LEVEL07	Label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	Primary	54,789	52.77	54,789	52.77
2	Middle	17,008	16.38	71,797	69.15
3	High	20,620	19.86	92,417	89.01
4	Other	7,423	7.15	99,840	96.16
N	Not applicable	3,989	3.84	103,829	100.00

Title I Eligible School

TITLEI07	Label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	Yes	62,645	60.33	62,645	60.33
2	No	32,722	31.52	95,367	91.85
M	Missing	1,430	1.38	96,797	93.23
N	Not applicable	7,032	6.77	103,829	100.00

School-wide Title I

STITLI07	Label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	Yes	41,319	39.80	41,319	39.80
2	No	21,301	20.52	62,620	60.31
M	Missing	1,455	1.40	64,075	61.71
N	Not applicable	39,754	38.29	103,829	100.00

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Magnet School Indicator

MAGNET07	Label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	Yes	2,727	2.63	2,727	2.63
2	No	66,157	63.72	68,884	66.34
M	Missing	3,653	3.52	72,537	69.86
N	Not applicable	31,292	30.14	103,829	100.00

Charter School Indicator

CHARTR07	Label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	Yes	4,694	4.52	4,694	4.52
2	No	86,371	83.19	91,065	87.71
M	Missing	3	#	91,068	87.71
N	Not applicable	12,761	12.29	103,829	100.00

Shared Time Indicator

SHARED07	Label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	Yes	3,005	2.89	3,005	2.89
2	No	78,298	75.41	81,303	78.30
M	Missing	22,526	21.70	103,829	100.00

Rounds to zero.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Table B-1. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2007–08

State or jurisdiction	School type				Charter	Magnet	Title I ¹	Title I schoolwide
	Regular	Special education	Vocational education	Alternative				
Reporting states²	88,274	2,267	1,409	6,966	4,388	2,715	60,978	39,760
Alabama	1,373	40	73	119	†	27	866	768
Alaska	448	1	3	49	23	13	361	323
Arizona	1,880	10	166	79	457	†	1,024	633
Arkansas	1,082	4	24	11	25	10	821	681
California	8,438	144	76	1,325	691	440	7,556	6,337
Colorado	1,650	9	5	93	141	22	615	376
Connecticut	1,019	36	17	45	16	49	474	149
Delaware	177	19	6	33	17	19	207	113
District of Columbia	210	15	5	14	77	4	228	217
Florida	3,268	159	51	457	364	328	2,359	2,121
Georgia	2,196	70	3	183	67	†	1,293	1,097
Hawaii	283	3	0	1	28	†	193	170
Idaho	622	11	11	83	32	2	510	415
Illinois	3,927	227	55	190	35	341	2,871	1,220
Indiana	1,883	37	29	21	40	25	1,534	799
Iowa	1,431	10	0	70	10	†	943	304
Kansas	1,406	14	1	1	29	33	1,069	671
Kentucky	1,231	10	126	161	†	43	1,069	963
Louisiana	1,267	41	6	156	51	79	1,146	1,061
Maine	640	3	27	0	†	1	538	331
Maryland	1,303	50	24	76	30	84	366	313
Massachusetts	1,790	27	39	22	61	0	1,001	489
Michigan	3,489	252	55	300	281	449	3,506	1,323
Minnesota	1,653	290	11	725	169	73	836	249
Mississippi	913	4	89	62	1	15	697	669
Missouri	2,190	65	63	99	39	39	1,131	473
Montana	824	2	0	5	†	†	653	364
Nebraska	1,102	38	0	3	†	†	474	213
Nevada	571	8	1	30	27	3	150	134
New Hampshire	488	0	0	0	12	†	232	37
New Jersey	2,343	74	55	119	57	†	1,332	359
New Mexico	803	6	2	40	67	3	577	475
New York	4,447	127	29	28	96	184	3,228	1,610
North Carolina	2,385	33	10	88	98	122	1,043	883
North Dakota	487	35	6	0	†	†	326	68
Ohio	3,754	75	75	20	329	†	2,771	1,765
Oklahoma	1,788	5	0	5	15	†	1,156	940
Oregon	1,247	3	0	45	80	0	574	382
Pennsylvania	3,133	13	87	13	125	55	2,397	660
Rhode Island	298	3	12	15	11	0	229	110
South Carolina	1,122	10	40	23	29	36	929	867
South Dakota	692	9	0	29	†	†	360	187
Tennessee	1,651	20	22	25	12	34	1,335	1,150
Texas	7,317	23	1	1,417	450	†	5,547	5,228
Utah	827	82	8	93	58	17	238	214

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Table B-1. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	School type				Charter	Magnet	Title I ¹	Title I schoolwide
	Regular	Special education	Vocational education	Alternative				
Vermont	313	0	15	1	†	†	218	140
Virginia	1,856	12	31	128	3	160	720	358
Washington	1,863	117	11	320	†	†	1,252	543
West Virginia	696	7	31	28	†	†	360	343
Wisconsin	2,159	9	8	92	232	5	1,475	385
Wyoming	339	5	0	24	3	†	188	80
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ³	130	0	0	0	†	†	0	0
DDESS: DoDs Domestic ³	67	0	0	0	†	†	—	—
Bureau of Indian Education	174	0	0	0	†	†	174	174
American Samoa	29	1	1	0	†	†	—	—
Guam	36	0	0	0	†	†	—	—
Commonwealth of the Northern Marianas Islands	30	0	0	1	†	†	—	—
Puerto Rico	1,448	28	27	8	†	†	1,493	1,385
U.S. Virgin Islands	32	0	1	1	†	†	—	—

— Not available.

† Not applicable. Some states do not have charter school authorization and some states do not designate magnet schools.

‡ Reporting standards not met.

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

² A reporting states total is shown if data for any item in the table were missing for some, but not more than 15 percent, of all schools in the United States.

³ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Every school is assigned a school type. A school may also be included under the Charter, Magnet, and/or Title I statuses, which are independent of one another and of school type.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary /Secondary School Universe Survey," 2007–08, Version 1a.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Table B-2. Number of students in membership in operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2007–08

State or jurisdiction	Number of students							Title I schoolwide
	Regular	Special education	Vocational education	Alternative	Charter	Magnet	Title I ¹	
Reporting states²	47,962,492	207,030	163,003	577,500	1,276,731	2,055,476	29,326,331	19,627,290
Alabama	738,324	1,396	115	3,943	†	13,714	400,838	346,180
Alaska	117,271	50	612	13,096	4,772	4,222	69,920	57,123
Arizona	1,071,277	709	2,795	12,482	99,478	†	584,110	398,415
Arkansas	476,966	224	434	1,392	5,361	6,982	320,015	256,973
California	5,879,151	27,522	873	162,882	241,017	510,428	4,571,485	3,840,432
Colorado	787,848	983	663	12,373	56,772	8,287	213,792	143,518
Connecticut	551,421	2,757	9,971	4,256	3,743	18,861	223,263	68,933
Delaware	112,798	2,104	6,466	1,206	8,512	12,945	122,574	57,948
District of Columbia	68,560	4,411	1,733	3,404	20,231	2,116	78,108	73,049
Florida	2,606,666	17,009	2,802	40,334	105,223	375,975	1,637,345	1,402,823
Georgia	1,640,877	1,596	960	6,156	33,702	†	815,047	684,016
Hawaii	179,621	97	0	179	6,663	†	110,834	91,812
Idaho	266,251	114	53	5,558	10,768	719	188,337	149,126
Illinois	2,074,359	24,791	3,480	10,175	24,753	230,062	1,383,148	650,911
Indiana	1,043,028	399	2,500	11,120	11,592	11,592	820,671	384,371
Iowa	477,035	996	0	4,173	691	†	275,136	100,281
Kansas	467,878	366	†	51	3,047	13,352	303,616	210,607
Kentucky	658,018	670	0	7,537	†	39,757	544,230	476,713
Louisiana	651,094	1,377	0	28,440	21,055	45,456	531,838	484,604
Maine	190,676	61	†	†	†	101	143,690	78,015
Maryland	820,236	6,104	8,134	11,226	7,149	73,016	158,155	130,338
Massachusetts	919,159	5,805	34,255	3,587	25,036	0	464,659	215,664
Michigan	1,609,398	20,998	2,171	33,175	100,046	201,012	1,610,785	544,858
Minnesota	804,832	13,993	1	18,752	28,034	35,614	313,734	86,577
Mississippi	493,918	204	0	375	375	3,217	339,471	324,836
Missouri	910,624	2,570	1,928	2,066	14,877	16,825	369,610	150,792
Montana	142,700	37	0	86	†	†	114,199	52,286
Nebraska	289,990	1,238	0	16	†	†	103,518	52,397
Nevada	423,077	700	74	5,511	6,065	161	82,970	78,748
New Hampshire	200,772	0	0	0	478	†	78,572	10,842
New Jersey	1,344,216	8,916	24,097	2,624	17,498	†	692,273	192,641
New Mexico	322,526	605	310	4,229	10,324	46	195,603	167,362
New York	2,691,002	28,549	38,498	7,386	30,963	108,452	1,777,301	966,478
North Carolina	1,445,047	3,014	478	9,496	32,607	86,574	504,978	414,959
North Dakota	94,992	60	†	0	†	†	50,539	11,178
Ohio	1,812,624	7,333	834	844	81,539	†	1,193,471	711,233
Oklahoma	640,661	247	0	1,157	5,362	†	382,025	294,501
Oregon	552,388	160	0	6,243	11,740	0	206,999	144,682
Pennsylvania	1,767,900	2,129	16,350	1,434	67,275	27,813	1,255,637	354,246
Rhode Island	142,110	161	1,845	2,112	2,995	0	118,996	52,227
South Carolina	710,340	840	†	1,139	5,487	28,427	535,894	482,564
South Dakota	119,098	55	0	1,118	†	†	54,762	25,353
Tennessee	958,578	1,471	2,417	1,373	2,742	17,686	701,532	592,323
Texas	4,595,440	1,796	0	76,219	113,760	†	3,001,541	2,840,234
Utah	552,811	7,572	0	15,861	19,685	5,952	109,129	99,834

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Table B-2. Number of students in membership in operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Number of students							Title I schoolwide
	Regular	Special education	Vocational education	Alternative	Charter	Magnet	Title I ¹	
Vermont	91,712	0	†	16	†	†	51,870	32,674
Virginia	1,228,483	274	†	2,052	240	154,309	321,442	157,670
Washington	983,649	4,177	4	42,417	†	†	531,769	225,556
West Virginia	281,360	262	13	877	†	†	101,948	96,448
Wisconsin	868,863	61	637	4,917	35,291	1,803	527,152	144,935
Wyoming	84,867	67	0	1,430	255	†	37,800	17,004
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ³	56,585	0	0	0	†	†	†	†
DDESS: DoDs Domestic ³	24,735	0	0	0	†	†	—	—
Bureau of Indian Education	—	—	0	0	†	†	—	—
American Samoa	—	—	—	—	†	†	—	—
Guam	—	—	0	0	†	†	—	—
Commonwealth of the Northern Marianas Islands	11,262	0	0	37	†	†	—	—
Puerto Rico	507,255	3,124	16,186	0	†	†	526,172	482,517
U.S. Virgin Islands	15,844	15,844	0	59	†	†	—	—

— Not available.

† Not applicable.

‡ Reporting standards not met.

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

² A reporting states total is shown if data for any item in the table were missing for some, but not more than 15 percent, of all schools in the United States.

³ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Every school is assigned a school type. A school may also be included under the Charter, Magnet, and/or Title I statuses, which are independent of one another and of school type.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary /Secondary School Universe Survey," 2007–08, Version 1a.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Table B-3. Median student/teacher ratio for regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2007–08

State or jurisdiction	Total		Primary		Middle		High		Other	
	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio
United States¹	47,727,045	15.4	23,172,974	15.5	9,442,727	15.2	13,746,379	15.4	1,364,965	14.1
Alabama	736,918	15.1	324,502	14.3	132,342	16.9	199,069	15.8	81,005	15.4
Alaska	117,200	14.0	52,255	15.6	16,371	16.1	31,128	17.1	17,446	10.8
Arizona	971,084	17.9	544,065	17.7	150,743	17.8	259,511	19.4	16,765	18.4
Arkansas	476,966	12.5	225,775	13.6	101,126	11.8	131,749	10.9	18,316	11.5
California	5,877,567	18.1	2,903,621	17.6	1,101,207	19.5	1,740,427	19.4	132,312	17.7
Colorado	781,308	16.4	394,875	16.5	140,871	15.9	213,304	16.6	32,258	15.9
Connecticut	551,074	13.7	268,535	14.3	111,307	12.6	162,048	13.3	9,184	13.0
Delaware	112,246	15.4	54,548	15.1	27,403	15.4	28,889	15.9	1,406	13.9
District of Columbia	65,870	18.8	36,384	32.0	8,624	11.1	15,774	8.6	5,088	9.0
Florida	2,575,537	14.9	1,254,759	14.2	511,592	16.4	742,615	17.9	66,571	15.1
Georgia	1,638,823	14.1	800,421	13.9	366,259	14.0	450,831	15.7	21,312	14.3
Hawaii	179,574	15.7	90,201	15.6	30,064	16.1	53,943	16.0	5,366	17.4
Idaho	266,251	18.0	127,889	18.9	55,038	17.3	68,721	16.1	14,603	13.8
Illinois	2,049,883	18.1	1,063,625	18.6	366,798	17.7	601,423	17.3	18,037	15.3
Indiana	1,042,867	17.4	493,494	17.4	208,993	17.3	318,656	18.0	21,724	17.9
Iowa	476,997	13.2	221,858	13.3	94,931	13.1	148,520	13.2	11,688	11.6
Kansas	466,301	13.8	228,166	14.4	90,108	13.3	140,422	12.6	7,605	12.0
Kentucky	656,600	15.9	334,222	15.7	125,336	16.2	176,936	16.8	20,106	15.6
Louisiana	650,795	14.5	323,021	14.6	124,500	14.6	164,918	14.6	38,356	13.7
Maine	190,669	8.8	87,053	8.8	41,206	8.7	59,432	9.2	2,978	7.2
Maryland	820,049	14.6	395,945	14.4	170,031	14.2	248,946	15.8	5,127	12.9
Massachusetts	919,139	13.9	438,571	14.3	202,626	13.2	262,176	13.6	15,766	12.1
Michigan	1,604,311	18.0	736,168	17.7	326,127	17.8	493,475	19.5	48,541	15.2
Minnesota	804,564	16.1	374,542	16.0	148,645	16.9	266,356	15.5	15,021	12.9
Mississippi	493,918	15.4	221,633	15.9	97,427	13.8	130,721	15.5	44,137	14.9
Missouri	910,529	13.3	431,860	13.1	180,931	13.8	275,088	13.5	22,650	11.9
Montana	142,700	11.5	66,986	11.9	29,313	11.7	46,401	10.7	0	†
Nebraska	289,501	12.5	145,034	12.8	43,669	13.3	99,133	11.3	1,665	11.9
Nevada	420,030	17.6	209,216	16.8	93,175	22.0	114,476	21.3	3,163	17.1
New Hampshire	200,765	12.4	87,908	12.4	46,451	12.1	65,765	12.7	641	10.4
New Jersey	1,341,735	15.3	662,732	15.7	276,967	14.8	389,720	14.8	12,316	13.2
New Mexico	321,418	13.9	156,813	13.8	66,127	13.7	90,325	14.8	8,153	15.0
New York	2,690,885	13.4	1,250,258	13.4	514,169	12.7	791,142	13.9	135,316	12.5
North Carolina	1,444,479	14.8	713,321	14.9	310,143	14.6	390,781	14.6	30,234	14.8
North Dakota	94,992	11.1	46,110	11.1	14,483	13.2	32,918	10.5	1,481	14.2
Ohio	1,807,788	18.2	811,188	18.8	357,598	16.9	558,998	18.4	80,004	16.8
Oklahoma	640,362	15.1	338,881	15.6	124,115	15.0	162,532	13.1	14,834	18.1
Oregon	549,778	19.0	260,964	19.2	108,983	18.9	167,072	19.0	12,759	15.7
Pennsylvania	1,758,388	14.4	794,228	14.5	331,828	13.8	551,759	14.6	80,573	14.3
Rhode Island	142,110	13.2	63,125	13.4	33,881	12.2	42,492	13.4	2,612	16.8
South Carolina	709,712	14.8	343,676	14.8	154,747	14.5	201,789	15.8	9,500	13.0
South Dakota	119,022	11.9	56,014	11.5	25,452	12.8	37,029	11.4	527	13.2
Tennessee	957,593	15.3	475,911	14.8	181,993	16.3	264,950	17.0	34,739	15.3
Texas	4,587,644	14.4	2,273,251	14.9	1,014,803	13.8	1,160,097	12.8	139,493	11.4
Utah	551,440	23.2	303,241	23.3	98,651	23.2	122,699	22.9	26,849	22.7

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Table B-3. Median student/teacher ratio for regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Total		Primary		Middle		High		Other	
	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio
Vermont	91,712	11.0	46,900	11.0	8,540	10.6	30,915	11.2	5,357	9.7
Virginia	1,228,483	16.8	585,263	16.3	254,832	17.2	379,601	18.5	8,787	14.4
Washington	968,658	18.8	463,305	18.4	189,673	19.0	282,082	20.2	33,598	18.2
West Virginia	281,352	14.7	136,492	14.9	55,605	13.8	78,480	15.1	10,775	14.5
Wisconsin	864,610	14.5	413,724	14.5	157,042	14.1	276,784	14.7	17,060	13.9
Wyoming	84,848	11.7	40,445	11.9	19,881	12.3	23,361	10.5	1,161	8.5
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ²	56,585	13.7	32,064	15.4	7,448	13.9	13,412	11.7	3,661	9.4
DDESS: DoDs Domestic ²	24,735	14.0	17,494	15.2	4,102	14.0	2,398	12.0	741	10.6
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Commonwealth of the										
Northern Marianas Islands	11,262	17.2	6,168	17.0	1,778	21.8	3,258	21.8	58	11.6
Puerto Rico	507,255	12.2	235,410	11.7	95,835	13.5	97,942	15.0	78,068	12.0
U.S. Virgin Islands	15,844	11.9	7,814	11.8	2,707	11.2	5,114	13.6	209	6.3

— Not available.

† Not applicable.

¹ U.S. totals include the 50 states and the District of Columbia.

² DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic).

NOTE: Instructional levels are primary (low grade prekindergarten to 3, high grade up to 8); middle (low grade 4 to 7, high grade 4 to 9); high (low grade 7 to 12, high grade 12 only); and other (any configuration not falling within the previous three, including ungraded schools). U.S. total averages are the ratio of total students to total teacher FTE.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary /Secondary School Universe Survey," 2007–08, Version 1a.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Table B-4. Average student membership size of regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2007–08

State or jurisdiction	Total		Primary		Middle		High		Other	
	Number of schools	Average student membership	Number of schools	Average student membership	Number of schools	Average student membership	Number of schools	Average student membership	Number of schools	Average student membership
United States¹	87,396	548.8	52,297	445.0	16,263	581.8	15,675	881.2	3,161	447.2
Alabama	1,351	546.5	704	461.7	246	541.1	273	729.2	128	633.4
Alaska	448	261.8	165	316.7	35	467.7	49	636.1	199	87.8
Arizona	1,857	576.9	1,106	530.9	254	606.7	390	746.1	107	364.4
Arkansas	1,077	442.9	552	409.0	220	459.7	276	477.4	29	631.6
California	8,404	699.6	5,698	509.7	1,329	828.7	1,149	1,515.4	228	580.7
Colorado	1,650	477.5	1,021	393.2	284	496.0	280	761.8	65	496.3
Connecticut	1,014	543.8	653	411.8	187	595.2	155	1,045.5	19	483.4
Delaware	177	637.3	107	509.8	40	685.1	26	1,132.3	4	351.5
District of Columbia	199	344.5	132	290.0	31	291.5	24	658.9	12	453.0
Florida	3,079	846.6	1,968	646.3	568	911.3	436	1,716.3	107	643.4
Georgia	2,171	755.8	1,280	625.6	474	775.2	352	1,280.8	65	335.9
Hawaii	282	637.0	181	498.3	38	791.2	41	1,315.7	22	246.0
Idaho	617	431.5	352	363.3	111	495.8	115	597.6	39	374.4
Illinois	3,916	529.7	2,471	433.4	764	480.7	626	970.2	55	523.4
Indiana	1,877	555.7	1,142	432.3	353	592.0	340	937.2	42	517.2
Iowa	1,419	336.2	772	287.4	289	328.5	319	465.6	39	299.7
Kansas	1,389	336.8	765	300.0	251	359.0	324	433.9	49	156.2
Kentucky	1,223	538.0	766	437.1	225	557.0	208	854.5	24	837.8
Louisiana	1,264	515.1	712	454.1	243	512.3	219	753.1	90	426.2
Maine	638	298.9	402	216.6	115	358.3	107	555.4	14	212.7
Maryland	1,303	629.5	873	453.8	234	726.6	183	1,360.4	13	394.4
Massachusetts	1,788	514.1	1,133	387.1	345	587.3	282	929.7	28	563.1
Michigan	3,363	478.6	1,960	376.3	627	520.6	612	808.0	164	310.6
Minnesota	1,646	489.0	927	404.3	251	592.2	427	623.8	41	366.4
Mississippi	909	543.4	457	485.0	182	535.3	189	691.6	81	544.9
Missouri	2,179	417.9	1,250	345.5	383	472.4	484	568.4	62	365.6
Montana	824	173.2	424	158.0	232	126.3	168	276.2	0	†
Nebraska	1,049	276.4	649	224.2	113	386.5	281	352.9	6	277.5
Nevada	563	751.5	361	580.8	107	886.3	86	1,339.5	9	375.0
New Hampshire	486	413.1	300	293.0	99	469.2	84	782.9	3	216.0
New Jersey	2,343	573.7	1,538	431.0	451	614.1	331	1,183.7	23	545.3
New Mexico	787	409.8	449	350.3	171	387.7	148	612.8	19	433.8
New York	4,441	605.9	2,489	502.3	838	613.7	829	954.3	285	474.8
North Carolina	2,339	617.8	1,368	521.4	474	654.9	428	913.1	69	441.7
North Dakota	485	195.9	280	164.7	37	391.4	166	198.3	2	740.5
Ohio	3,714	488.1	2,049	396.4	724	495.0	772	727.4	169	475.4
Oklahoma	1,788	358.3	971	349.3	335	370.5	461	352.6	21	706.4
Oregon	1,240	445.5	733	356.7	212	514.1	240	703.1	55	239.8
Pennsylvania	3,124	565.9	1,854	429.7	550	605.6	598	924.7	122	698.0
Rhode Island	297	478.5	196	322.1	55	616.0	43	988.2	3	870.7
South Carolina	1,118	635.4	648	531.0	257	602.7	193	1,046.0	20	475.0
South Dakota	673	177.0	336	166.7	167	152.4	168	220.9	2	263.5
Tennessee	1,630	588.1	994	478.8	307	593.6	274	969.7	55	631.6
Texas	7,250	633.9	4,185	544.2	1,647	616.5	1,102	1,055.0	316	443.2
Utah	815	678.3	527	578.0	126	782.9	122	1,005.7	40	671.2

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Table B-4. Average student membership size of regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Total		Primary		Middle		High		Other	
	Number of schools	Average student membership	Number of schools	Average student membership	Number of schools	Average student membership	Number of schools	Average student membership	Number of schools	Average student membership
Vermont	313	293.0	221	212.2	27	316.3	48	644.1	17	315.1
Virginia	1,850	664.0	1,181	495.6	349	730.2	305	1,244.6	15	585.8
Washington	1,841	534.3	1,114	419.6	338	566.9	297	971.0	92	393.3
West Virginia	696	404.3	448	304.7	120	463.4	106	740.4	22	490.1
Wisconsin	2,151	403.9	1,236	337.0	377	416.6	477	581.9	61	289.7
Wyoming	339	250.3	197	205.3	71	280.0	62	376.8	9	131.1
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ²	130	435.3	71	451.6	18	413.8	30	447.1	11	332.8
DDESS: DoDs Domestic ²	59	419.2	42	416.5	10	410.2	5	479.6	2	370.5
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Commonwealth of the										
Northern Marianas Islands	30	375.4	21	293.7	3	592.7	5	651.6	1	58.0
Puerto Rico	1,448	350.3	870	270.6	232	413.1	161	608.3	185	422.0
U.S. Virgin Islands	32	495.1	22	355.2	5	541.4	4	1,278.5	1	209.0

— Not available.

† Not applicable.

¹ U.S. totals include the 50 states and the District of Columbia.

² DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Instructional levels are primary (low grade prekindergarten to 3, high grade up to 8); middle (low grade 4 to 7, high grade 4 to 9); high (low grade 7 to 12, high grade 12 only); and other (any configuration not falling within the previous three, including ungraded schools).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary /Secondary School Universe Survey," 2007–08, Version 1a.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Table B-5. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2007–08

State or jurisdiction	City						Suburban					
	Large			Midsize			Large			Midsize		
	Number of schools	Percent of students	Percent of schools	Number of schools	Percent of students	Percent of schools	Number of schools	Percent of students	Percent of schools	Number of schools	Percent of students	Percent of schools
United States¹	12,498	15.2	6.5	5,507	6.5	7.7	21,955	29.6	2,721	3.3	1,878	2.1
Alabama	0	0.0	14.1	229	14.1	109	118	11.0	41	3.9	35	2.3
Alaska	77	30.2	0.0	0	0.0	14	0	0.0	0	0.0	8	3.6
Arizona	703	37.9	5.0	90	5.0	70	301	19.5	0	0.0	40	2.6
Arkansas	0	0.0	5.7	54	5.7	163	58	7.5	17	1.9	6	0.7
California	2,125	24.9	863	863	9.9	866	2,773	32.7	436	4.6	282	2.7
Colorado	329	22.2	76	76	4.6	95	393	29.1	21	1.2	60	4.2
Connecticut	0	0.0	166	166	14.6	140	458	44.0	112	10.5	0	0.0
Delaware	0	0.0	0	0	0.0	36	78	40.1	0	0.0	12	5.5
District of Columbia	228	100.0	0	0	0.0	0	0	0.0	0	0.0	0	0.0
Florida	334	7.7	312	312	8.0	379	1,395	42.9	261	7.5	66	1.3
Georgia	106	2.9	149	149	5.3	139	668	37.2	23	1.0	53	2.3
Hawaii	73	23.1	0	0	0.0	0	66	33.2	25	7.0	0	0.0
Idaho	0	0.0	64	64	12.5	90	28	6.7	0	0.0	42	8.7
Illinois	628	19.3	203	203	5.9	233	1,367	38.9	130	3.5	68	1.5
Indiana	244	13.9	66	66	3.5	181	300	20.0	32	2.1	32	1.6
Iowa	0	0.0	98	98	10.8	155	52	6.2	16	1.3	9	1.0
Kansas	82	9.4	130	130	13.4	17	111	12.9	9	0.8	2	0.1
Kentucky	187	16.3	0	0	0.0	59	135	11.5	21	1.3	17	1.3
Louisiana	0	0.0	257	257	19.2	127	132	11.2	75	6.4	52	4.6
Maine	0	0.0	0	0	0.0	49	0	0.0	36	8.3	26	4.4
Maryland	195	9.7	0	0	0.0	86	660	49.3	77	6.3	47	4.0
Massachusetts	154	6.4	110	110	6.1	157	1,063	60.2	93	5.0	2	0.1
Michigan	266	8.0	232	232	5.5	407	1,032	32.9	126	3.7	130	3.3
Minnesota	282	10.7	0	0	0.0	198	489	29.3	13	0.6	17	0.9
Mississippi	0	0.0	56	56	5.9	46	33	5.9	20	2.5	16	1.9
Missouri	268	10.6	47	47	2.2	97	437	28.0	20	1.3	32	1.9
Montana	0	0.0	31	31	10.3	35	0	0.0	2	0.4	6	1.6
Nebraska	134	23.1	55	55	10.6	0	55	11.1	8	1.2	0	0.0
Nevada	102	19.7	82	82	13.4	30	150	34.0	0	0.0	1	0.1
New Hampshire	0	0.0	22	22	8.1	20	27	8.6	44	14.6	36	9.0
New Jersey	92	3.3	0	0	0.0	175	1,877	74.8	47	1.8	38	1.6
New Mexico	134	23.7	0	0	0.0	70	54	10.5	8	1.3	9	1.3
New York	1,586	37.9	97	97	2.0	172	1,393	33.5	51	1.0	51	1.2
North Carolina	191	9.5	259	259	10.1	164	145	8.9	146	5.7	27	1.3
North Dakota	0	0.0	0	0	0.0	55	0	0.0	7	5.2	8	3.8

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Table B-5. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	City										Suburban									
	Large			Midsize			Small			Large			Midsize			Small				
	Number of schools	Percent of students		Number of schools	Percent of students		Number of schools	Percent of students		Number of schools	Percent of students		Number of schools	Percent of students		Number of schools	Percent of students			
Ohio	537	12.8		128	2.5		211	4.8		1,105	35.2		76	1.8		103	2.5			
Oklahoma	232	19.4		0	0.0		34	2.5		158	16.7		2	0.1		23	2.2			
Oregon	121	10.9		92	8.5		115	12.7		176	19.0		51	4.6		7	0.5			
Pennsylvania	407	12.8		49	1.8		152	5.3		1,072	37.7		106	3.8		105	3.4			
Rhode Island	0	0.0		56	17.6		48	14.2		161	53.0		0	0.0		0	0.0			
South Carolina	0	0.0		52	3.7		118	11.7		180	19.4		46	4.2		37	4.4			
South Dakota	0	0.0		40	15.4		26	10.3		0	0.0		1	0.2		3	1.2			
Tennessee	298	17.9		102	5.8		104	6.9		163	12.9		34	2.0		33	2.0			
Texas	1,967	27.3		641	8.4		448	6.4		1,353	23.1		100	1.2		109	1.5			
Utah	0	0.0		71	7.0		107	10.8		397	51.8		0	0.0		27	2.8			
Vermont	0	0.0		0	0.0		14	6.5		0	0.0		20	10.2		0	0.0			
Virginia	81	5.9		246	12.7		113	4.8		507	33.8		27	1.5		46	2.7			
Washington	106	4.5		198	9.9		234	12.7		629	34.2		152	7.9		51	2.2			
West Virginia	0	0.0		0	0.0		87	13.2		0	0.0		74	11.5		28	4.6			
Wisconsin	229	10.5		84	4.7		245	13.0		206	13.1		115	7.0		71	3.7			
Wyoming	0	0.0		0	0.0		48	24.2		0	0.0		0	0.0		5	1.4			
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions																				
DoDDS: DoDs Overseas ²	†	†		†	†		†	†		†	†		†	†		†	†			
DDESS: DoDs Domestic ²	†	†		†	†		†	†		†	†		†	†		†	†			
Bureau of Indian Education	†	†		†	†		†	†		†	†		†	†		†	†			
American Samoa	†	†		†	†		†	†		†	†		†	†		†	†			
Guam	†	†		†	†		†	†		†	†		†	†		†	†			
Commonwealth of the																				
Northern Marianas Islands	†	†		†	†		†	†		†	†		†	†		†	†			
Puerto Rico	131	8.4		20	1.5		93	6.4		0	0.0		0	0.0		0	0.0			
U.S. Virgin Islands	†	†		†	†		†	†		†	†		†	†		†	†			
See notes at end of table.																				

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Table B-5. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Town						Rural					
	Fringe			Distant			Remote			Fringe		
	Number of schools	Percent of students	Percent of schools	Number of schools	Percent of students	Percent of schools	Number of schools	Percent of students	Percent of schools	Number of schools	Percent of students	Percent of schools
United States¹	4,176	4.4	5,389	4.9	4,161	3.3	11,316	13.3	11,388	7.2	7,048	2.5
Alabama	82	6.5	108	6.7	13	0.9	247	20.8	334	20.7	106	5.6
Alaska	13	4.5	25	8.2	54	12.7	34	13.2	24	3.4	251	19.9
Arizona	36	2.1	56	2.0	160	6.1	227	14.0	132	5.2	117	2.0
Arkansas	37	4.5	116	11.8	75	7.4	186	18.9	221	14.1	159	7.7
California	425	3.6	340	2.3	171	0.7	853	7.5	428	1.3	275	0.4
Colorado	54	4.1	28	1.4	137	5.4	181	13.8	136	4.1	238	3.8
Connecticut	60	4.6	0	0.0	0	0.0	154	12.9	22	1.0	0	0.0
Delaware	30	14.0	10	6.2	0	0.0	30	14.4	11	5.2	0	0.0
District of Columbia	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Florida	97	2.1	157	3.4	24	0.4	466	14.8	158	2.7	20	0.2
Georgia	92	4.1	147	5.6	44	1.8	488	24.0	252	8.5	53	1.5
Hawaii	8	2.7			68	23.4	26	7.1	12	2.4	7	1.1
Idaho	23	3.5	73	9.5	61	9.2	98	18.0	103	8.8	114	6.4
Illinois	134	2.8	311	5.2	176	3.0	329	7.7	576	5.3	98	0.9
Indiana	106	5.9	225	10.8	15	0.6	331	17.5	357	13.4	11	0.3
Iowa	42	3.4	149	10.5	189	12.7	124	10.4	416	17.7	247	9.6
Kansas	52	4.3	92	6.9	204	15.9	136	14.5	220	9.7	342	10.2
Kentucky	55	4.8	144	10.8	107	8.2	236	18.8	285	15.9	133	7.0
Louisiana	100	6.7	174	10.1	35	2.1	214	16.0	209	11.6	68	3.0
Maine	32	8.2	36	7.4	34	5.8	93	18.0	223	26.6	112	8.8
Maryland	43	3.3	42	2.9	2	0.1	184	13.5	77	4.0	5	0.2
Massachusetts	43	1.7	18	0.5	0	0.0	186	10.8	44	0.9	0	0.0
Michigan	216	5.8	140	3.1	151	3.2	468	11.8	484	8.9	181	2.5
Minnesota	121	6.2	171	6.4	190	7.7	195	12.3	256	7.9	325	7.5
Mississippi	20	2.6	51	5.7	214	22.3	145	18.9	218	21.7	94	8.0
Missouri	80	4.8	149	7.0	175	8.5	233	12.3	448	11.3	314	6.8
Montana	4	1.3	0	0.0	136	34.7	41	6.4	132	10.8	442	21.6
Nebraska	7	1.2	42	4.9	158	17.9	62	6.6	142	8.6	401	14.8
Nevada	17	2.2	12	1.8	34	3.7	82	17.6	16	1.1	76	1.4
New Hampshire	27	6.1	30	6.1	35	5.0	93	18.4	110	14.0	42	3.8
New Jersey	62	1.7	0	0.0	0	0.0	246	9.6	28	0.6	0	0.0
New Mexico	32	4.7	42	4.4	187	22.5	68	10.3	49	3.0	175	7.2
New York	221	4.1	151	2.5	63	1.0	321	6.6	418	5.8	62	0.7
North Carolina	169	6.2	194	6.4	10	0.4	599	28.0	471	15.5	80	2.1
North Dakota	0	0.0	9	2.6	59	17.8	17	4.6	62	8.5	271	30.2

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2007–08

Table B-5. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Town												Rural					
	Fringe			Distant			Remote			Fringe			Distant			Remote		
	Number	Percent	of	Number	Percent	of	Number	Percent	of	Number	Percent	of	Number	Percent	of	Number	Percent	of
	schools	students	students	schools	students	students	schools	students	students	schools	students	students	schools	students	students	schools	students	students
Ohio	291	7.4		277	6.7		11	0.3		511	15.0		546	10.8		7	0.2	
Oklahoma	59	4.6		185	12.3		164	8.6		184	11.1		438	15.0		318	7.6	
Oregon	129	11.8		102	7.8		104	7.2		139	9.5		127	4.8		123	2.8	
Pennsylvania	276	8.6		116	3.2		36	1.0		472	14.2		346	7.6		35	0.6	
Rhode Island	7	1.9		0	0.0		0	0.0		35	11.3		6	2.1		0	0.0	
South Carolina	56	5.1		141	11.5		11	0.7		259	25.7		212	12.9		19	0.8	
South Dakota	6	2.8		19	5.8		66	19.8		25	8.4		105	9.6		402	26.5	
Tennessee	83	5.1		134	7.6		41	2.4		328	22.1		304	13.1		53	2.1	
Texas	307	3.5		539	4.7		417	3.5		952	13.0		909	5.5		485	1.8	
Utah	47	5.0		39	4.1		69	4.9		77	8.5		36	2.2		99	2.9	
Vermont	3	2.8		34	17.1		18	7.8		46	17.0		124	27.3		55	11.4	
Virginia	51	2.6		111	4.8		9	0.3		312	18.6		295	10.4		65	2.0	
Washington	137	5.9		122	4.8		59	2.2		226	9.5		201	4.5		128	1.9	
West Virginia	40	6.3		83	12.8		31	4.6		115	19.0		196	20.5		76	7.5	
Wisconsin	144	8.2		236	11.0		39	1.2		214	10.2		438	11.7		223	5.6	
Wyoming	0	0.0		9	3.8		105	39.6		28	8.8		31	4.2		141	18.0	
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions																		
DoDDS: DoDs Overseas ²	†	†		†	†		†	†		†	†		†	†		†	†	
DDESS: DoDs Domestic ²	†	†		†	†		†	†		†	†		†	†		†	†	
Bureau of Indian Education	†	†		†	†		†	†		†	†		†	†		†	†	
American Samoa	†	†		†	†		†	†		†	†		†	†		†	†	
Guam	†	†		†	†		†	†		†	†		†	†		†	†	
Commonwealth of the Northern Marianas Islands	†	†		†	†		†	†		†	†		†	†		†	†	
Puerto Rico	44	2.6		8	0.3		0	0.0		173	10.1		1	#		0	0.0	
U.S. Virgin Islands	†	†		†	†		†	†		†	†		†	†		†	†	

— Not available.

† Not applicable.

Rounds to zero.

¹ U.S. totals include the 50 states and the District of Columbia.

² DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary /Secondary School Universe Survey," 2007–08, Version 1a.

Appendix C—Glossary for the Common Core of Data: School Year 2007–08

APPENDIX C—Glossary for the Common Core of Data: School Year 2007–08

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.

City Locale

A city locale code is assigned to a territory inside an urbanized area and inside a principal city. Large city locale is in principal cities with a population of 350,000 or more. Midsize city locale is in principal cities with a population less than 250,000 and greater than or equal to 100,000. Small city locale is in principal cities with a population less than 100,000.

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

APPENDIX C—Glossary for the Common Core of Data: School Year 2007–08

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.

Congressional District Code

Congressional districts are legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. A state or equivalent entity may comprise a single congressional district or similar representational area. The Federal Information Processing Standard (FIPS) provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States.

The Congressional Districts Codes are two-digit numeric codes used to represent the congressional districts of each multi-district state of the United States. For example, the First Congressional District is identified as “01”, the Second Congressional District as “02,” etc. The Congressional District in a state with only a single representative elected “at large” is designated as “00”. In the 110th Congress, this applies to Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, and Wyoming. For an entity with a nonvoting delegate—the District of Columbia, American Samoa, Guam, Puerto Rico (whose delegate is referred to as a “resident commissioner”), and the U.S. Virgin Islands—the representational area is designated as “98”. Those entities with no representation in the Congress – the Northern Mariana Islands, Palau, and the several U.S. minor outlying islands are designated as “99”.

Although congressional district codes are unique within each state and equivalent entity, and for each Congress, the congressional districts in different states may have the same code. For example, the First Congressional District of Alabama and of Arizona are both coded “01”. Since the Common Core of Data (CCD) requires the identification of congressional districts in more than one state, the congressional district code is preceded by the FIPS State numeric code. For example, the First Congressional District of Arizona is coded “0401”, with the first two digits (04) representing the FIPS State numeric code.

Core Based Statistical Area (CBSA)

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

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 “City Locale,” “Suburb Locale,” “Town Locale,” and “Rural Locale.”)

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

APPENDIX C—Glossary for the Common Core of Data: School Year 2007–08

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, with positive values going north and negative values going south. When combined with longitude, it 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

APPENDIX C—Glossary for the Common Core of Data: School Year 2007–08

displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a school's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000.

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

A code indicating a school's location relative to populous areas, based on the school's address. "City Locale," "Suburb Locale," "Town Locale," and "Rural Locale."

Longitude

Longitude is the east or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with latitude, it 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 digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a school's longitude is 90 degrees, 15 minutes west, then it is shown as -90.250000.

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

APPENDIX C—Glossary for the Common Core of Data: School Year 2007–08

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 the reported location of an education agency’s administrative office relative to a metropolitan statistical area. (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.

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.

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.

Reportable Program

A program within a school that may be self-contained, but does not have its own principal.

Rural Locale

A rural locale code is assigned to any Census-defined rural area. “Rural fringe locale” is no more than 5 miles from an urbanized area, or no more than 2.5 miles from an urban cluster. “Rural distant locale” is more than 5 miles, but not more than 25 miles from an urbanized area, or more than 2.5 miles but not more than 10 from an urban cluster. “Rural remote locale” is more than 25 miles from an urbanized area, and more than 10 from an urban cluster.

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.

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.

Suburb Locale

Suburb locale is assigned to territory outside a principal city but inside an urbanized area. Suburb large locale has a population 250,000 or more. Suburb midsize locale has a population at least 100,000 but less than 250,000. Suburb small locale has a population of less than 100,000.

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.

Town Locale

An area that is inside an urban cluster. “Town fringe locale” is not more than 10 miles from an urbanized area. “Town distant locale” is more than 10 miles but no more than 35 miles from an urbanized area. “Town remote locale” is more than 35 miles from an urbanized area.

Ungraded Student

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

Urbanized Area

An area that is a densely settled core with a population concentration of at least 50,000.

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 2007–08

APPENDIX D—State Notes for the Common Core of Data: School Year 2007–08

This appendix provides information on known anomalies and comments for data users for individual states on the school, agency, and state files. Counts are based on currently operational (status 1, 3, 4, 5, 8) units only. Sch=School File, Agn=Agency File, St=State.

Alabama

Anomalies: Missing Data: Sch –Migrant Students; Agn –

Aides, Instructional Coordinators, Elementary and Secondary Guidance Counselors, LEA Support Staff, Migrant Students; St – Aides, Instructional Coordinators, Elementary and Secondary Guidance Counselors, LEA Support Staff. Not Applicable: Sch – Charter School, Ungraded Students; Agn – Teachers of Ungraded Classes, Ungraded Students; St – Teachers of Ungraded Classes, Ungraded Students.

Alaska

Anomalies: Missing Data: Sch – Migrant Students. Agn – Migrant Students, Instructional Coordinators; St – Instructional Coordinators. Not Applicable: Sch – Ungraded Students; Agn –Teachers of Ungraded Classes, Ungraded Students; St – Teachers of Ungraded Classes, Ungraded Students.

Arizona

Anomalies: Not Applicable: Sch – Magnet School; Agn – Teachers of Ungraded Classes; St – Teachers of Ungraded Classes

Arkansas

Anomalies: None.

California

Anomalies: Missing Data: Sch –Prekindergarten Students; Agn – English Language Learner Students, Prekindergarten Teachers, Library Media Support Staff, Student Support Staff; St –Prekindergarten Teachers, Prekindergarten Students, Library Media Support Staff.

Colorado

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

Connecticut

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

APPENDIX D—State Notes for the Common Core of Data: School Year 2007–08

Delaware

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

District of Columbia

Anomalies: Missing Data: Sch – Migrant Students; Agn – Migrant Students.

Florida

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

Georgia

Anomalies: Not Applicable: Sch – Ungraded Students, Magnet School; Agn – Ungraded Students; St – Ungraded Students.

Hawaii

Anomalies: Missing Data: Sch – Migrant Students, FTE Teachers. Agn— Migrant Students. Not Applicable: Sch – Magnet School.

Idaho

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

Illinois

Anomalies: Missing Data: Agn – Migrant Students, Instructional Aides, Library Media Support Staff, Teachers of Ungraded Classes; St – Teachers of Ungraded Classes, Instructional Aides, Library Media Support Staff. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

Comments: While Ungraded Students are not applicable on the school and agency levels, state reported that Ungraded Students were applicable on the state level.

Indiana

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

APPENDIX D—State Notes for the Common Core of Data: School Year 2007–08

Iowa

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

Kansas

Anomalies: None.

Kentucky

Anomalies: Missing Data: Agn – Elementary Guidance Counselors, Secondary Guidance Counselors; St –Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Charter School.

Louisiana

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

Maine

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

Maryland

Anomalies: Missing Data: Sch – Migrant Students; Agn –English Language Learner Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

Massachusetts

Anomalies: Missing Data: Agn – Migrant Students. Not Applicable: Agn– Teachers of Ungraded Classes; St – Teachers of Ungraded Classes.

Michigan

Anomalies: Missing Data: Sch – Prekindergarten Students.

Minnesota

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

Mississippi

Anomalies: Missing Data: Sch – Migrant Students; Agn – Migrant Students.

Missouri

Anomalies: Missing Data: Sch – Migrant Students; Agn – English Language Learner Students, Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

Montana

Anomalies: Missing Data: Sch – Migrant Students; Agn – Prekindergarten Teachers, Kindergarten Teachers, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff; St – 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; St – Teachers of Ungraded Classes.

Nebraska

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

Nevada

Anomalies: Missing Data: Agn – Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff, Instructional Aides; St – Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff, Instructional Aides.

New Hampshire

Anomalies: Missing Data: Sch – Migrant Students; Agn – Migrant Students, Instructional Coordinators, Student Support Staff, Students with Individualized Education Programs; St – Instructional Coordinators, Student Support Staff. Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students, Teacher of Ungraded Classes; St – Ungraded Students, Teacher of Ungraded Classes.

New Jersey

Anomalies: Missing Data: Sch – Migrant Students; Agn – Students with Individualized Education Programs, English Language Learner Students, Migrant Students, Elementary Guidance Counselors, Secondary Guidance Counselors, Library Support Staff, LEA Administrative Support Staff; St – Elementary Guidance Counselors, Secondary Guidance Counselors, Library Support Staff, LEA Administrative Support Staff.

Comments: Agency-level count of Instructional Aides exceeds state-level count. State confirmed that state-level counts are correct.

New Mexico

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

Comments: Agency-level Student Membership count exceeds state-level count.

New York

Anomalies: Missing Data: Sch – Migrant Students; Agn – Students with Individualized Education Programs.

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: Missing Data: Agn – Prekindergarten Teachers, Kindergarten Teachers; St – Prekindergarten Teachers, Kindergarten Teachers. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

APPENDIX D—State Notes for the Common Core of Data: School Year 2007–08

North Dakota

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

Ohio

Anomalies: Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students. Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Oklahoma

Anomalies: Missing Data: Sch – Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Magnet School; Agn – Teachers of Ungraded Students; St – Teachers of Ungraded Students.

Oregon

Anomalies: Missing Data: Agn – Elementary Guidance Counselors, Secondary Guidance Counselors; St – Elementary Guidance Counselors, Secondary Guidance Counselors.

Pennsylvania

Anomalies: Missing Data: Sch – Migrant Students.

Rhode Island

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

South Carolina

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

Comments: School-level Student Membership count exceeds state-level count.

South Dakota

Anomalies: Missing Data: Sch – Prekindergarten Students; Agn – Migrant Students, English Language Learner Students. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

APPENDIX D—State Notes for the Common Core of Data: School Year 2007–08

Tennessee

Anomalies: Missing Data: Agn – Migrant Students.

Texas

Anomalies: Missing Data: Agn – Elementary Guidance Counselors, Secondary Guidance Counselors; St – Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Comments: Agency-level Total Teacher count exceeds state-level count.

Utah

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

Vermont

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

Virginia

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

Washington

Anomalies: Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

West Virginia

Anomalies: Missing Data: Agn – Migrant Students, Library/Media Support Staff; St – Library/Media Support Staff. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

Wisconsin

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

Wyoming

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

Bureau of Indian Education (BIE)

Anomalies: Missing Data: Sch –FTE Teachers, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students, Migrant Students, Student Membership; Agn –Migrant Students, English Language Learner Students, PK-12 Students, Student Membership, Students with Individualized Education Programs, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Total 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; St – Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Total 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, Student Membership. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Teachers of Ungraded Classes, Ungraded Students.

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; St – Library Media Support Staff. Not Applicable: Sch – School-Wide Title I, Magnet School, Charter School, Migrant Students, Ungraded Students; Agn – Ungraded Students, Migrant Students; St – Ungraded Students.

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, FTE Teachers, Shared Time School, Title I, School-wide Title I, ; Agn – Library Media Support Staff; St – Library Media Support Staff. Not Applicable: Sch –Magnet School, Charter School, Migrant Students, Ungraded Students; Agn – Ungraded Students, Migrant Students; St – Ungraded Students.

American Samoa

Anomalies: Missing Data: Sch – All Student Membership; All Program Participation data; Agn – All Student Membership; All Program Participation data; All Staff Counts; St – All Student Membership; All Staff Counts. Not Applicable: Sch – Magnet School, Charter School; Agn – Migrant Students.

Guam

Anomalies: Missing Data: Sch – All Student Membership; All Program Participation data; Agn – All Student Membership; All Program Participation data; All Staff Counts; St – All Student Membership; All Staff Counts. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students.

Northern Marianas

Anomalies: Missing Data: Sch – Title I, School-wide Title I; Agn – Librarians/Media Specialists. Not Applicable: Sch – Magnet School, Charter School, Migrant Students; Agn – Migrant Students.

Puerto Rico

Anomalies: Missing Data: Sch – Migrant Students; Agn – Migrant Students, Kindergarten Teachers, Elementary Guidance Counselors, Secondary Guidance Counselors; St – Kindergarten Teachers, Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Magnet School, Charter School.

Virgin Islands

Anomalies: Missing Data: Sch – Migrant Students, Title I, School-wide Title I; Agn – Migrant Students, Prekindergarten Teachers; St – Prekindergarten Students, Prekindergarten Teachers. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students, Prekindergarten Students; Agn – Ungraded Students; St – Ungraded Students.