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Documentation to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2007–08

Final Version 1a

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

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CCD
COMMON CORE OF DATA

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Contents

Page

List of Tables iv

I. Introduction to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2007–08 Final File Version 1a 1

II. User's Guide 2

A. Coverage, Response, and Nonsampling Error 2

A.1. High School Completion Data 2

B. Methodology 3

B.1. Imputations 3

B.2. Adjustments 4

C. List of Adjustments and Imputations 6

D. Comments for Users of the Data File 12

D.1. Data item values less than 1 12

D.2. NCES edits to nonfiscal data 13

E. User Guidelines for Processing the State Nonfiscal Survey of Public Elementary/Secondary Education Data File 18

F. Guidelines for Using the Flat ASCII Data File 18

Appendixes

Appendix A—Record Layout for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2007–08 ..... A-1

Appendix B—Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2007–08 ..... B-1

Appendix C—Glossary for the Common Core of Data: School Year 2007–08 ..... C-1

Appendix D—State Notes for the Common Core of Data: School Year 2007–08 ..... D-1

List of Tables

Table ..... Page

1. State and other jurisdiction FIPS codes and abbreviations used in CCD datasets.....17

B-1. Public school student membership, by grade and state or jurisdiction: School year 2007–08..... B-17

B-2. Public school student membership, by race/ethnicity and state or jurisdiction: School year 2007–08..... B-21

B-3. Number of staff for public schools, by category and state or jurisdiction: School year 2007–08..... B-23

I. Introduction to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2007–08 Final File Version 1a

This data file for the State Nonfiscal Survey of Public Elementary/Secondary Education provides information about students and staff in public elementary and secondary education for the 2007–08 school year. The State Nonfiscal Survey of Public Elementary/Secondary Education is one of the six surveys of the Common Core of Data (CCD) and is conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES).

Data for the state nonfiscal survey are provided by state education agencies (SEAs) from their administrative records. States report these data through the U.S. Department of Education's Education Data Exchange Network (EDEN), which edits the data and forwards them to NCES. The U.S. Census Bureau resolves any questions or errors that may remain, and prepares files for NCES. NCES and the SEAs work cooperatively to ensure comparability between the data elements requested and reported.

SEAs obtain the data in their administrative records from local education agencies (LEAs) that operate public schools. Each SEA may edit or examine the individual LEA reports before computing state totals. While SEAs are requested to provide counts as of the school day closest to October 1, the "as of" dates for membership counts may vary slightly from state to state. NCES edits state submissions, contacting states for confirmation or correction to any items that appear to be out of range in light of previous reports.

EDEN began accepting files that contained data for the 2007–08 State Nonfiscal Survey of Public Elementary/Secondary Education on January 2008. Final files were received from EDEN in July, 2009. Data were reported by all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands in the 2007–08 CCD collection through the EDEN; the Department of Defense dependents schools (overseas and domestic) and the Commonwealth of the Northern Mariana Islands reported directly to the CCD. American Samoa, Guam, and the Bureau of Indian Education did not report for 2007–08. The information for American Samoa, Guam, and the Bureau of Indian Education presented in this file were taken from public websites and some information was carried over from the 2006–07 data.

This documentation is intended to answer questions users may have about the contents of the CCD state nonfiscal survey data file. In the "User's Guide" that follows this introduction, the section on "Coverage, Response, and Nonsampling Error" describes responding states and jurisdictions and issues related to state-by-state definitional differences. "Methodology" describes any adjustments that were made to the reported data and how missing data were imputed. The "List of Adjustments and Imputations" identifies any data item that was adjusted for any state. "Comments for Users of the Data File" discusses item nonresponse and identifies any cases in which states varied from the CCD standards in reporting data items. "User Guidelines for Processing the State Nonfiscal Survey of Public Elementary/Secondary Education Data File" explains the file version assignment system. "Guidelines for Using the Flat ASCII Data File" provides tips to data users importing data into software such as Microsoft Excel for analysis. Table 1 identifies the two-letter postal abbreviations and the Federal Information Processing Standards (FIPS) codes for each state or other jurisdiction reporting in the CCD.

There are four appendixes:

- **Appendix A—Record Layout** provides the variable names and labels of the data items discussed throughout the documentation, as well as their location in the data file.
- **Appendix B—Value Distribution, Field Frequencies, and Data Tables** reports the minimum, maximum, and mean values for each item and the number of states for which the item was missing or not applicable. The appendix also indicates the number of states for which any data item was imputed. Data tables for selected statistics are also presented.
- **Appendix C—Glossary** provides definitions for CCD data items.
- **Appendix D – State Notes** provides comments for data users on individual states.

II. User's Guide

A. Coverage, Response, and Nonsampling Error

The State Nonfiscal Survey of Public Elementary/Secondary Education includes 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 (table 1).

Item response is described in appendix B, which lists the minimum, maximum, and mean values for each item and the number of states for which the item was missing or not applicable. The Bureau of Indian Education, American Samoa, and Guam did not report for the 2007–08 school year.

Nonsampling error occurs when reporting states use different item definitions than those supplied by CCD. 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 their requirements (which may vary); therefore high school diploma counts may represent different requirements across states. Or, one state may report revenues from enterprise activities while another state prohibits districts from collecting such revenues. 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; therefore student counts and other variables may not be comparable across states.

A.1. High School Completion Data

Beginning with the 2006–07 school year, the number of diploma recipients and other high school completers are no longer included in the State Nonfiscal Survey of Public Elementary/Secondary Education file. These data are now published in the public-use Common Core of Data State Dropout and Completion Data File.

B. Methodology

NCES has imputed and adjusted some reported values to create a data file that more accurately reflects student and staff counts and improves comparability among states. Imputations and adjustments were performed on data from the 50 states and the District of Columbia only. No adjustments or imputations were performed on race/ethnicity data for any state. Reviewing the list of imputation flags provided on the data file will indicate which variables were adjusted/imputed. An imputation flag of "R" (reported) for an item indicates that its values were not imputed/adjusted.

The imputation process consisted of several stages and steps, and varied with the nature of the missing data. (Section C, "List of Adjustments and Imputations," identifies all items affected by these procedures. All items, except totals and subtotals, affected by these adjustments are presented in this list.) Growth rate imputations were performed first, followed by disaggregation, then other adjustments. Totals and subtotals were recalculated after all imputations and adjustments had been performed.

"Imputations" provide estimates in cases in which the missing value is not reported at all, indicating that subtotals and totals for the category are underreported. An imputation by NCES would assign a value to the missing item, and the subtotals and totals containing this item would increase by the amount of the imputation.

"Adjustments" are changes in reported data to prevent identification of individuals and corrections in cases in which a value reported for one item contains a value for one or more additional items not reported elsewhere. For example, a state might not differentiate between kindergarten teachers and prekindergarten teachers, reporting "-1" (missing) for prekindergarten teachers and a value representing the count of staff for both categories as kindergarten teachers. NCES adjusts these two responses by reducing the amount reported for kindergarten teachers and adding that amount to prekindergarten teachers. The total count for teachers would not be affected by this adjustment.

B.1. Imputations

Two different methods were used for imputing missing values: imputation using growth rate and impute/import approaches

<u>Impute using growth rate</u>. If a missing item had been reported by the state in the previous year, the imputation was based on the rate of change from the previous to the current year among reporting states. The method was as follows: (1) calculate the ratio of the current year value for the item to the previous year's value among states reporting the item strictly by the definition; (2) calculate the average of these ratios; and (3) multiply the value reported in the previous year (but missing this year) by this average ratio. These items are indicated in the list in Section C by "impute using growth rate."

<u>Impute/import for prekindergarten teacher counts</u>. The method used to impute prekindergarten teachers was as follows: (1) calculate the ratio of prekindergarten teachers (PKTCH) to prekindergarten students (PK) for each state reporting these items strictly by the definition; (2) calculate the average of these ratios; and (3) multiply the count of prekindergarten students (PK) of the state with the missing item times the average ratio.

B.2. Adjustments

There are several variations in the way adjustments were carried out. These variations are indicated in the "List of Adjustments and Imputations." Please note that each item adjusted in this process is contained in the list. Variable names in the list can be identified by using the record layout in appendix A.

"Combined with" and "contains" adjustments. Statements with "combined with" indicate that the first item was reported as missing and the value was included in the item(s) following "combined with." These statements can be matched to statements with "contains," where the first variable contains the value for that item plus the value for the item(s) following "contains." At the end of the "contains" statement, the total used in calculating the ratio used in the adjustment is indicated by the word "using." In all cases, this total is total number of students (MEMBER). For example, "STUSUP combined with LEAADM" indicates that the value for student support services staff (STUSUP) was included in the amount reported for LEA administrators (LEAADM). The adjustment process reduces the amount for LEAADM and places it in STUSUP. "LEAADM contains STUSUP using MEMBER" describes the same condition. The amount reported for LEAADM contains the count for STUSUP, and the distribution is based on a ratio with total number of students (MEMBER) in the denominator.

The method used for this adjustment is as follows: (1) calculate the ratio of each missing item and the item containing the missing value(s) to the total indicated at the end of the "contains" statement for each state reporting these items strictly by the definition; (2) calculate the average of each of these ratios; (3) calculate the ratio of each average ratio to the sum of the average ratios for the unreported items as well as for the item that will be distributed; and (4) multiply the reported item by the ratio calculated in step 3 to determine the share for each item. States reporting these items "strictly by the definition" are those states that (a) report values greater than 0 for each of the items involved in the adjustment; and (b) have no values affected by another "contains" or "combined with" adjustment.

"Disaggregated from" adjustments. Adjustment statements with "disaggregated" are used only for the distribution of total guidance counselors (TOTGUI) into elementary and secondary counselors (ELMGUI and SECGUI) in those states not reporting this detail. In these cases, the total number of counselors is not affected by the adjustment operation. This methodology for disaggregating elementary and secondary guidance counselors from the total guidance counselor count was used for the first time on the 2006–07 data file and differs from the methodology used in prior years. The method used for "disaggregated from" adjustments is as follows: (1) calculate the sum of elementary students (defined as grades prekindergarten through grade 6) and secondary students (defined as grades 7–12) and proportionally allocate ungraded students to the elementary and secondary student counts for the current year; (2) calculate the sum of elementary and secondary students (as defined in step 1) and calculate the ratios of elementary counselors (ELMGUI) to the number of elementary students and secondary counselors (SECGUI) to the number of secondary students in the prior year; (3) multiply the ratios calculated in step 2 by the number of elementary students and secondary students in the current year, respectively, to determine the share of elementary and secondary guidance counselors in the current year; and (4) multiply the total number of guidance counselors in the current year (TOTGUI) by the share factor calculated in step 3 to determine the values of ELMGUI and SECGUI for the current year.

"First-year disaggregate from" adjustments. Starting with the 2007–08 CCD, the "first-year disaggregate from" methodology was used in cases where a state reported two or more items separately in the prior year, but in the current year reported these variables combined into a single count and reported one of the items as missing. For example, in the prior year, the state reported LEA support staff (LEASUP) and other support staff (OTHSUP) individually, but in the current year, the state reported LEASUP and OTHSUP data combined in the LEASUP count. The methodology for this adjustment is as follows: (1) using prior year data for the affected state, calculate the ratios of each item to the total indicated; and (2) multiply the total for the current year by the prior year's ratio for each component to disaggregate the current year count.

Adjustments to ungraded teacher and ungraded student counts. In cases where a state reported zero or missing for ungraded teachers (UGTCH) or ungraded students (UG), and the state does not allow teachers or students to be classified as ungraded, the reported value of zero or missing was adjusted to not applicable.

"Adjusted to sum of internal detail" adjustments (nonimputed data). In cases where a state reported a total count of teachers (TOTTCH), or student membership (MEMBER) that exceeded or was less than the sum of associated detail, but none of the associated components had been imputed, the reported total was adjusted to equal the sum of the associated detail.

"Adjusted to sum of external detail" adjustments. In some cases, data items were reported by the state on the school or LEA level, but were not reported on the state level. In these cases, the data were imputed by aggregating corresponding data items from available school- and LEA-level data. Additionally, if a state reported a data item on the state level that was less than the total reported on the LEA or school level, the state level count was adjusted to equal the aggregate of the data item from the school or LEA level if the SEA agreed that this value was more accurate.

"Totaled from sum of internal detail" adjustments (imputed data). In cases where a state reported a total count of teachers (TOTTCH), or student membership (MEMBER) that exceeded or was less than the sum of associated detail, and one of the associated components had been imputed with growth rate or impute/import, the reported total was adjusted to equal the sum of the associated detail. For example, if the sum of prekindergarten teachers (PKTCH), kindergarten teachers (KGTCH), elementary teachers (ELMTCH), secondary teachers (SECTCH), and ungraded teachers (UGTCH) was less than the total number of teachers reported (TOTTCH), TOTTCH was adjusted to match the sum of the associated teacher detail. MEMBER was adjusted to sum to the total of grade detail only (i.e., MEMBER was not adjusted to match the sum of race/ethnicity by grade detail). In cases where a state reported a total count of guidance counselors (TOTGUI) that was less than the sum of the associated detail, the reported total was adjusted upwards to equal the sum of the associated detail. TOTGUI was not adjusted downwards if the sum of associated detail was less than the reported value of TOTGUI because some states employ guidance counselors that do not fall into the two associated detail categories of elementary guidance counselors (ELMGUI) and secondary guidance counselors (SECGUI).

C. List of Adjustments and Imputations

Adjustments and imputations to data items in the 2007–08 state nonfiscal data file, organized alphabetically by state or other jurisdiction, are as follows:

ALABAMA

AIDES imputed using growth rate
CORSUP imputed using growth rate
ELMGUI disaggregated from TOTGUI
SECGUI disaggregated from TOTGUI
LEASUP first year disaggregation with OTHSUP
OTHSUP first year disaggregation with LEASUP
UGTCH adjusted to not applicable
G06 totaled from external detail
G07 totaled from external detail
G08 totaled from external detail
G09 totaled from external detail
G10 totaled from external detail
G11 totaled from external detail
G12 totaled from external detail
MEMBER totaled from internal detail

ALASKA

UGTCH adjusted to not applicable
CORSUP imputed using growth rate
UG adjusted to not applicable

ARIZONA

UGTCH adjusted to not applicable

CALIFORNIA

PKTCH imputed/import PK
TOTTCH totaled from internal detail
LIBSUP combined with OTHSUP
OTHSUP contains LIBSUP using MEMBER
PK adjusted using Individuals with Disabilities Education Act (IDEA) counts for students age 3–5
MEMBER totaled from internal detail

COLORADO

UGTCH adjusted to not applicable
UG adjusted to not applicable

CONNECTICUT

UG adjusted to not applicable

DELAWARE

UGTCH adjusted to not applicable
UG adjusted to not applicable

FLORIDA

UG adjusted to not applicable

GEORGIA

UG adjusted to not applicable

IDAHO

UGTCH adjusted to not applicable
UG adjusted to not applicable

ILLINOIS

UGTCH imputed using growth rate
TOTTCH totaled from internal detail
AIDES imputed using growth rate
LIBSUP imputed using growth rate

INDIANA

UG adjusted to not applicable

IOWA

ELMTCH totaled from external detail
UGTCH adjusted to not applicable
TOTTCH totaled from internal detail
UG adjusted to not applicable

KENTUCKY

AIDES totaled from external detail
ELMGUI disaggregated from TOTGUI
SECGUI disaggregated from TOTGUI
OTHSUP totaled from external detail

MARYLAND

UGTCH adjusted to not applicable
UG adjusted to not applicable

MASSACHUSETTS

UGTCH adjusted to not applicable

MICHIGAN

G04 totaled from external detail
G05 totaled from external detail
G07 totaled from external detail
G08 totaled from external detail
G09 totaled from external detail
UG totaled from external detail
MEMBER totaled from internal detail

MINNESOTA

ELMTCH totaled from external detail
SECTCH totaled from external detail
TOTTCH totaled from internal detail
AIDES totaled from external detail
LIBSUP totaled from external detail
LEAADM totaled from external detail
LEASUP totaled from external detail
SCHSUP totaled from external detail
STUSUP totaled from external detail
OTHSUP totaled from external detail
UG adjusted to not applicable

MISSOURI

UGTCH adjusted to not applicable
UG adjusted to not applicable

MONTANA

PKTCH combined with ELMTCH
KGTCH combined with ELMTCH
ELMTCH contains PKTCH, KGTCH using MEMBER
UGTCH adjusted to not applicable
AIDES totaled from external detail
LIBSPE totaled from external detail
LIBSUP imputed using growth rate
LEAADM totaled from external detail
LEASUP imputed using growth rate

SCHADM totaled from external detail
SCHSUP imputed using growth rate
OTHSUP imputed using growth rate

NEBRASKA

PKTCH combined with ELMTCH
KGTCH combined with ELMTCH
ELMTCH contains PKTCH, KGTCH using MEMBER
SECTCH totaled from external detail
TOTTCH totaled from internal detail
AIDES totaled from external detail
ELMGUI totaled from external detail
SECGUI totaled from external detail
LIBSPE totaled from external detail
LEAADM totaled from external detail
LEASUP contains SCHSUP using MEMBER
SCHSUP combined with LEASUP
OTHSUP totaled from external detail
UG adjusted to not applicable

NEVADA

AIDES imputed using growth rate
LIBSUP imputed using growth rate
LEASUP imputed using growth rate
SCHSUP imputed using growth rate
OTHSUP imputed using growth rate

NEW HAMPSHIRE

UGTCH adjusted to not applicable
CORSUP combined with SCHADM
SCHADM contains CORSUP using MEMBER
SCHSUP contains STUSUP using MEMBER
STUSUP combined with SCHSUP
UG adjusted to not applicable

NEW JERSEY

CORSUP imputed using growth rate
ELMGUI disaggregated from TOTGUI
SECGUI disaggregated from TOTGUI
LIBSUP imputed using growth rate
LEASUP imputed using growth rate
SCHSUP imputed using growth rate
STUSUP imputed using growth rate
OTHSUP imputed using growth rate

NEW MEXICO

KG totaled from external detail
G01 totaled from external detail
G02 totaled from external detail
G03 totaled from external detail
G04 totaled from external detail
MEMBER totaled from internal detail

NEW YORK

KGTCH totaled from external detail
TOTTCH totaled from internal detail
CORSUP totaled from external detail
SECGUI totaled from external detail
SCHADM totaled from external detail
SCHSUP totaled from external detail
STUSUP totaled from external detail

NORTH CAROLINA

KGTCH imputed using growth rate
TOTTCH totaled from internal detail
UG adjusted to not applicable

NORTH DAKOTA

UGTCH adjusted to not applicable
UG adjusted to not applicable

OHIO

KGTCH totaled from external detail
ELMTCH totaled from external detail
SECTCH totaled from external detail
UGTCH totaled from external detail
TOTTCH totaled from internal detail
AIDES totaled from external detail
LIBSUP totaled from external detail
LEASUP totaled from external detail
SCHSUP totaled from external detail
STUSUP totaled from external detail
OTHSUP totaled from external detail
UG adjusted to not applicable

OKLAHOMA

UGTCH imputed using growth rate
TOTTCH totaled from internal detail

OREGON

ELMGUI disaggregated from TOTGUI
SECGUI disaggregated from TOTGUI

PENNSYLVANIA

ELMTCH totaled from external detail
TOTTCH totaled from internal detail
UG totaled from external detail
MEMBER totaled from internal detail

RHODE ISLAND

UGTCH adjusted to not applicable
UG adjusted to not applicable

SOUTH CAROLINA

UGTCH imputed using growth rate
TOTTCH totaled from internal detail
UG adjusted to not applicable
MEMBER totaled from internal detail

SOUTH DAKOTA

UG adjusted to not applicable

TEXAS

ELMTCH totaled from external detail
TOTTCH totaled from internal detail
ELMGUI disaggregated from TOTGUI
SECGUI disaggregated from TOTGUI
UG adjusted to not applicable

VERMONT

KGTCH totaled from external detail
ELMTCH totaled from external detail
SECTCH totaled from external detail
TOTTCH totaled from internal detail
UG adjusted to not applicable

VIRGINIA

UGTCH adjusted to not applicable
UG adjusted to not applicable

WEST VIRGINIA

UGTCH adjusted to not applicable
LIBSUP imputed using growth rate
UG adjusted to not applicable

WISCONSIN

UG adjusted to not applicable

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS – OVERSEAS

LIBSUP totaled from external detail

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS – DOMESTIC

MEMBER totaled from internal detail

GUAM

UG adjusted to not applicable

U.S. VIRGIN ISLANDS

UG adjusted to not applicable

D. Comments for Users of the Data File

In prior years, the numbers of diploma recipients and other high school completers were published on the State Nonfiscal Survey of Public Elementary/Secondary Education file. Beginning with the 2006–07 school year, these data are published in the public-use Common Core of Data State Dropout and Completion Data File.

D.1. Data item values less than 1

Values for items for which states did not report anything or reported an entry of less than 1, and for which no imputations or adjustments were made, have been adjusted to 0, -1, or -2 according to the following criteria:

0: A zero value represents a report of no occurrences of a data element. A value was expected and measured, but zero cases were found in the category. (For example, a secondary school district having no 12th-graders would report "0.")

-1: A value of -1 indicates that data are missing. A value was expected, but none was measured. (For example, a district that has at least one 12th-grader but cannot measure the number of 12th-graders would report "-1.")

-2 : A value of -2 indicates that data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report "-2" for 12th-graders.)

In the 2006–07 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.

D.2. NCES edits to nonfiscal data

This section presents information on anomalies for nonfiscal data submitted by states, as well as any edits made by NCES. These edits include imputations and adjustments as described previously, as well as any edits made as the result of a consistency check on submitted data (e.g., reported membership cannot be less than the sum of the individual grade variables; in those cases, membership is edited to match the sum of the grade detail). When known, specific state reporting practices concerning missing data are also listed. All nonfiscal edits and reporting practices listed below apply to school year 2007–08. NCES does not impute missing data for jurisdictions other than the 50 states and the District of Columbia.

American Samoa, the Bureau of Indian Education, and Guam did not report for the 2007–08 school year. Neither of these jurisdictions is included in the following discussion of data edits.

Prekindergarten student membership. California reported prekindergarten student membership as missing. California prekindergarten student membership was adjusted based on Individuals with Disabilities Education Act (IDEA) Part B counts for students ages 3–5.

Kindergarten student membership. The kindergarten student membership count for New Mexico was totaled from external (school-level) detail.

Grade 1 student membership. The grade 01 student membership count for New Mexico was totaled from external (school-level) detail.

Grade 2 student membership. The grade 2 student membership count for New Mexico was totaled from external (school-level) detail.

Grade 3 student membership. The grade 3 student membership count for New Mexico was totaled from external (school-level) detail.

Grade 4 student membership. The grade 4 student membership counts for Michigan and New Mexico were totaled from external (school-level) detail.

Grade 5 student membership. The grade 5 student membership count for Michigan was totaled from external (school-level) detail.

Grade 6 student membership. The grade 6 student membership count for Alabama was totaled from external (school-level) detail.

Grade 7 student membership. The grade 7 student membership counts for Alabama and Michigan were totaled from external (school-level) detail.

Grade 8 student membership. The grade 8 student membership counts for Alabama and Michigan were totaled from external (school-level) detail.

Grade 9 student membership. The grade 9 student membership counts for Alabama and Michigan were totaled from external (school-level) detail.

Grade 10 student membership. The grade 10 student membership count for Alabama was totaled from external (school-level) detail.

Grade 11 student membership. The grade 11 student membership count for Alabama was totaled from external (school-level) detail.

Grade 12 student membership. The grade 12 student membership count for Alabama was totaled from external (school-level) detail.

Ungraded student membership. Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Indiana, Iowa, Kentucky, Maryland, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, North Carolina, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Texas, Vermont, Virginia, West Virginia, Wisconsin, and Guam reported values of missing or zero. The counts of ungraded students in these states were adjusted to not applicable. The ungraded student membership for Michigan and Pennsylvania were totaled from external detail. Alabama, Louisiana, Maine, New Mexico, Utah, Washington, Wyoming, and the Department of Defense dependents schools (overseas and domestic) reported ungraded student counts as not applicable.

Total student membership. The total student membership for Alabama, California, Michigan, New Mexico, Pennsylvania, South Carolina, and Department of Defense dependents schools (domestic) were totaled to equal the sum of grade detail.

Prekindergarten teachers. California and North Carolina reported prekindergarten teachers as missing. Montana and Nebraska included prekindergarten teachers in the elementary teacher counts. Imputations or adjustments were performed for all of these states.

Kindergarten teachers. Montana and Nebraska reported kindergarten teachers in the elementary teacher counts. North Carolina reported kindergarten teachers as missing. Imputations or adjustments were performed for all of these states. The kindergarten teacher counts for New York, Ohio, and Vermont were totaled from external detail.

Elementary teachers. Montana and Nebraska included prekindergarten and/or kindergarten teachers in the elementary teacher counts. Imputations or adjustments were performed for these states. The elementary teacher counts for Iowa, Minnesota, Ohio, Pennsylvania, Texas, and Vermont were totaled from external (local education agency-level) detail.

Secondary teachers. The secondary teacher counts for Minnesota, Nebraska, Ohio, and Vermont were totaled from external (local education agency-level) detail.

Ungraded teachers. Ungraded teachers were reported as not applicable or adjusted to not applicable for Alabama, Alaska, Arizona, Colorado, Delaware, Idaho, Iowa, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, New Hampshire, North Dakota, Rhode Island, Virginia, West Virginia, and Wyoming. Counts of ungraded teachers were missing for the Illinois, Oklahoma, South Carolina, American Samoa and Guam. Imputations were performed

for all of these entities except American Samoa and Guam. Ungraded teacher counts for Ohio were totaled from external (local education agency-level) detail.

Total teachers. The total teacher count was calculated for California, Illinois, Iowa, Minnesota, Nebraska, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Texas, and Vermont.

Instructional aides. Instructional aides were missing for Alabama, Illinois, and Nevada. Instructional aides were imputed for each of these states. The instructional aides counts for Kentucky, Minnesota, Montana, Nebraska, and Ohio were totaled from external (local education agency-level) detail.

Instructional coordinators and supervisors. Counts were missing in Alabama and Alaska. New Hampshire included instructional coordinators and supervisors in the school administrator count. The missing counts were imputed for Alabama and Alaska. The counts were adjusted for New Hampshire. New Jersey over-reported this count, and the reported count was replaced with an imputed count.

Elementary guidance counselors. Alabama, Kentucky, New Jersey, Oregon, and Texas reported total guidance counselors only, and the count of elementary guidance counselors was proportioned out from this total. The count of elementary guidance counselors for Nebraska was totaled from external (local education agency-level) detail. Counts of these staff were missing for Puerto Rico. Counts were not imputed for Puerto Rico.

Secondary guidance counselors. Alabama, Kentucky, New Jersey, Oregon, and Texas reported total guidance counselors only, and the count for secondary guidance counselors was proportioned out from this total. The count of secondary guidance counselors for Nebraska and New York were totaled from external (local education agency-level) detail. Counts of these staff were missing for Puerto Rico. Counts were not imputed or adjusted for Puerto Rico.

Librarians. The count of librarians for Montana and Nebraska were totaled from external detail.

Library support staff. Counts for these staff were missing for Illinois, Montana, Nevada, New Jersey, West Virginia, and the Department of Defense dependents schools (overseas and domestic). The count of library support staff was combined with the other support staff category for California. This category was imputed or adjusted for each of these states except Department of Defense dependents schools (overseas and domestic). The counts of library support staff for Minnesota and Ohio were totaled from external (local education agency-level) detail.

LEA administrators. Counts of LEA administrators for Minnesota, Montana, and Nebraska were totaled from external (local education agency-level) detail.

LEA administrative support staff. Counts of these staff were missing for Alabama, Montana, Nevada, New Jersey and Ohio. Nebraska included school administrative support staff with LEA administrative support staff. LEA administrative support staff counts were imputed or adjusted for each of these states.

School administrators. Counts of school administrators were totaled from external (local education agency-level) detail for Montana and New York. New Hampshire included instructional coordinators and supervisors with their school administrators count, and the count was adjusted.

School administrative support staff. Counts of school administrative support staff were missing for Montana and Nevada. Counts were imputed for these states. Nebraska and New Hampshire included school administrative support staff with their LEA administrative support staff and student support services staff, respectively . These numbers were adjusted for Nebraska and New Hampshire. Counts of school administrative support staff were totaled from external (local education agency-level) detail for Minnesota, New York, and Ohio. New Jersey underreported this count, and the reported count was replaced with an imputed count.

Student support services staff. New Hampshire combined student support services staff with their school administrative support staff count. Counts of student support services staff were totaled from external detail for Minnesota, New York, and Ohio. New Jersey underreported this count, and the reported count was replaced with an imputed count.

All other support services staff. Counts for the category of all other support services staff were missing for the Alabama, Montana, and Nevada. California included library support staff counts in the all other support services staff count. The counts were imputed or adjusted for all of these states. Counts for Kentucky, Minnesota, Nebraska, and Ohio were totaled from external detail. New Jersey underreported this count, and the reported count was replaced with an imputed count.

Race/ethnicity student by grade data. No edits were made to race/ethnicity student by grade data.

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 dependents schools (overseas)	58 [3]	DO
Kentucky	21	KY	Department of defense dependents schools (domestic)	61 [3]	DD
Louisiana	22	LA	Bureau of Indian Education	59 [3]	BI
Maine	23	ME	American Samoa	60	AS
Maryland	24	MD	Guam	66	GU
Massachusetts	25	MA	Commonwealth of the Northern Marianas Islands	69	MP
Michigan	26	MI	Puerto Rico	72	PR
Minnesota	27	MN	U.S. Virgin Islands	78	VI
Mississippi	28	MS			
Missouri	29	MO			
Montana	30	MT			
Nebraska	31	NE			
Nevada	32	NV			
New Hampshire	33	NH			
New Jersey	34	NJ			
New Mexico	35	NM			
New York	36	NY			
North Carolina	37	NC			
North Dakota	38	ND			

[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).

E. User Guidelines for Processing the State Nonfiscal Survey of Public Elementary/Secondary Education Data File

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2007–08 State Nonfiscal Survey of Public Elementary/Secondary Education Excel file is called ST071A.XLS, the flat ASCII file is called ST071A.TXT, and the SAS data file is called ST071A.SAS7BDAT. 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), and the fifth and sixth characters indicate the version number (1 = final file, A = first version). The record layout for the state nonfiscal survey file is contained in appendix A.

If errors are discovered in the published 1a files (final file, first version) or if states report new or corrected data, NCES may revise the file. The revised file is labeled 1b.

Approximately 1 year after the release of the 1a files, NCES releases a revised state nonfiscal data file. The purpose of the revised data file is to allow state education agencies to submit any corrections to their data. The revised file is labeled 1b, unless another revision of the original file has occurred sometime in that year due to an NCES error found in the file.

F. 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., FIPST) 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 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2007–08

APPENDIX A—Record Layout for the Common Core of Data
State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2007–08

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
SURVYEAR	1	AN	Starting year of survey (2007)
FIPST	2	AN	Federal Information Processing Standards (FIPS) codes
STABR	3	AN	Postal state abbreviation codes
SEANAME	4	AN	Name of state education agency
STREET	5	AN	Mailing address
CITY	6	AN	City
STNAME	7	AN	Name of the state
ZIP	8	AN	U.S. Postal Service ZIP for mailing
ZIP4	9	AN	U.S. Postal Service ZIP+4 for mailing
PHONE	10	AN	Area code and local phone number
PKTCH	11	N	Prekindergarten teachers
KGTCH	12	N	Kindergarten teachers
ELMTCH	13	N	Elementary teachers
SECTCH	14	N	Secondary teachers
UGTCH	15	N	Teachers of ungraded classes
TOTTCH	16	N	Total full-time-equivalent (FTE) teachers
AIDES	17	N	Instructional aides
CORSUP	18	N	Instructional coordinators and supervisors
ELMGUI	19	N	Elementary guidance counselors/directors
SECGUI	20	N	Secondary guidance counselors/directors
TOTGUI	21	N	Total guidance counselors/directors
LIBSPE	22	N	Librarians
LIBSUP	23	N	Library support staff
LEAADM	24	N	Local Education Agency (LEA) administrators

Variable Name	Order	Data Type	Description
LEASUP	25	N	Administrative support staff
SCHADM	26	N	School administrators
SCHSUP	27	N	School administrative support staff
STUSUP	28	N	Student support services
OTHSUP	29	N	All other support services staff
PK	30	N	Prekindergarten students
KG	31	N	Kindergarten students
G01	32	N	Grade 1 students
G02	33	N	Grade 2 students
G03	34	N	Grade 3 students
G04	35	N	Grade 4 students
G05	36	N	Grade 5 students
G06	37	N	Grade 6 students
G07	38	N	Grade 7 students
G08	39	N	Grade 8 students
G09	40	N	Grade 9 students
G10	41	N	Grade 10 students
G11	42	N	Grade 11 students
G12	43	N	Grade 12 students
UG	44	N	Ungraded students
MEMBER	45	N	Total students
AMPK	46	N	Prekindergarten students – American Indian/Alaska Native
ASPK	47	N	Prekindergarten students – Asian/Pacific Islander
HIPK	48	N	Prekindergarten students – Hispanic
BLPK	49	N	Prekindergarten students – Black, non-Hispanic
WHPK	50	N	Prekindergarten students – White, non-Hispanic
AMKG	51	N	Kindergarten students – American Indian/Alaska Native

Variable Name	Order	Data Type	Description
ASKG	52	N	Kindergarten students – Asian/Pacific Islander
HIKG	53	N	Kindergarten students – Hispanic
BLKG	54	N	Kindergarten students – Black, non-Hispanic
WHKG	55	N	Kindergarten students – White, non-Hispanic
AM01	56	N	Grade 1 students – American Indian/Alaska Native
AS01	57	N	Grade 1 students – Asian/Pacific Islander
HI01	58	N	Grade 1 students – Hispanic
BL01	59	N	Grade 1 students – Black, non-Hispanic
WH01	60	N	Grade 1 students – White, non-Hispanic
AM02	61	N	Grade 2 students – American Indian/Alaska Native
AS02	62	N	Grade 2 students – Asian/Pacific Islander
HI02	63	N	Grade 2 students – Hispanic
BL02	64	N	Grade 2 students – Black, non-Hispanic
WH02	65	N	Grade 2 students – White, non-Hispanic
AM03	66	N	Grade 3 students – American Indian/Alaska Native
AS03	67	N	Grade 3 students – Asian/Pacific Islander
HI03	68	N	Grade 3 students – Hispanic
BL03	69	N	Grade 3 students – Black, non-Hispanic
WH03	70	N	Grade 3 students – White, non-Hispanic
AM04	71	N	Grade 4 students – American Indian/Alaska Native
AS04	72	N	Grade 4 students – Asian/Pacific Islander
HI04	73	N	Grade 4 students – Hispanic
BL04	74	N	Grade 4 students – Black, non-Hispanic
WH04	75	N	Grade 4 students – White, non-Hispanic
AM05	76	N	Grade 5 students – American Indian/Alaska Native
AS05	77	N	Grade 5 students – Asian/Pacific Islander
HI05	78	N	Grade 5 students – Hispanic

Variable Name	Order	Data Type	Description
BL05	79	N	Grade 5 students – Black, non-Hispanic
WH05	80	N	Grade 5 students – White, non-Hispanic
AM06	81	N	Grade 6 students – American Indian/Alaska Native
AS06	82	N	Grade 6 students – Asian/Pacific Islander
HI06	83	N	Grade 6 students – Hispanic
BL06	84	N	Grade 6 students – Black, non-Hispanic
WH06	85	N	Grade 6 students – White, non-Hispanic
AM07	86	N	Grade 7 students – American Indian/Alaska Native
AS07	87	N	Grade 7 students – Asian/Pacific Islander
HI07	88	N	Grade 7 students – Hispanic
BL07	89	N	Grade 7 students – Black, non-Hispanic
WH07	90	N	Grade 7 students – White, non-Hispanic
AM08	91	N	Grade 8 students – American Indian/Alaska Native
AS08	92	N	Grade 8 students – Asian/Pacific Islander
HI08	93	N	Grade 8 students – Hispanic
BL08	94	N	Grade 8 students – Black, non-Hispanic
WH08	95	N	Grade 8 students – White, non-Hispanic
AM09	96	N	Grade 9 students – American Indian/Alaska Native
AS09	97	N	Grade 9 students – Asian/Pacific Islander
HI09	98	N	Grade 9 students – Hispanic
BL09	99	N	Grade 9 students – Black, non-Hispanic
WH09	100	N	Grade 9 students – White, non-Hispanic
AM10	101	N	Grade 10 students – American Indian/Alaska Native
AS10	102	N	Grade 10 students – Asian/Pacific Islander
HI10	103	N	Grade 10 students – Hispanic
BL10	104	N	Grade 10 students – Black, non-Hispanic
WH10	105	N	Grade 10 students – White, non-Hispanic

Variable Name	Order	Data Type	Description
AM11	106	N	Grade 11 students – American Indian/Alaska Native
AS11	107	N	Grade 11 students – Asian/Pacific Islander
HI11	108	N	Grade 11 students – Hispanic
BL11	109	N	Grade 11 students – Black, non-Hispanic
WH11	110	N	Grade 11 students – White, non-Hispanic
AM12	111	N	Grade 12 students – American Indian/Alaska Native
AS12	112	N	Grade 12 students – Asian/Pacific Islander
HI12	113	N	Grade 12 students – Hispanic
BL12	114	N	Grade 12 students – Black, non-Hispanic
WH12	115	N	Grade 12 students – White, non-Hispanic
AMUG	116	N	Ungraded students – American Indian/Alaska Native
ASUG	117	N	Ungraded students – Asian/Pacific Islander
HIUG	118	N	Ungraded students – Hispanic
BLUG	119	N	Ungraded students – Black, non-Hispanic
WHUG	120	N	Ungraded students – White, non-Hispanic
AM	121	N	Total students – American Indian/Alaska Native
AS	122	N	Total students – Asian/Pacific Islander
HI	123	N	Total students – Hispanic
BL	124	N	Total students – Black, non-Hispanic
WH	125	N	Total students – White, non-Hispanic
IPKTCH	126	AN	Imputation flag – Prekindergarten teachers
IKGTCH	127	AN	Imputation flag – Kindergarten teachers
IELMTCH	128	AN	Imputation flag – Elementary teachers
ISECTCH	129	AN	Imputation flag – Secondary teachers
IUGTCH	130	AN	Imputation flag – Teachers of ungraded classes
ITOTTCH	131	AN	Imputation flag – Total full-time-equivalent (FTE) teachers
IAIDES	132	AN	Imputation flag – Instructional aides

Variable Name	Order	Data Type	Description
ICORSUP	133	AN	Imputation flag – Instructional coordinators and supervisors
IELMGUI	134	AN	Imputation flag – Elementary guidance counselors/directors
ISECGUI	135	AN	Imputation flag – Secondary guidance counselors/directors
ITOTGUI	136	AN	Imputation flag – Total guidance counselors/directors
ILIBSPE	137	AN	Imputation flag – Librarians
ILIBSUP	138	AN	Imputation flag – Library support staff
ILEAADM	139	AN	Imputation flag – Local Education Agency (LEA) administrators
ILEASUP	140	AN	Imputation flag – Administrative support staff
ISCHADM	141	AN	Imputation flag – School administrators
ISCHSUP	142	AN	Imputation flag – School administrative support staff
ISTUSUP	143	AN	Imputation flag – Student support services
IOTHSUP	144	AN	Imputation flag – All other support services staff
IPK	145	AN	Imputation flag – Prekindergarten students
IKG	146	AN	Imputation flag – Kindergarten students
IG01	147	AN	Imputation flag – Grade 1 students
IG02	148	AN	Imputation flag – Grade 2 students
IG03	149	AN	Imputation flag – Grade 3 students
IG04	150	AN	Imputation flag – Grade 4 students
IG05	151	AN	Imputation flag – Grade 5 students
IG06	152	AN	Imputation flag – Grade 6 students
IG07	153	AN	Imputation flag – Grade 7 students
IG08	154	AN	Imputation flag – Grade 8 students
IG09	155	AN	Imputation flag – Grade 9 students
IG10	156	AN	Imputation flag – Grade 10 students
IG11	157	AN	Imputation flag – Grade 11 students
IG12	158	AN	Imputation flag – Grade 12 students
IUG	159	AN	Imputation flag – Ungraded students

Variable Name	Order	Data Type	Description
IMEMBER	160	AN	Imputation flag – Total students

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

Variable	Label	M	N	Other
SURVYEAR	Starting Year of Survey (2007)	0	0	59
FIPST	Federal Information Processing Standards Code	0	0	59
STABR	Postal State Abbreviation Codes	0	0	59
SEANAME	Name of State Education Agency	0	0	59
STREET	State Education Agency Mailing Street	0	0	59
CITY	State Education Agency Mailing City	0	0	59
STNAME	State Education Agency Mailing State	0	0	59
ZIP	State Education Agency Mailing ZIP Code	0	0	59
ZIP4	State Education Agency Mailing ZIP+4 Code	0	0	59

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.

Variable	Label	Minimum	Maximum	Mean	-1	-2
PKTCH	Prekindergarten Teachers	12	7,538	911.4	4	0
KGTCH	Kindergarten Teachers	20	20,951	3,191.6	4	0
ELMTCH	Elementary Teachers	278	184,085	26,562.3	3	0
SECTCH	Secondary Teachers	236	123,974	22,765.4	3	0
UGTCH	Teachers of Ungraded Classes	4	38,136	6,470.6	2	20
TOTTCH	Total Full-Time-Equivalent (FTE) Teachers	550	321,929	57,632.6	3	0
AIDES	Instructional Aides	190	65,846	12,847.4	3	0
CORSUP	Instructional Coordinators & Supervisors	8	12,614	1,273.2	3	0
ELMGUI	Elementary Guidance Counselors/Directors	5	4,433	701.2	4	0
SECGUI	Secondary Guidance Counselors/Directors	15	6,446	1,116.4	4	0
TOTGUI	Total Guidance Counselors/Directors	21	10,879	1,908.5	3	0
LIBSPE	Librarians	1	5,066	995.4	3	0
LIBSUP	Library Support Staff	2	4,207	740.7	5	0
LEAADM	Local Education Agency (LEA) Administrators	5	5,677	1,073.7	3	0
LEASUP	Administrative Support Staff	21	23,204	3,299.9	3	0
SCHADM	School Administrators	37	20,174	2,847.6	3	0
SCHSUP	School Administrative Support Staff	45	33,006	4,609.5	3	0
STUSUP	Student Support Services	28	21,160	4,604.0	3	0
OTHSUP	All Other Support Services Staff	94	138,188	20,729.4	3	0
PK	Prekindergarten Students	413	217,751	19,752.9	4	0
KG	Kindergarten Students	689	454,743	65,218.1	3	0
G01	Grade 1 Students	836	471,770	67,881.9	3	0
G02	Grade 2 Students	930	471,398	67,037.8	3	0
G03	Grade 3 Students	850	465,121	66,222.1	3	0
G04	Grade 4 Students	869	467,305	65,635.1	3	0
G05	Grade 5 Students	857	470,021	65,170.6	3	0
G06	Grade 6 Students	862	478,685	65,670.2	3	0
G07	Grade 7 Students	835	487,331	67,023.0	3	0
G08	Grade 8 Students	855	490,054	67,137.1	3	0
G09	Grade 9 Students	958	541,650	75,880.4	3	0
G10	Grade 10 Students	727	513,707	69,792.6	3	0
G11	Grade 11 Students	561	488,227	64,252.8	3	0
G12	Grade 12 Students	495	468,281	60,944.7	3	0

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).

Variable	Label	Minimum	Maximum	Mean	-1	-2
UG	Ungraded Students	0	108,601	11,625.8	1	37
MEMBER	Total Students	11,299	6,343,471	891,626.2	3	0
AMPK	Prekindergarten Students - American Indian/Alaska Native	0	6,162	254.6	4	1
ASPK	Prekindergarten Students - Asian/Pacific Islander	0	6,890	617.5	3	1
HIPK	Prekindergarten Students - Hispanic	0	137,674	4,998.4	3	1
BLPK	Prekindergarten Students - Black, non-Hispanic	0	33,434	3,919.7	3	1
WHPK	Prekindergarten Students - White, non-Hispanic	0	39,161	8,467.6	3	1
AMKG	Kindergarten Students - American Indian/Alaska Native	0	8,930	764.7	3	0
ASKG	Kindergarten Students - Asian/Pacific Islander	0	48,417	3,042.1	2	0
HIKG	Kindergarten Students - Hispanic	0	236,392	15,358.2	2	0
BLKG	Kindergarten Students - Black, non-Hispanic	0	47,018	10,030.3	2	0
WHKG	Kindergarten Students - White, non-Hispanic	0	117,017	33,479.9	2	0
AM01	Grade 1 Students - American Indian/Alaska Native	0	9,953	793.8	3	0
AS01	Grade 1 Students - Asian/Pacific Islander	0	51,089	3,173.5	2	0
HI01	Grade 1 Students - Hispanic	0	245,061	15,931.4	2	0
BL01	Grade 1 Students - Black, non-Hispanic	0	50,977	10,807.9	2	0
WH01	Grade 1 Students - White, non-Hispanic	0	121,669	34,618.8	2	0
AM02	Grade 2 Students - American Indian/Alaska Native	0	9,290	773.3	3	0
AS02	Grade 2 Students - Asian/Pacific Islander	0	53,693	3,233.2	2	0
HI02	Grade 2 Students - Hispanic	0	241,459	15,323.3	2	0
BL02	Grade 2 Students - Black, non-Hispanic	0	50,557	10,763.6	2	0
WH02	Grade 2 Students - White, non-Hispanic	0	122,064	34,536.6	2	0
AM03	Grade 3 Students - American Indian/Alaska Native	0	9,194	776.4	3	0
AS03	Grade 3 Students - Asian/Pacific Islander	0	51,336	3,073.3	2	0
HI03	Grade 3 Students - Hispanic	0	236,230	14,858.3	2	0
BL03	Grade 3 Students - Black, non-Hispanic	0	49,302	10,715.7	2	0
WH03	Grade 3 Students - White, non-Hispanic	0	124,502	34,503.6	2	0
AM04	Grade 4 Students - American Indian/Alaska Native	0	9,073	769.9	3	0
AS04	Grade 4 Students - Asian/Pacific Islander	0	52,272	3,083.0	2	0
HI04	Grade 4 Students - Hispanic	0	235,837	14,490.4	2	0
BL04	Grade 4 Students - Black, non-Hispanic	0	48,537	10,588.2	2	0
WH04	Grade 4 Students - White, non-Hispanic	0	126,949	34,523.8	2	0
AM05	Grade 5 Students - American Indian/Alaska Native	0	9,037	755.6	3	0

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).

Variable	Label	Minimum	Maximum	Mean	-1	-2
AS05	Grade 5 Students - Asian/Pacific Islander	0	54,422	3,118.3	2	0
HI05	Grade 5 Students - Hispanic	0	234,930	14,222.9	2	0
BL05	Grade 5 Students - Black, non-Hispanic	0	48,732	10,402.3	2	0
WH05	Grade 5 Students - White, non-Hispanic	0	129,457	34,582.8	2	0
AM06	Grade 6 Students - American Indian/Alaska Native	0	8,866	768.8	3	0
AS06	Grade 6 Students - Asian/Pacific Islander	0	55,344	3,102.9	2	0
HI06	Grade 6 Students - Hispanic	0	237,265	14,021.6	2	0
BL06	Grade 6 Students - Black, non-Hispanic	0	47,587	10,584.6	2	0
WH06	Grade 6 Students - White, non-Hispanic	0	134,830	35,159.9	2	0
AM07	Grade 7 Students - American Indian/Alaska Native	0	9,130	789.1	3	0
AS07	Grade 7 Students - Asian/Pacific Islander	0	56,350	3,088.1	2	0
HI07	Grade 7 Students - Hispanic	0	237,855	14,087.7	2	0
BL07	Grade 7 Students - Black, non-Hispanic	0	49,196	11,023.5	2	0
WH07	Grade 7 Students - White, non-Hispanic	0	139,645	36,012.6	2	0
AM08	Grade 8 Students - American Indian/Alaska Native	0	9,073	800.8	3	0
AS08	Grade 8 Students - Asian/Pacific Islander	0	56,685	3,069.5	2	0
HI08	Grade 8 Students - Hispanic	0	236,681	13,711.9	2	0
BL08	Grade 8 Students - Black, non-Hispanic	0	49,495	11,169.5	2	0
WH08	Grade 8 Students - White, non-Hispanic	0	142,950	36,432.5	2	0
AM09	Grade 9 Students - American Indian/Alaska Native	0	9,510	927.1	3	0
AS09	Grade 9 Students - Asian/Pacific Islander	0	61,023	3,325.5	2	0
HI09	Grade 9 Students - Hispanic	0	265,001	15,788.6	2	0
BL09	Grade 9 Students - Black, non-Hispanic	0	62,130	13,881.8	2	0
WH09	Grade 9 Students - White, non-Hispanic	0	153,573	39,813.9	2	0
AM10	Grade 10 Students - American Indian/Alaska Native	0	9,057	841.5	3	0
AS10	Grade 10 Students - Asian/Pacific Islander	0	61,219	3,251.3	2	0
HI10	Grade 10 Students - Hispanic	0	237,557	13,515.5	2	0
BL10	Grade 10 Students - Black, non-Hispanic	0	50,163	11,643.3	2	0
WH10	Grade 10 Students - White, non-Hispanic	0	157,395	38,625.2	2	0
AM11	Grade 11 Students - American Indian/Alaska Native	0	8,160	749.7	3	0
AS11	Grade 11 Students - Asian/Pacific Islander	0	60,770	3,147.7	2	0
HI11	Grade 11 Students - Hispanic	0	214,054	11,505.7	2	0
BL11	Grade 11 Students - Black, non-Hispanic	0	44,243	9,836.6	2	0

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).

Variable	Label	Minimum	Maximum	Mean	-1	-2
WH11	Grade 11 Students - White, non-Hispanic	0	159,620	37,292.6	2	0
AM12	Grade 12 Students - American Indian/Alaska Native	0	7,123	703.6	3	0
AS12	Grade 12 Students - Asian/Pacific Islander	0	60,146	3,055.1	2	0
HI12	Grade 12 Students - Hispanic	0	194,593	10,314.1	2	0
BL12	Grade 12 Students - Black, non-Hispanic	0	38,946	8,874.8	2	0
WH12	Grade 12 Students - White, non-Hispanic	0	161,453	36,425.4	2	0
AMUG	Ungraded Students - American Indian/Alaska Native	0	752	86.2	1	37
ASUG	Ungraded Students - Asian/Pacific Islander	0	4,676	406.7	1	37
HIUG	Ungraded Students - Hispanic	0	44,637	3,736.6	1	37
BLUG	Ungraded Students - Black, non-Hispanic	0	41,385	3,786.1	1	37
WHUG	Ungraded Students - White, non-Hispanic	0	24,012	3,578.2	1	37
AM	Total Students - American Indian/Alaska Native	0	123,098	10,492.1	3	0
AS	Total Students - Asian/Pacific Islander	0	723,331	41,509.2	2	0
HI	Total Students - Hispanic	0	3,056,616	189,329.3	2	0
BL	Total Students - Black, non-Hispanic	0	667,191	145,499.4	2	0
WH	Total Students - White, non-Hispanic	0	1,790,513	475,496.5	2	0

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).

Imputation Flag - Prekindergarten Teachers

IPKTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	2	3.4	2	3.4
I	1	1.7	3	5.1
R	56	94.9	59	100.0

Imputation Flag - Kindergarten Teachers

IKGTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3	5.1	3	5.1
C	2	3.4	5	8.5
P	1	1.7	6	10.2
R	53	89.8	59	100.0

Imputation Flag - Elementary Teachers

IELMTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	8	13.6	8	13.6
R	51	86.4	59	100.0

Imputation Flag - Secondary Teachers

ISECTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4	6.8	4	6.8
R	55	93.2	59	100.0

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

Imputation flags:
A - Adjustment
C - Combined with data provided elsewhere by the state
D - Disaggregated from reported total
F - First year of disaggregation from sum
I - Imputation based on a method other than prior year's data
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum detail from imputed value

Imputation Flag - Teachers of Ungraded Classes

IUGTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	17	28.8	17	28.8
P	3	5.1	20	33.9
R	39	66.1	59	100.0

Imputation Flag - Total FTE Teachers

ITOTTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	8	13.6	8	13.6
R	46	78.0	54	91.5
T	5	8.5	59	100.0

Imputation Flag - Instructional Aides

IAIDES	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5	8.5	5	8.5
P	3	5.1	8	13.6
R	51	86.4	59	100.0

Imputation Flag - Instructional Coordinators and Supervisors

ICORSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
C	1	1.7	2	3.4
P	3	5.1	5	8.5
R	54	91.5	59	100.0

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

Imputation flags:
A - Adjustment
C - Combined with data provided elsewhere by the state
D - Disaggregated from reported total
F - First year of disaggregation from sum
I - Imputation based on a method other than prior year's data
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum detail from imputed value

Imputation Flag - Elementary Guidance Counselors/Directors

IELMGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
D	5	8.5	6	10.2
R	53	89.8	59	100.0

Imputation Flag - Secondary Guidance Counselors/Directors

ISECGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2	3.4	2	3.4
D	5	8.5	7	11.9
R	52	88.1	59	100.0

Imputation Flag - Total Guidance Counselors/Directors

ITOTGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.0	59	100.0

Imputation Flag - Librarians

ILIBSPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2	3.4	2	3.4
R	57	96.6	59	100.0

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

Imputation flags:
A - Adjustment
C - Combined with data provided elsewhere by the state
D - Disaggregated from reported total
F - First year of disaggregation from sum
I - Imputation based on a method other than prior year's data
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum detail from imputed value

Imputation Flag - Library Support Staff

ILIBSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3	5.1	3	5.1
C	1	1.7	4	6.8
P	5	8.5	9	15.3
R	50	84.8	59	100.0

Imputation Flag - LEA Administrators

ILEAADM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3	5.1	3	5.1
R	56	94.9	59	100.0

Imputation Flag - LEA Administrative Support Staff

ILEASUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3	5.1	3	5.1
F	1	1.7	4	6.8
P	3	5.1	7	11.9
R	52	88.1	59	100.0

Imputation Flag - School Administrators

ISCHADM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3	5.1	3	5.1
R	56	94.9	59	100.0

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

Imputation flags:
A - Adjustment
C - Combined with data provided elsewhere by the state
D - Disaggregated from reported total
F - First year of disaggregation from sum
I - Imputation based on a method other than prior year's data
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum detail from imputed value

Imputation Flag - School Administrative Support Staff

ISCHSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4	6.8	4	6.8
C	1	1.7	5	8.5
P	3	5.1	8	13.6
R	51	86.4	59	100.0

Imputation Flag - Student Support Services

ISTUSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3	5.1	3	5.1
C	1	1.7	4	6.8
P	1	1.7	5	8.5
R	54	91.5	59	100.0

Imputation Flag - All Other Support Services

IOTHSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5	8.5	5	8.5
F	1	1.7	6	10.2
P	3	5.1	9	15.3
R	50	84.8	59	100.0

Imputation Flag - Prekindergarten Students

IPK	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
R	58	98.3	59	100.0

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

Imputation flags:
A - Adjustment
C - Combined with data provided elsewhere by the state
D - Disaggregated from reported total
F - First year of disaggregation from sum
I - Imputation based on a method other than prior year's data
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum detail from imputed value

Imputation Flag - Kindergarten Students

IKG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
R	58	98.3	59	100.0

Imputation Flag - Grade 1 Students

IG01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
R	58	98.3	59	100.0

Imputation Flag - Grade 2 Students

IG02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
R	58	98.3	59	100.0

Imputation Flag - Grade 3 Students

IG03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
R	58	98.3	59	100.0

NOTE: Detail may not sum to totals because of rounding.
Imputation flags:
A - Adjustment
C - Combined with data provided elsewhere by the state
D - Disaggregated from reported total
F - First year of disaggregation from sum
I - Imputation based on a method other than prior year's data
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum detail from imputed value

Imputation Flag - Grade 4 Students

IG04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2	3.4	2	3.4
R	57	96.6	59	100.0

Imputation Flag - Grade 5 Students

IG05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
R	58	98.3	59	100.0

Imputation Flag - Grade 6 Students

IG06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
R	58	98.3	59	100.0

Imputation Flag - Grade 7 Students

IG07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2	3.4	2	3.4
R	57	96.6	59	100.0

NOTE: Detail may not sum to totals because of rounding.
Imputation flags:
A - Adjustment
C - Combined with data provided elsewhere by the state
D - Disaggregated from reported total
F - First year of disaggregation from sum
I - Imputation based on a method other than prior year's data
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum detail from imputed value

Imputation Flag - Grade 8 Students

IG08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2	3.4	2	3.4
R	57	96.6	59	100.0

Imputation Flag - Grade 9 Students

IG09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2	3.4	2	3.4
R	57	96.6	59	100.0

Imputation Flag - Grade 10 Students

IG10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
R	58	98.3	59	100.0

Imputation Flag - Grade 11 Students

IG11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
R	58	98.3	59	100.0

NOTE: Detail may not sum to totals because of rounding.
Imputation flags:
A - Adjustment
C - Combined with data provided elsewhere by the state
D - Disaggregated from reported total
F - First year of disaggregation from sum
I - Imputation based on a method other than prior year's data
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum detail from imputed value

Imputation Flag - Grade 12 Students

IG12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
R	58	98.3	59	100.0

Imputation Flag - Ungraded Students

IUG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	30	50.9	30	50.9
R	29	49.2	59	100.0

Imputation Flag - Total Students

IMEMBER	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	7	11.9	7	11.9
R	52	88.1	59	100.0

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

Imputation flags:
A - Adjustment
C - Combined with data provided elsewhere by the state
D - Disaggregated from reported total
F - First year of disaggregation from sum
I - Imputation based on a method other than prior year's data
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum detail from imputed value

Table B-1. Public school student membership, by grade and state or jurisdiction: School year 2007–08

State or jurisdiction	Total student membership	Pre-kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
United States[1]	**49,292,507**	**1,081,125**	**3,609,415**	**3,750,073**	**3,704,007**	**3,658,869**	**3,624,408**	**3,600,120**
Alabama	744,865 [2]	3,603	55,973	59,927	59,099	58,241	57,821	57,045
Alaska	131,029	1,679	9,625	9,735	9,983	9,762	9,420	9,527
Arizona	1,087,447	15,854	86,742	86,920	85,520	84,590	82,876	82,499
Arkansas	479,016	12,795	38,192	37,872	36,570	36,275	35,710	35,588
California	6,343,471 [2]	68,002 [3]	454,743	471,770	471,398	465,121	467,305	470,021
Colorado	801,867	25,649	61,576	63,351	62,076	60,410	59,449	58,219
Connecticut	570,626	14,180	39,889	42,023	41,790	41,953	42,488	42,136
Delaware	122,574	583	8,817	9,841	9,430	9,455	9,085	8,963
District of Columbia	78,422	7,146	5,306	5,492	5,285	4,928	4,807	4,793
Florida	2,666,811	46,917	197,467	206,706	203,753	208,353	195,859	199,002
Georgia	1,649,589	39,908	129,791	131,750	129,385	128,835	125,404	123,215
Hawaii	179,897	1,531	15,042	13,633	14,216	13,756	13,652	13,505
Idaho	272,119	2,880	21,295	21,779	21,162	21,276	20,658	20,333
Illinois	2,112,805	77,843	145,755	154,811	154,454	155,578	152,895	153,347
Indiana	1,046,766	10,755	75,445	85,100	80,527	78,739	78,204	78,709
Iowa	485,115	12,487	37,819	34,874	34,855	34,709	34,590	34,421
Kansas	468,295	13,477	35,471	35,734	35,292	34,715	34,383	33,467
Kentucky	666,225	17,985	49,986	51,907	51,459	51,958	49,250	48,351
Louisiana	681,038	26,631	53,062	56,149	54,384	51,956	56,201	45,418
Maine	196,245	2,635	13,710	13,713	13,842	13,793	14,238	14,244
Maryland	845,700	27,179	59,455	58,611	60,105	58,906	60,281	61,239
Massachusetts	962,958	25,853	67,900	71,067	70,786	70,497	71,443	70,724
Michigan	1,692,739 [2]	27,207	125,592	120,898	119,985	118,480	118,931 [4]	119,266 [4]
Minnesota	837,578	12,795	60,140	61,234	60,204	59,723	59,431	59,652
Mississippi	494,122	2,805	38,662	40,719	39,977	38,302	37,274	36,705
Missouri	917,188	22,691	67,314	68,262	68,127	67,334	67,996	66,550
Montana	142,823	539	10,601	10,670	10,393	10,454	10,503	10,410
Nebraska	291,244	10,091	22,588	21,760	21,367	20,844	20,519	20,458
Nevada	429,362	2,834	31,682	34,564	34,159	34,144	33,760	32,951
New Hampshire	200,772	2,614	10,489	14,625	14,436	14,624	15,026	15,203
New Jersey	1,382,348	28,540	91,115	99,939	98,492	98,873	98,195	98,311
New Mexico	329,040 [2]	5,378	25,796 [4]	26,044 [4]	25,441 [4]	25,107 [4]	24,452 [4]	24,365
New York	2,765,435	48,561	184,672	196,537	196,094	191,144	191,647	192,009
North Carolina	1,489,492	16,927	120,998	124,701	122,148	118,726	115,076	113,775
North Dakota	95,059	909	6,730	6,828	6,511	6,787	6,935	6,985

See notes at end of table.

Table B-1. Public school student membership, by grade and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Total student membership	Pre-kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Ohio	1,827,184	32,815	130,889	136,312	133,887	132,661	132,634	131,403
Oklahoma	642,065	35,270	49,306	51,536	48,386	47,290	46,787	45,447
Oregon	565,586	1,310	39,820	42,258	42,718	42,717	42,750	42,282
Pennsylvania	1,801,971 [2]	12,490	122,769	130,124	130,425	130,104	129,837	130,792
Rhode Island	147,629	1,770	9,840	10,921	10,141	9,721	11,028	10,869
South Carolina	712,317 [2]	22,812	52,314	56,172	55,127	53,607	52,715	51,805
South Dakota	121,606	1,335	9,688	9,073	9,031	8,941	8,935	9,009
Tennessee	964,259	14,937	75,289	76,327	74,612	73,836	72,454	70,419
Texas	4,674,832	217,751	356,706	376,003	366,821	355,365	346,491	345,784
Utah	576,244	9,487	47,591	47,859	46,940	45,982	44,748	42,943
Vermont	94,038	4,556	6,161	6,241	6,229	6,409	6,490	6,571
Virginia	1,230,857	28,684	89,656	93,218	92,145	90,501	90,397	88,811
Washington	1,030,247	10,012	72,165	76,542	76,725	76,831	76,673	76,540
West Virginia	282,535	12,247	21,300	20,901	20,795	20,068	20,217	20,056
Wisconsin	874,633	37,773	59,590	60,474	60,807	60,000	59,995	59,581
Wyoming	86,422	413	6,891	6,566	6,513	6,488	6,493	6,402
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas[5]	57,247	1,734	5,272	5,163	5,195	4,917	5,001	4,523
DDESS: DoDs Domestic[5]	27,548 [2]	2,668	3,331	3,204	3,078	2,767	2,568	2,214
Bureau of Indian Education	–	–	–	–	–	–	–	–
American Samoa	–	–	–	–	–	–	–	–
Guam	–	–	–	–	–	–	–	–
Commonwealth of the Northern Marianas Islands	11,299	462	689	836	930	850	869	857
Puerto Rico	526,565	420	32,490	41,008	39,811	39,915	41,523	40,547
U.S. Virgin Islands	15,903	–	1,015	1,100	1,098	1,121	1,199	1,294

See notes at end of table.

Table B-1. Public school student membership, by grade and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded
United States[1]	**3,628,453**	**3,700,857**	**3,709,409**	**4,199,967**	**3,862,995**	**3,557,585**	**3,374,786**	**230,438**
Alabama	57,055 [4]	59,249 [4]	59,246 [4]	65,495 [4]	55,650 [4]	49,987 [4]	46,474 [4]	†
Alaska	9,475	9,821	9,953	10,719	10,639	10,599	10,092	† [4]
Arizona	83,078	81,611	81,196	84,030	80,655	75,416	76,275	185
Arkansas	35,057	35,502	35,944	37,819	36,781	33,613	30,708	590
California	478,685	487,331	490,054	541,650	513,707	488,227	468,281	7,176
Colorado	58,231	58,369	58,396	63,333	60,702	56,772	55,334	† [4]
Connecticut	42,864	43,041	43,670	48,472	44,526	42,667	40,927	† [4]
Delaware	9,177	9,492	10,176	11,479	10,028	8,367	7,681	† [4]
District of Columbia	4,896	4,912	5,182	7,099	5,028	4,113	4,002	5,433
Florida	199,662	204,170	193,970	233,376	213,074	194,670	169,832	† [4]
Georgia	122,758	122,987	124,544	147,106	123,454	105,009	95,443	† [4]
Hawaii	13,457	13,243	13,420	16,161	13,613	13,238	11,234	196
Idaho	20,711	20,520	20,557	21,800	21,013	19,537	18,598	† [4]
Illinois	156,877	160,039	161,310	178,385	167,459	149,710	144,342	0
Indiana	80,122	81,099	80,850	84,937	81,968	78,556	71,755	† [4]
Iowa	34,557	35,152	36,040	38,992	39,306	38,199	39,114	† [4]
Kansas	33,792	34,295	34,572	37,569	36,316	33,859	33,149	2,204
Kentucky	48,903	49,664	49,723	56,874	51,358	46,582	41,958	267 [4]
Louisiana	52,213	52,180	51,355	55,735	46,857	41,091	37,806	†
Maine	14,394	14,839	15,334	16,100	16,839	16,242	16,322	†
Maryland	61,909	63,706	65,088	76,188	68,452	62,814	61,767	† [4]
Massachusetts	71,586	73,102	73,318	79,576	75,397	72,302	68,757	650
Michigan	121,191	125,523 [4]	126,608 [4]	149,275 [4]	143,421	130,215	126,380	19,767 [4]
Minnesota	59,844	61,968	63,189	67,434	68,614	68,601	74,749	† [4]
Mississippi	37,074	38,945	37,948	41,807	36,461	31,077	27,688	8,678
Missouri	66,675	68,161	68,636	79,020	73,264	67,715	65,443	† [4]
Montana	10,697	10,858	11,180	12,134	11,970	11,287	11,057	70
Nebraska	20,508	20,913	21,047	23,829	22,898	22,022	22,400	† [4]
Nevada	33,722	34,455	34,121	40,265	33,676	25,983	21,828	1,218
New Hampshire	15,318	15,806	16,218	17,532	16,922	16,000	15,959	† [4]
New Jersey	99,028	100,981	100,884	108,724	104,930	100,600	97,078	56,658
New Mexico	23,801	24,271	25,063	30,031	26,961	22,736	19,594	†
New York	195,547	203,146	205,135	242,566	229,873	194,223	185,680	108,601
North Carolina	112,190	113,240	114,543	128,987	105,322	96,966	85,893	† [4]
North Dakota	7,040	7,295	7,472	8,071	8,014	7,820	7,662	† [4]

See notes at end of table.

Table B-1. Public school student membership, by grade and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded
Ohio	132,961	137,821	139,939	164,768	145,347	141,330	134,417	† [4]
Oklahoma	45,010	45,218	45,831	49,091	47,340	42,648	39,321	3,584
Oregon	42,989	43,121	43,018	45,179	45,820	45,161	45,559	884
Pennsylvania	134,406	140,097	143,406	158,874	153,174	143,749	139,930	1,794 [4]
Rhode Island	11,207	11,564	12,098	13,709	12,492	11,421	10,848	† [4]
South Carolina	52,196	53,751	54,067	66,363	55,462	46,467	39,459	† [4]
South Dakota	9,059	9,105	9,248	10,457	9,977	8,847	8,901	† [4]
Tennessee	69,312	71,337	70,745	78,874	74,197	67,397	62,040	12,483
Texas	336,619	340,473	332,671	399,047	332,573	294,661	273,867	† [4]
Utah	41,765	41,829	41,114	41,355	42,535	41,721	40,375	†
Vermont	6,581	6,819	7,039	7,683	7,887	7,658	7,714	† [4]
Virginia	90,691	92,445	93,896	108,115	96,869	90,016	85,413	† [4]
Washington	75,939	77,761	78,219	89,008	84,942	80,461	78,429	†
West Virginia	20,369	21,262	21,330	23,954	21,170	20,241	18,625	† [4]
Wisconsin	60,827	62,030	64,135	73,746	70,788	72,507	72,380	† [4]
Wyoming	6,428	6,338	6,711	7,174	7,274	6,485	6,246	†
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas[5]	4,405	4,150	4,058	3,798	3,494	2,907	2,630	†
DDESS: DoDs Domestic[5]	2,063	1,595	1,319	958	727	561	495	†
Bureau of Indian Education	—	—	—	—	—	—	—	†
American Samoa	—	—	—	—	—	—	—	–
Guam	—	—	—	—	—	—	—	† [4]
Commonwealth of the Northern Marianas Islands	862	835	855	1,166	811	624	558	95
Puerto Rico	40,574	44,309	42,807	41,525	39,176	35,374	33,478	13,608
U.S. Virgin Islands	1,173	1,540	1,230	1,889	1,180	1,108	956	† [4]

— Not available.

† Not applicable.

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

[2] State membership totals in California include adjusted values for one grade. In Alabama, Michigan, New Mexico, Pennsylvania, South Carolina, and the Department of Defense Domestic schools one or more reported values was changed to the sum of grade detail derived from the State Nonfiscal or School Universe surveys.

[3] California prekindergarten data taken from Individuals with Disabilities Education Act (IDEA) Part B counts for students ages 3-5. Data were adjusted. California's prekinder

[5] DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependent schools (domestic), respectively.

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

Table B-2. Public school student membership, by race/ethnicity and state or jurisdiction: School year 2007–08

State or jurisdiction	Total students reported[2]	Race/ethnicity[1] American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic
United States[3]	**48,515,020**	**587,046**	**2,348,472**	**10,249,902**	**8,267,000**	**27,062,600**
Alabama	741,115	6,019	8,437	26,112	263,759	436,788
Alaska	123,277	31,244	9,265	7,504	4,932	70,332
Arizona	1,087,447	59,139	30,518	452,874	60,565	484,351
Arkansas	479,016	3,426	7,411	38,822	108,181	321,176
California	6,084,144	47,543	723,331	3,056,616	466,141	1,790,513
Colorado	801,867	9,395	27,639	224,004	47,836	492,993
Connecticut	570,626	2,113	22,352	94,943	79,324	371,894
Delaware	122,574	430	3,911	12,769	40,503	64,961
District of Columbia	78,422	60	1,169	7,771	65,215	4,207
Florida	2,570,955	7,829	63,795	659,466	615,587	1,224,278
Georgia	1,600,235	2,548	49,531	160,243	627,245	760,668
Hawaii	179,897	1,144	131,303	8,317	4,184	34,949
Idaho	272,058	4,351	4,597	38,026	3,144	221,940
Illinois	2,054,675	5,242	82,646	419,783	409,712	1,137,292
Indiana	1,007,441	2,821	14,102	68,105	127,720	794,693
Iowa	485,115	3,014	10,114	31,711	27,566	412,710
Kansas	463,890	7,683	12,221	62,773	41,500	339,713
Kentucky	654,134	880	6,898	17,754	71,078	557,524
Louisiana	681,038	5,416	9,523	18,259	312,978	334,862
Maine	196,245	1,487	2,929	2,126	4,967	184,736
Maryland	845,700	3,288	47,709	76,251	320,893	397,559
Massachusetts	943,937	2,645	47,404	133,465	78,473	681,950
Michigan	1,678,581	15,519	42,443	79,527	341,391	1,199,701
Minnesota	837,578	17,759	50,427	50,721	78,359	640,312
Mississippi	494,122	971	4,324	9,488	250,031	229,308
Missouri	917,188	3,981	16,335	33,985	164,520	698,367
Montana	142,823	16,260	1,658	3,607	1,365	119,933
Nebraska	291,244	4,974	5,699	37,590	23,286	219,695
Nevada	429,362	6,645	33,902	156,342	47,369	185,104
New Hampshire	200,772	624	4,431	6,162	3,874	185,681
New Jersey	1,382,348	2,210	112,618	268,093	240,148	759,279
New Mexico	328,963	35,954	4,443	182,745	8,606	97,215
New York	2,760,141	13,533	203,840	579,532	539,425	1,423,811
North Carolina	1,439,091	21,278	34,988	147,879	417,547	817,399
North Dakota	95,059	8,396	981	2,005	1,936	81,741
Ohio	1,765,893	2,580	27,077	47,701	301,118	1,387,417
Oklahoma	642,065	123,098	12,463	64,201	69,471	372,832
Oregon	541,326	11,926	26,471	95,085	16,797	391,047
Pennsylvania	1,793,399	2,900	49,706	129,180	285,219	1,326,394
Rhode Island	147,629	1,027	4,539	27,062	13,183	101,818
South Carolina	709,202	2,520	10,521	36,491	278,881	380,789
South Dakota	121,606	13,655	1,398	2,915	2,440	101,198
Tennessee	964,259	1,969	14,925	46,915	238,888	661,562
Texas	4,674,832	16,292	159,241	2,204,602	667,191	1,627,506
Utah	573,515	9,047	18,809	84,579	8,798	452,282

See notes at end of table.

Table B-2. Public school student membership, by race/ethnicity and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Total students reported[2]	Race/ethnicity[1] American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic
Vermont	92,809	277	1,610	1,018	1,546	88,358
Virginia	1,200,136	3,765	67,443	105,556	319,742	703,630
Washington	1,003,679	26,080	86,790	151,442	56,772	682,595
West Virginia	282,535	324	2,020	2,525	14,781	262,885
Wisconsin	874,633	12,755	31,631	66,642	91,467	672,138
Wyoming	86,422	3,010	934	8,618	1,346	72,514
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions						
DoDDS: DoDs Overseas[4]	47,956	300	5,094	7,361	8,610	26,591
DDESS: DoDs Domestic[4]	25,374	185	1,178	5,825	4,627	13,559
Bureau of Indian Education	0	—	0	0	0	0
American Samoa	—	—	—	—	—	—
Guam	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	11,299	0	11,245	0	1	53
Puerto Rico	526,565	0	11	526,269	3	282
U.S. Virgin Islands	15,903	29	26	2,412	13,222	214

— Not available.

[1] Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native.

[2] Totals exclude students for whom race/ethnicity was not reported.

[3] U.S. totals include the 50 states and the District of Columbia.

[4] DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependent schools (domestic), respectively.

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

Table B-3. Number of staff for public schools, by category and state or jurisdiction: School year 2007–08

State or jurisdiction	Total teachers	Instructional aides	Instructional coordinators and supervisors	Total guidance counselors	Librarians	Library support staff	School district administrators	School district administrative support staff	School administrators	School administrative support staff	Student support staff	Other support staff
United States[1]	**3,178,142**	**718,119**	**70,677**	**105,519**	**54,385**	**39,837**	**59,369**	**184,476**	**157,564**	**251,700**	**253,700**	**1,142,147**
Alabama	50,420	6,514 [2]	944 [2]	1,872	1,431	689	325	1,450 [3]	3,029	8,699	2,730	33,553
Alaska	7,613	2,317	185 [2]	290	166	99	500	719	752	1,115	491	2,346
Arizona	54,032	15,362	127	1,450	862	1,942	447	766	2,532	5,532	7,566	14,052
Arkansas	33,882	8,008	788	1,414	961	302	674	2,266	1,728	2,345	3,282	14,681
California	305,230 [4]	65,846	7,146	7,839	1,259	4,207 [5]	3,080	23,204	14,647	33,006	18,280	99,881
Colorado	47,761	14,322	1,813	1,707	851	894	1,266	4,398	2,778	4,690	5,224	13,622
Connecticut	39,304	13,741	2,646	1,396	799	807	875	3,209	2,598	1,663	2,359	17,365
Delaware	8,198	1,550	288	272	139	2	336	337	412	411	757	2,822
District of Columbia	6,347	1,420	336	220	127	29	316	309	443	654	468	1,863
Florida	168,737	29,907	678	6,155	2,924	1,313	2,134	15,012	8,001	15,677	12,996	66,192
Georgia	116,857	28,060	1,913	3,686	2,283	1,675	2,267	2,774	6,503	8,685	7,613	52,767
Hawaii	11,397	2,253	612	660	258	63	229	311	544	1,172	1,629	2,529
Idaho	15,013	2,901	266	614	158	291	133	539	740	939	561	4,994
Illinois	136,571 [4]	29,567 [2]	2,235	1,963	1,963	2,089 [2]	1,203	2,407	3,551	1,772	10,078	21,060
Indiana	62,334	21,112	1,752	1,926	969	1,389	1,110	974	3,178	7,366	2,088	35,262
Iowa	36,089 [6]	10,544	421	1,214	533	940	842	1,897	1,674	2,261	2,382	12,997
Kansas	35,359	8,525	78	1,119	897	623	500	134	1,854	2,167	1,764	1,212
Kentucky	43,536	14,286 [6]	987	1,467	1,122	333	932	2,489	3,030	5,756	2,653	23,771
Louisiana	48,610	11,190	1,768	3,022	1,190	349	346	2,741	2,746	3,383	3,596	20,684
Maine	16,558	6,280	295	623	250	405	562	2,524	1,003	3,868	1,701	5,849
Maryland	59,320	10,999	1,864	2,421	1,225	563	3,327	2,335	3,624	6,260	4,510	20,409
Massachusetts	70,719	22,134	561	2,262	864	961	2,154	3,491	4,765	5,825	8,059	1,319
Michigan	96,204	22,188	3,591	2,631	1,088	667	3,286	1,250	5,059	12,926	12,452	47,645
Minnesota	52,975 [6]	15,745 [6]	1,793	1,078	843	835 [6]	2,042 [6]	2,314 [6]	2,000	4,019 [6]	11,634 [6]	13,154
Mississippi	33,560	9,113	739	1,065	973	284	1,010	2,018	1,922	2,372	2,985	15,103
Missouri	68,430	12,646	904	2,721	1,653	183	1,496	8,884	3,217	307	4,974	28,192
Montana	10,519	2,110 [6]	163	461	382 [6]	144 [2]	167 [6]	478 [2]	552 [6]	45 [2]	708	3,450
Nebraska	21,930 [6]	5,358 [6]	776	790	567 [6]	647	647 [6]	815 [6]	1,035	1,354 [5]	1,320	8,433
Nevada	23,423	4,063 [2]	1,332	888	372	333 [2]	306	956 [2]	1,048	1,334 [2]	491	1,028
New Hampshire	15,484	6,877	251 [5]	827	324	310	666	715	525 [6]	677 [6]	619 [5]	5,298
New Jersey	111,500	23,967	2,728 [2]	2,794	1,778	332 [2]	1,454	6,098 [2]	1,368	8,413 [2]	13,630 [2]	27,490
New Mexico	22,300	6,117	663	815	294	274	834	56	1,519	3,620	3,283	6,924
New York	211,854 [3]	38,999	2,567 [6]	5,971	3,154	1,594	3,005	18,808	9,388 [6]	6,967 [6]	12,356 [6]	59,417
North Carolina	106,562 [4]	28,761	2,047	3,927	2,358	590	1,650	4,987	4,853	7,275	7,819	32,458
North Dakota	8,068	1,991	129	260	191	192	475	146	401	315	519	2,698

See notes at end of table.

Table B-3. Number of staff for public schools, by category and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Total teachers	Instructional aides	Instructional coordinators and supervisors	Total guidance counselors	Librarians	Library support staff	School district administrators	School district administrative support staff	School administrators	School administrative support staff	Student support staff	Other support staff
Ohio	109,766 [6]	18,702 [6]	1,592	3,703	1,433	1,960 [6]	2,625	15,519 [6]	5,171	12,609 [6]	19,470 [6]	51,029
Oklahoma	46,735 [4]	7,719	371	1,643	1,086	862	606	3,211	2,194	3,379	3,627	15,325
Oregon	30,013	10,512	384	1,166	380	760	474	3,261	1,639	4,046	1,974	10,010
Pennsylvania	135,234 [3]	28,205	1,784	4,747	2,248	1,883	2,559	6,995	5,751	10,013	9,491	45,566
Rhode Island	11,271	1,659	74	410	291	80	71	383	468	559	508	1,785
South Carolina	47,382 [4]	8,248	483	1,751	1,109	251	605	500	2,387	545	2,696	130
South Dakota	9,416	1,129	125	312	137	68	615	403	413	463	553	3,385
Tennessee	64,659	15,197	831	2,700	1,893	572	177	818	3,267	4,425	732	31,375
Texas	321,929 [6]	63,017	3,486	10,879	5,066	2,843	5,677	20,074	20,174	23,222	21,160	138,188
Utah	24,336	7,784	977	746	274	399	383	768	1,164	2,248	1,052	8,384
Vermont	8,749 [6]	4,379	242	428	226	259	145	435	550	667	940	2,164
Virginia	71,861	20,255	12,614	4,103	2,040	1,723	1,634	4,614	4,668	7,123	7,179	66,570
Washington	53,960	10,266	522	2,062	1,247	816	1,197	1,656	2,834	4,480	2,889	21,785
West Virginia	20,306	3,491	205	698	362	2 [2]	721	1,141	1,091	442	1,464	8,386
Wisconsin	58,914	10,624	1,225	1,926	1,211	682	941	2,467	2,429	4,027	5,908	14,627
Wyoming	6,915	2,159	376	425	174	327	343	420	345	582	480	2,918
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
DoDDS: DoDs Overseas[7]	4,147	237	24	217	132	—	51	28	224	555	177	473
DDESS: DoDs Domestic[7]	2,243	308	47	91	67	—	64	21	98	396	96	563
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Islands	550	228	8	21	1	15	5	68	37	56	28	94
Puerto Rico	40,826	190	501	951	1,134	143	590	174	1,457	5,334	3,703	16,844
U.S. Virgin Islands	1,518	370	43	75	25	3	50	29	83	93	120	728

— Not available.

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

[2] Data were imputed based on prior-year (fall 2006) data.

[3] Using prior year's reporting, data were disaggregated from current year totals.

[4] State total includes one or more imputed values or has been adjusted to reflect the sum of prekindergarten, kindergarten, elementary, secondary and teachers of ungraded classes.

[5] Data were disaggregated from a reported total.

[6] Data were adjusted.

[7] DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependent schools (domestic), respectively

NOTE: All staff counts are full-time-equivalent (FTE) counts.

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

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

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

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

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

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

This appendix provides information on known anomalies and comments for data users for individual states on the school, agency, and state files. State Notes do not list as anomalies those cases in which data were reported by SEAs but adjusted by using internal (sum of detail within a file) or external (imported from some other CCD file) data. Information about adjustments can be found in section D.2. (NCES edits to nonfiscal data) of the User's Guide.

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.

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.

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.

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.

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.