

Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Version 1a

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I. Introduction to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2007–08, Version 1a

The Common Core of Data (CCD) nonfiscal surveys consist of data submitted annually to NCES by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four outlying areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Department of Defense (DoD) dependents schools (overseas and domestic), and the Bureau of Indian Education (BIE). In order to provide data comparable across states, NCES and representatives of SEAs have worked since the 1950s to develop and accept common data items and definitions. School, local education agency, and state education data for the CCD are collected through the U.S. Department of Education's Education Data Exchange Network (EDEN). The data are edited by the U.S. Census Bureau and maintained in machine-readable datasets by NCES. They are used to produce general-purpose publications and specialized reports. The principal users of CCD nonfiscal data are the federal government; the education research community; state and local government officials, including school boards and local education agency (LEA) administrators; and the general public.

The purpose of the CCD nonfiscal surveys is to provide a listing of all schools (101,565 in 2007–08) and agencies (17,941 in 2007–08)¹ that provide free public elementary and secondary education in the United States and its jurisdictions, along with basic descriptive statistical information on each school and agency listed. The CCD includes all settings in which free public education is provided to children. However, some SEAs do not provide information on education outside of the traditional public school system—such as schools that reside in correctional facilities or hospitals—while others do provide this information.

In the 2007–08 CCD Local Education Agency Universe Survey, there are 18,090 records, one for each public elementary and secondary education agency in the 50 states, the District of Columbia, Puerto Rico, the DoD schools (overseas and domestic), the BIE, and the four outlying areas. Agencies that were coded as open in last year's (2006–07) files, but that are coded as closed for the 2007–08 school year (149 agencies), are kept in the file for one year, and then removed (i.e., they do not appear in files for subsequent years). Their status is indicated by a value of 2 for the variable BOUND07. Once these closed agencies are removed from the count, 17,941 agencies remain. Of these 17,941 agencies, 13,976 are regular local school districts, 1,400 are supervisory unions or regional educational centers, 267 are state-operated agencies, 2,081 are charter school agencies, and 217 are federally operated or other agencies. American Samoa, the BIE, and Guam did not report 2007-08 CCD data. The information for American Samoa, the BIE, and Guam in this file was taken from public websites and some information was carried over from the 2006-07 data.

The CCD system is designed to be inclusive rather than exclusive. Definitions and categories used in the CCD are deliberately generic so that they may accommodate the many and varied organizational structures used in the provision of public elementary and secondary education across the nation. Thus, CCD files contain a substantial number of records representing

¹ These counts of schools and agencies exclude those that closed during the reported year. The counts include schools and agencies that are currently operational, are temporarily inoperable, or that plan to open in the near future. In addition, the counts in the text may be different than those in tables B-1 through B-6, where New York City Public Schools, New York, is treated as a regular school district for analytic purpose.

administrative and operating units that are unlike typical public schools and school districts—for example, regional administrative service centers without students. In 2007–08, 22 percent of all open school districts were unlike typical districts (i.e., non-typical districts are types 3, 4, 5, 6, 7, or 8).²

The CCD system provides variables that enable the data provider and the data user to identify and select records according to the categories of interest to them. The Local Education Agency Universe data file includes the following variables: NCES agency ID number, state agency ID number, agency name, phone number, mailing address, physical location address, agency type code, supervisory union number, Federal Information Processing Standards (FIPS) county code, county name, core based statistical area (CBSA) code, metropolitan/micropolitan code, metropolitan status code, district locale code, congressional district code, operational status code, low/high grade span offered, agency charter code, number of schools, number of full-time-equivalent (FTE) teachers, number of ungraded students, number of PK–12 students, number of migrant students served in summer programs, number of special education/Individualized Education Program (IEP) students, number of English language learner (ELL) students, instructional staff fields, support staff fields, and imputation flags.

The remainder of this document contains a user’s guide and four appendixes. The user’s guide contains information on CCD methodology, including certain conditions that are unique to the data file.

- **Appendix A—Record Layout** gives the variable names and labels of the data elements discussed throughout the documentation, as well as their location in the data file.
- **Appendix B—Value Distribution and Field Frequencies** lists the minimum, maximum, and mean value of each numeric variable as well as the total number of agencies and the number of agencies for which data are missing. Appendix B also lists the frequency of responses by option for each of the categorical values. Additionally, data tables are provided for select statistics by state or jurisdiction.
- **Appendix C—Glossary** defines all of the CCD data items.
- **Appendix D—State Notes** provides comments for data users on individual states.

²Type codes for school districts (TYPE07) are as follows: 1—local school district that is not a component of a supervisory union; 2—local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts; 3—supervisory union administrative center, or a county superintendent serving the same purpose; 4—regional education services agency, or a county superintendent serving the same purpose; 5—state-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population; 6—federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population; 7—charter school agencies; and 8—other education agencies that do not fit into the first seven categories.

II. User's Guide

A. Methodology

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

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

Although every public school must be administered by an education agency, it is not true that every education agency must operate schools. Some agencies provide support to other agencies and do not have teachers or students permanently assigned to them. In the event that a student is served by more than one agency, there may be some question about where to count the student's membership. Because the CCD asks for a headcount and not an FTE student count, reporting officials are asked to include the student in the LEA that is responsible for him or her.

Comments About the Local Education Agency Universe Data File

Users of the data file need to be aware of certain characteristics of the file.

Coverage, response, and nonsampling error. The coverage of the Local Education Agency Universe Survey includes all school districts and administrative units providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. There are 59 responding units: the 50 states, the District of Columbia, Puerto Rico, the Department of Defense dependents schools (overseas and domestic), the Bureau of Indian Education, and the four outlying areas. American Samoa, the Bureau of Indian Education, and Guam did not report any data for the 2007–08 school year.

Nonsampling error is the error in an estimate arising at any stage in a survey from such sources as varying interpretation of questions by respondents, unwillingness/inability of respondents to give correct answers, nonresponse, improper coverage, and other sources exclusive of sampling error. Nonsampling error may occur if the reporting state did not follow the item definitions correctly. This can arise when states follow different education policies and are not able to map their data exactly to the CCD. For example, 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. Another source of nonsampling error is the timing of the initial data collection. States may vary from the “as of October 1” requirement of the CCD.

Undercoverage and vertical consistency. Although CCD coverage of traditional (i.e., regular; see Appendix C—Glossary for definition) public schools and school districts is virtually 100 percent, the same cannot be said for publicly funded education outside of traditional settings and organizations. The CCD asks states to report all free public education in their state regardless of who administers the schools or districts. However, there are states that do not report schools that are administered by state organizations other than SEAs (such as health and human services or corrections departments). These include schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA. Conversely, when these institutions are reported in the CCD school and agency universe files, the students and teachers may not be included in the count of persons for whom the state assumes responsibility in its official report.

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

Missing value options. All data elements are either completed by the state or have been filled with “0,” “-1,” “-2,” “M,” or “N” by NCES.

- 0—There are no occurrences of this data element. A value was expected and measured, but there are no cases in the category. (For example, a district having no 12th-graders would report 0.)
- M (or -1 for numeric values)—Data are missing. A value was expected and none was measured. (For example, a district that has at least one 12th-grader but cannot measure the number of 12th-graders would report -1.)
- N (or -2 for numeric values)—Data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report -2 for 12th-graders.)

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

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

Comments about Selected Variables

Data users should also take note of certain conditions regarding some variables in the file. The code in parentheses before the variable description indicates the variable name, which is also referenced in appendix A. *Counts exclude closed agencies (Bound =2), and do not match counts in appendix B, which include all agencies.*

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

(LEAID) NCES Local Education Agency ID. Each record contains a unique NCES Local Education Agency ID number assigned to each record. The first two characters of this number are the FIPS code.

(STID07) State Education Agency ID. Each record contains a State Local Education Agency ID. State Local Education Agency ID numbers are assigned by SEAs and may not be unique across states.

(NAME07) Name of Education Agency. Each record contains the name of the local education agency. NCES reviewed any record filling the 60 characters assigned and may have adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(PHONE07) Area Code + Telephone Number. This field contains the telephone number of the education agency.

(MSTREE07) Mailing Address. This field contains the mailing address of the agency. This field may contain a street address or a P.O. Box number. If the mailing street, city, state, and ZIP Code fields were left blank, data from the corresponding location address fields were inserted.

(MCITY07) Mailing City Name. There may be some valid cases in which an agency may be located in one city and have a mailing address in another city. Each record contains a mailing city.

(MSTATE07) Mailing State Abbreviation. Every record contains a two-letter U.S. Postal Service abbreviation for the state where the mailing address is located. Each record contains a mailing state. There are valid cases in which an agency may be located in one state and have a mailing address in another state. A list of the 20 agencies that have a mailing state code different from their FIPS state code is included at the end of this section in table 2.

(MZIP07, MZIP407) Mailing Zip Code + 4. Each record contains a mailing ZIP Code. The last four digits may be left blank if unknown.

(LSTREE07) Location Address. This is the location address of the agency. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields were inserted. Location street was reported as “M” for 12 records.

(LCITY07) Location City. Each record contains a location city.

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

(LZIP07, LZIP407) Location Zip Code + 4. Each record contains a location ZIP Code. The last four digits may be left blank if unknown.

(TYPE07) Education Agency Type Code. This is the NCES code for type of agency. Each record has an education agency type code. Agencies classified as supervisory union administrative centers (TYPE07 = 3) generally do not report student membership, although Vermont and Virginia are exceptions and report students in membership for such agencies. The agency type codes are as follows:

- 1 = Local school district that is not a component of a supervisory union.
- 2 = Local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.
- 3 = Supervisory union administrative center, or a county superintendent serving the same purpose.
- 4 = Regional education services agency, or a county superintendent serving the same purpose.
- 5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.
- 6 = Federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.
- 7 = Agencies for which all associated schools are charter schools.
- 8 = Other education agencies that do not fit into the first seven categories.

The code “7” response option for the TYPE field was changed for the agency file starting in 2007–08, and code response option “8” was added to the file. In prior years, “7” represented other education agencies, including charter school agencies; in 2007–08, this code was changed to represent charter school agencies only, which did not have their own response option in prior years. Code “8” now represents other education agencies, excluding charter school agencies.

Special Note for New York City Public Schools: New York did not report the New York City Public Schools (LEAID =3620580) as a single district in 2007–08. The state reported a total of 33 geographic districts comprising what had been the New York City Public Schools in previous years. The geographic districts are all identified as components of a Supervisory Union (TYPE07=2) of the New York City Public Schools, which is identified as a Supervisory Union (TYPE07=3). The Supervisory Union number item (UNION07) allows users to aggregate the geographic districts into a single entity for the New York City Public Schools.

(UNION07) Supervisory Union Number. This field contains the ID number assigned by the state to the supervisory unit and component agencies. The records for 91 supervisory union components and supervisory union administrative centers contain an “N” (not applicable) in this field.

(CONAME07) County Name. This field contains the name of county in which the agency is located. There are 9 records in the Department of Defense overseas, 1 record in American Samoa, 1 record in Guam, and 2 in the U.S. Virgin Islands that contain an “N” (not applicable) for County Name in the agency file. All other records were reported with county name information based on the location of the district.

Data users should note that starting with 2006–07 CCD, a different methodology was used to assign local education agency counties. In 2006–07, the county assignment is based on the physical location address of the local education agency. In prior years, counties were assigned to local education agencies based on the counties of the schools associated with the local education agency, weighted by student enrollment.

(CONUM07) FIPS County Code. This field contains the FIPS County Code for the county in which agency is located. A small number of supervisory unions in the New England states have a FIPS county code that differs from the county in which the agency is physically located. There are 9 records in the Department of Defense overseas, 1 record in American Samoa, 1 record in Guam, and 2 in the U.S. Virgin Islands that contain an “N” (not applicable) for County Code in the agency file. All other records were reported with county name information based on the location of the district.

Data users should note that starting in 2006–07 CCD, a different methodology was used to assign local education agency counties. In 2006–07, the county assignment is based on the physical location address of the local education agency. In prior years, counties were assigned to local education agencies based on the counties of the schools associated with the local education agency, weighted by student enrollment.

(CSA07) CSA Code. A value in this field indicates that the agency’s schools are associated with a recognized Combined Statistical Area (CSA). If the schools used to weight the agency’s assignment are not within a CSA, the field is assigned a value of “N” (not applicable).

(CBSA07) CBSA Code. This field contains the Core Based Statistical Area (CBSA) Code associated with the agency’s address. A value in this field indicates that the agency’s address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus and is designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan statistical area, the field is zero filled. The assignment was made using a file of FIPS county codes matched to CBSA codes. In earlier years, for the New England states, the assignment was made using the NECTA codes of the schools within the corresponding agency. This was discontinued in the 2006–07 CCD. The metropolitan area definitions used were those issued by the U.S. Office of Management and Budget as of June 2003. There are 4 records that contain an “M” for the CBSA code.

(METMIC07) Metropolitan/Micropolitan Type Code. This field indicates whether the CBSA is a metropolitan or micropolitan area.

0 = CBSA is equal to 70,300 or higher and does not have an associated type code. CBSA equal to 70,300 or higher is the NECTA and is not denoted as metropolitan or micropolitan.

1 = CBSA is a metropolitan area.

2 = CBSA is a micropolitan area.

(ULOCAL07) District Urban-centric Locale Code. The locale code is an indicator of a district's location relative to a populous area. Beginning with the 2006–07 CCD files, the locale code methodology was changed from a 1-digit code based on metropolitan statistical areas to a 2-digit code based on urban clusters. In order to distinguish the two methodologies, the older system of locale codes is referred to as “metro-centric” and the current system is referred to as “urban-centric.” Local education agency (LEA) locale codes are derived from the locale codes of their associated schools, weighted by the number of students in membership for each school. The methodology used to assign locale codes is described at the end of this section.

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

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

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

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

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

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

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

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

- 31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
- 32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
- 33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles of an urbanized area.
- 41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
- 42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
- 43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

(CDCODE07) Congressional District Code. Congressional District codes 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. Starting in 2006–07, the Congressional Districts of the United States Code was added to the agency file. The FIPS code provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States. If an agency serves multiple congressional districts, this field will contain the primary one. See Appendix C for more information.

(LATCOD07) Latitude. Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a building's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000. Addresses that could not be found at the Census block level were assigned a blank.

(LONCOD07) Longitude. Longitude is the east or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with latitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a building's longitude is 90 degrees, 15 minutes west, then it is shown as -90.250000.

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

(BOUND07) Operational Status Code. This field contains a classification of changes in an education agency's boundaries since the last report to NCES. All agencies are coded to reflect their status as reported for the 2007–08 school year. The valid responses include the following:

- 1 = No significant boundary change for this agency since the last report. Currently in operation.
- 2 = Education agency has closed with no effect on another agency's boundaries.
- 3 = New agency formed with no effect on another agency's boundaries.
- 4 = Agency was in existence, but not reported in previous year's CCD agency universe survey, and is now being added.
- 5 = Agency has undergone a significant change in geographic boundaries or instructional responsibility.
- 6 = Agency is temporarily closed and may reopen within 3 years.
- 7 = Agency is scheduled to be operational within 2 years.
- 8 = Agency was closed on previous year's file but has reopened.

Agencies with an operational status code of "2" remain in the file for one year for historical purposes. Code "6" and "7" response options for the BOUND field were added to the agency file starting in 2002–03. Code "8" response option for the BOUND field was added to the agency file starting in 2005–06.

(GSLO07, GSHI07) Low/High Grade span offered. These fields indicate the lowest grade and highest grade offered by the agency. If low/high grade span was not reported, it was calculated using the low/high grade spans of the associated schools in the CCD school universe file. Reported grade spans were adjusted when grades spans of the associated schools were found outside of the district grade span that was reported.

(AGCHRT07) Agency Charter Code. This code is an indicator of charter schools served by the agency. This field was added to the agency file starting in 2002–03. The values for this field were calculated by matching each agency to its associated schools in the school file.

- 1 = All associated schools are charter schools.
- 2 = Some associated schools are charter schools and some are noncharter schools.
- 3 = All associated schools are noncharter schools.

(UG07) Ungraded Membership. This field contains the total number of students in classes or programs without standard grade designations. Ungraded students are reported as "-2" (not applicable) for states in which students are not assigned to this grade category.

(PK1207) Prekindergarten–Grade 12 Membership. This field is a count of the total number of students in classes from prekindergarten through grade 12 that are part of the public school program. There are valid agency records that do not include number of students. For example, several school districts may send students to an agency that serves only students who are enrolled in these other ‘sending’ districts. In this case, the ‘receiving agency’ would report zero student membership. Student counts are also not generally attributed to supervisory union administrative centers or regional education services agencies.

(MIGRNT07) Migrant Students Served in Summer Programs. This field contains the number of migrant students, as defined under 34 CFR 200.40, enrolled in summer programs during the summer immediately prior to the 2007–08 school year (i.e., data are for the previous [2006–07] school year).

(SPECED07) Special Education/IEP Students. This field contains the count of all students ages 3–21 having a written Individualized Education Program (IEP) under the Individuals With Disabilities Education Act (IDEA), Part B.

(ELL07) English Language Learner Students. This field contains the number of English language learner (ELL) students served in appropriate programs.

Teacher and Staff Data Items. Categories of LEA employees. Teacher and staff data items in the file are as follows: Prekindergarten Teachers (PKTCH07), Kindergarten Teachers (KGTCH07), Elementary Teachers (ELMTCH07), Secondary Teachers (SECTCH07), Teachers of Ungraded Classes (UGTCH07), Total FTE Teachers (TOTTCH07), Instructional Aides (AIDES07), Instructional Coordinators/Supervisors (CORSUP07), Elementary Guidance Counselors (ELMGUI07), Secondary Guidance Counselors (SECGUI07), Total Guidance (TOTGUI07), Librarians/Media Specialists (LIBSPE07), Librarians/Media Support Staff (LIBSUP07), LEA Administrators (LEAADM07), LEA Administrative Support Staff (LEASUP07), School Administrators (SCHADM07), School Administrative Support Staff (SCHSUP07), Student Support Services Staff (STUSUP07), and All Other Support Staff (OTHSUP07).

See appendix C for definitions of teachers and staff types. All teacher and staff counts are FTEs. Not all states are able to report each of these items.

Derived Variables. Number of Schools and FTE Teachers are derived from the individual school records in the CCD Public Elementary/Secondary School Universe Survey file.

- (SCH07) Number of Schools. This variable is constructed from the public school universe file. It sums the number of operational schools in that file affiliated with the district.
- (TEACH07) FTE Teachers. This variable is constructed from the public school universe file. It sums the FTE teachers reported in that file for schools affiliated with the district. FTE teachers are reported to the nearest tenth in the public school and agency universe files. This is not necessarily the total number of teachers employed by the agency, since some teachers, often those providing special education or services to homebound students, may not be assigned to a particular school. Thus, FTE counts may be less than the total teacher counts obtained from agency staff reports for each state. However, in

2007–08, there are 3,897 LEAs for which the aggregate of their FTE count for schools associated with the LEA exceeds the total number of teachers reported from agency staff reports.

District Locale Code Methodology

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

The district urban-centric locale codes were derived from the locale codes of schools within the district, weighted by the number of students in each locale type. District locale codes were assigned using the following rules.

1. If 50 percent or more of students attend schools with the same locale and locale subtype, that code is assigned to the district. For example, if 50 percent of the students in a district were in schools with the locale code of “town, fringe,” the district would be assigned a locale code of “town, fringe.”
2. For those districts where the majority of students do not fall into one of the 12 locale and subtype groupings, the student counts are aggregated into the 4 main locale types (city, suburb, town, or rural). The main locale type with the largest number of students is then examined to determine which subtype had the greatest number of students. That locale code and subtype is assigned to the district. For example, if 40 percent of students were in schools with a “town” locale code, 30 percent were in schools with a “suburb” locale code, and 30 percent were in schools with a “rural” locale code, the district would be assigned one to the subtypes of the “town” locale code. If 80 percent of the students in schools with “town” locale codes were in “town, remote” schools, the district would be assigned a locale code of “town, remote.”
3. If the number of students for two or more locale codes is the same, then the highest (i.e., most rural) locale code is assigned.
4. Districts with no schools or students were given a locale code of “N” (not applicable).

The 12 urban-centric locale codes are identified in the section, Comments about Selected Variables.

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

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

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

² U.S. Postal Service state abbreviation codes.

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

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

Table 2. Agencies with mailing address in another state, by administration state and NCES agency identification number: School year 2007–08

Administration state	NCES ID	Agency name	City	State
Arizona	0400103	OMBUDSMAN EDUCATIONAL SERVICES LTD.	LIBERTYVILLE	IL
	0400188	ADVANCED EDUCATION SERVICES INC.	COLTON	CA
	0400234	ACADEMY OF ARIZONA	SOUTHFIELD	MI
	0400286	ADVANCED EDUCATION SERVICES	COLTON	CA
	0400324	ARIZONA SCHOOL FOR INTEGRATED ACADEMICS AND TECHNOLOGIES	VISTA	CA
	0400443	ADVENTURE ACADEMIES OF AMERICA	ALPINE	UT
Idaho	1602610	PLEASANT VALLEY ELEM DIST	JORDAN VALLEY	OR
New York	3611100	FISHERS ISLAND UNION FREE SCHOOL DISTRICT	NEW LONDON	CT
North Dakota	3805670	EARL 18	SIDNEY	MT
	3820340	YELLOWSTONE 14	FAIRVIEW	MT
Ohio	3901300	HECTOR GARCIA ACADEMY	EAST	MI
	3901316	STAR ACADEMY OF COLUMBUS	AUBURN	IN
	3901320	LAKESIDE COLLEGE PREPARATORY ACADEMY	EAST LANSING	MI
	3901328	HILLCREST SCIENCE ACADEMY	EAST LANSING	MI
South Dakota	4635010	GREATER HOYT SCHOOL DISTRICT 61-4	AKRON	IA
	4665250	GREATER SCOTT SCHOOL DISTRICT 61-5	HAWARDEN	IA
Texas	4800077	BEXAR COUNTY ACADEMY	SOUTHFIELD	MI
	4842540	TEXHOMA ISD	TEXHOMA	OK
Vermont	5000024	RIVENDELL INTERSTATE SCHOOL DISTRICT	ORFORD	NH
	5099955	SAU 70	HANOVER	NH

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Local Education Agency Universe Survey," 2007–08, Version 1a.

B. User Guidelines for Processing the Local Education Agency Universe Survey Data Files

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2007–08 Local Education Agency Universe Survey SAS file is called AG071A.SAS7BDAT, and the tab delimited ASCII file is called AG071A.TXT. 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 agency universe 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.

C. Guidelines for Using the Flat ASCII Data File

When using the flat ASCII data file, care should be taken to label the identification number variables (e.g., LEAID) 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.

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(*) Fields have one explicit decimal place, unless otherwise noted.

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

The file contains data for school year 2007–08, sorted by the NCES-assigned local education agency identification code (LEAID).

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.

Variable Name	Order	Data Type	Description
LEAID	1	AN	NCES Local Education Agency ID. The first two positions of this field are also the Federal Information Processing Standards (FIPS) state code.
FIPST	2	AN	Federal Information Processing Standards (FIPS) state code.
STID07	3	AN	State’s own ID for the education agency.
NAME07	4	AN	Name of the education agency.
NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation.			
M: when alphanumeric data are missing; that is, a value is expected but none was measured.			
-1: when numeric data are missing; that is, a value is expected but none was measured.			
N: when alphanumeric data are not applicable; that is, a value is neither expected nor measured.			
-2: when numeric data are not applicable; that is, a value is neither expected nor measured.			
PHONE07	5	AN	Telephone number of education agency.
MSTREE07	6	AN	Mailing address of the agency—may be a street address, a P.O. Box number, or, if there is no address beyond CITY, STATE, and ZIP, the character “N.”
MCITY07	7	AN	Name of the agency mailing address city.
MSTATE07	8	AN	Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP07	9	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP407	10	AN	Four-digit ZIP+4, if assigned; if none, field is blank.
LSTREE07	11	AN	Location address of agency.
LCITY07	12	AN	Location city of agency.
LSTATE07	13	AN	Location state (two-letter postal abbreviation).
LZIP07	14	AN	Location 5-digit ZIP Code.
LZIP407	15	AN	Location +4 ZIP Code.

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Variable Name	Order	Data Type	Description
TYPE07	16	AN	<p>Agency type code:</p> <p>1 = Regular local school district. Locally governed agency responsible for providing free public elementary or secondary education; includes independent school districts and those that are a dependent segment of a local government such as a city or county.</p> <p>2 = Local school district that is a component of a supervisory union. Regular local school district that shares its superintendent and administrative services with other school districts participating in the supervisory union.</p> <p>3 = Supervisory Union. An education agency that performs administrative services for more than one school district, providing a common superintendent for participating districts.</p> <p>4 = Regional Education Service Agency. Agency providing specialized education services to a variety of local education agencies, or a county superintendent serving the same purposes.</p> <p>5 = State-Operated Agency. Agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services. Includes the State Education Agency if this agency operates schools. Examples include elementary/secondary schools operated by the state for the deaf or blind; and programs operated by state correctional facilities.</p> <p>6 = Federally-Operated Agency. A federal agency that is charged, at least in part, with providing elementary or secondary instruction or support services.</p> <p>7 = Charter Agency. All schools associated with the agency are charter schools.</p> <p>8 = Other Education Agency. Agency providing elementary or secondary instruction or support services that does not fall within the definitions of agency types 1–7.</p>
UNION07	17	AN	Supervisory union number. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the FIPS county number. If no number was reported, the field will contain "000."
CONUM07	18	AN	FIPS county number (two digit FIPS state numeric code + three digits FIPS county code) based on the location of the administrative office.
CONAME07	19	AN	County name based on the location of the administrative office.
CSA07	20	AN	<p>Combined Statistical Area (CSA). The CSA assignment is based on the CSA assignments of schools associated with the agency, weighted by the number of students in each school. A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan statistical area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. If the school(s) used to weight the assignment are not within a CSA, the field will be assigned an "N" (not applicable).</p> <p>NOTE: Starting in 2006–07, this field contains only the CSA code for all areas. Prior to 2006–07, this field contained the New England City and Town Areas (NECTA) codes for agencies in the New England States.</p>
CBSA07	21	AN	Core Based Statistical Area (CBSA). A value in this field indicates that the agency's address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus, and designated by the U.S. Government as a metropolitan or micropolitan statistical area. The integration of adjacent communities is determined by the CBSAs of schools associated with the agency, weighted by the number of students in each school. If the agency is not in any type of metropolitan/micropolitan statistical area the field contains an "N" (not applicable).

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Variable Name	Order	Data Type	Description
			NOTE: Starting in 2006–07, this field contains only the CBSA code for all areas. Prior to 2006–07, this field contained the NECTA codes for agencies in the New England States. This assignment was made using a file of FIPS county codes matched to CBSA codes.
METMIC07	22	AN	<p>Indicates whether the CBSA is a metropolitan or micropolitan area.</p> <p>0 = CBSA is equal to 70,300 or higher and does not have an associated type code. CBSA equal to 70,300 or higher is NECTA and is not denoted as metropolitan or micropolitan.</p> <p>1 = CBSA is a metropolitan area.</p> <p>2 = CBSA is a micropolitan area.</p>
ULOCAL07	23	AN	<p>NCES urban-centric locale code.</p> <p>NOTE: Starting in 2006–07, CCD data files contain a new locale code system that is based on the urbanity of the agency location. In prior years, the locale was assigned based on an agency's metro status. See appendix C, Glossary for more detail.</p> <p>11 = City, Large Territory inside an urbanized area and inside a principal city with population of 250,000 or more.</p> <p>12 = City, Mid-size Territory inside an urbanized area and inside a principal city with a population less than 250,000 and greater than or equal to 100,000.</p> <p>13 = City, Small Territory inside an urbanized area and inside a principal city with a population less than 100,000.</p> <p>21 = Suburb, Large Territory outside a principal city and inside an urbanized area with population of 250,000 or more.</p> <p>22 = Suburb, Mid-size Territory outside a principal city and inside an urbanized area with a population less than 250,000 and greater than or equal to 100,000.</p> <p>23 = Suburb, Small Territory outside a principal city and inside an urbanized area with a population less than 100,000.</p> <p>31 = Town, Fringe Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.</p> <p>32 = Town, Distant Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.</p> <p>33 = Town, Remote Territory inside an urban cluster that is more than 35 miles from an urbanized area.</p> <p>41 = Rural, Fringe Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.</p> <p>42 = Rural, Distant Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.</p> <p>43 = Rural, Remote Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.</p>

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Variable Name	Order	Data Type	Description
CDCODE07	24	AN	Congressional district code based on location of administrative office. FIPS numeric code for the congressional districts that are legislatively defined subdivision of the state for the purpose of electing representatives to the House of Representative of the United States Congress. The first two digits are the FIPS state numeric code, which makes the congressional district code unique across states (see Appendix C Glossary for detail).
LATCOD07	25 *	N	Latitude. Based on the location of the administrative office, the value of LATCOD ranges from 17 to 71. It contains an explicit decimal point. The digits to the left of the decimal represent the number of degrees from the equator; the digits to the right of the decimal represent the fraction of the next degree carried out to six decimal places.
LONCOD07	26 *	N	Longitude. Based on the location of the administrative office, the value of LONCOD ranges from -65 to -177. The minus sign (-) indicates west of the prime meridian. It contains an explicit decimal point. The digits to the left of the decimal point represent the number of degrees from the prime meridian; the digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places.
BOUND07	27	AN	<p>The boundary change indicator is a classification of changes in an education agency’s boundaries since the last report to NCES. The options are as follows:</p> <p>1 = No significant boundary change for this agency since the last report. Currently in operation.</p> <p>2 = Education agency has closed with no effect on another agency’s boundaries.</p> <p>3 = This is a new education agency formed with no effect on another agency’s boundaries.</p> <p>4 = Agency was in existence, but not reported in previous year’s CCD agency universe survey, and is now being added.</p> <p>5 = Agency has undergone a significant change in geographic boundaries or instructional responsibility.</p> <p>6 = Agency is temporarily closed and may reopen within 3 years.</p> <p>7 = Agency is scheduled to be operational within 2 years.</p> <p>8 = Agency was closed on previous year’s file but has reopened.</p>
GSLO07	28	AN	Agency low grade offered. If grade span data were not reported, this field was calculated from the low grade spans of the associated schools in the CCD school universe file.
GSHI07	29	AN	Agency high grade offered. If grade span data were not reported, this field was calculated from the high grade spans of the associated schools in the CCD school universe file. When combined, GSLO and GSHI are the grade span of the school.
AGCHRT07	30	AN	<p>Agency charter. Code indicating charter schools served:</p> <p>1 = All associated schools are charter schools.</p> <p>2 = Some associated schools are charter schools and some are non-charter schools.</p> <p>3 = All associated schools are non-charter schools.</p>
SCH07	31	N	Aggregate number of schools associated with this agency in the CCD school universe file.

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Variable Name	Order	Data Type	Description
TEACH07	32 *	N	Aggregate full-time-equivalent (FTE) classroom teachers reported for schools associated with this agency in the CCD school universe file, reported to the nearest tenth; field includes one explicit decimal point. This is not necessarily the total number of teachers employed by the agency.
UG07	33	N	Total number of students in classes or programs without standard grade designations.
PK1207	34	N	Total number of students in classes from prekindergarten through 12th grade that are part of the public school program.
MEMBER07	35	N	Calculated total student membership of the local education agency: the sum of the fields UG and PK12.
MIGRNT07	36	N	The number of migrant students, as defined under 34 CFR 200.40, enrolled in summer programs during the summer immediately prior to the 2007–08 school year.
SPECED07	37	N	Count of all students having a written Individualized Education Program (IEP) under the Individuals With Disabilities Education Act (IDEA), Part B.
ELL07	38	N	The number of English language learner (ELL) students served in appropriate programs.
PKTCH07	39 *	N	Prekindergarten teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
KGTCH07	40 *	N	Kindergarten teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
ELMTCH07	41 *	N	Elementary teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SECTCH07	42 *	N	Secondary teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
UGTCH07	43 *	N	Teachers of classes or programs to which students are assigned without standard grade designation. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTTCH07	44 *	N	Total teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
AIDES07	45 *	N	Instructional aides. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
CORSUP07	46 *	N	Instructional coordinators & supervisors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
ELMGUI07	47 *	N	Elementary guidance counselors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
SECGUI07	48 *	N	Secondary guidance counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTGUI07	49 *	N	Total guidance counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSPE07	50 *	N	Librarians/media specialists. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSUP07	51 *	N	Library/media support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.

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Variable Name	Order	Data Type	Description
LEAADM07	52 *	N	LEA administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEASUP07	53 *	N	LEA administrative support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHADM07	54 *	N	School administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHSUP07	55 *	N	School administrative support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
STUSUP07	56 *	N	Student support services staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
OTHSUP07	57 *	N	All other support services staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.

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Variable	Label	M	N	Other
FIPST	FIPS State Number	0	0	18,090
LEAID	NCES Agency Identification Number	0	0	18,090
STID07	State Local Education Number	0	0	18,090
NAME07	Education Agency Name	0	0	18,090
PHONE07	Telephone Number	0	0	18,090
MSTREE07	Mailing Address	0	0	18,090
MCITY07	Mailing City	0	0	18,090
MSTATE07	Mailing State	0	0	18,090
MZIP07	Mailing Five Digit Zip Code	0	0	18,090
MZIP407	Mailing Secondary Zip Code	3,071	0	15,019
LSTREE07	Location Address	13	0	18,077
LCITY07	Location City	0	0	18,090
LSTATE07	Location State	0	0	18,090
LZIP07	Location Five Digit Zip Code	0	0	18,090
LZIP407	Location Secondary Zip Code	3,162	0	14,928
UNION07	Supervisory Union Identification Number	0	240	17,850
CONUM07	FIPS County Code	4	13	18,073
CONAME07	County Name	4	13	18,073
CSA07	Combined Statistical Area	4	10,140	7,946
CBSA07	Population Nucleus and Adjacent Community Integrated	4	4,296	13,790
METMIC07	Metropolitan or Micropolitan Area	4	21	18,065
CDCODE07	Congressional District Code	4	21	18,065
LATCOD07	Latitude	25	0	18,065
LONCOD07	Longitude	25	0	18,065

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.

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Variable	Label	Minimum	Maximum	Mean	-1	-2
SCH07	Aggregate Number of Schools Associated with Agency	0	1,536.0	5.8	0	240
TEACH07	Aggregate FTE Classroom Teachers	0	41,818.0	154.0	1,696	1,422
UG07	Ungraded Students	0	20,475.0	70.6	2	14,633
PK1207	PK - 12 Students	0	693,580.0	3,037.1	287	1,479
MEMBER07	Calculated Total Student Membership	0	693,680.0	2,991.6	22	1,414
MIGRNT07	Migrant Students Served in a Summer Programs	0	5,247.0	62.2	14,446	1,516
SPECED07	Special Education – Individualized Education Plan	0	99,680.0	434.7	3,034	1,298
ELL07	English Language Learner Students	0	75,108.0	204.1	3,996	1,447
PKTCH07	Teachers - Prekindergarten	0	656.0	3.7	5,924	244
KGTCH07	Teachers - Kindergarten	0	2,598.0	11.6	3,414	244
ELMTCH07	Teachers - Elementary	0	21,335.0	92.0	1,945	244
SECTCH07	Teachers - Secondary	0	14,017.0	82.0	2,303	244
UGTCH07	Teachers - Ungraded	0	5,452.0	21.9	2,001	6,464
TOTTCH07	Teachers - Total	0	40,826.0	193.1	1,420	244
AIDES07	Instructional Aides / Paraprofessionals	0	9,303.5	47.6	3,070	244
CORSUP07	Instructional Coordinators and Supervisors	0	1,726.4	4.9	3,233	244
ELMGUI07	Guidance Counselors - Elementary	0	467.3	2.7	6,426	244
SECGUI07	Guidance Counselors - Secondary	0	665.6	4.3	5,764	244
TOTGUI07	Guidance Counselors - Total	0	1,132.9	7.2	3,041	244
LIBSPE07	Librarians / Media Specialists	0	1,134.0	3.9	3,709	244
LIBSUP07	Librarians / Media Support Staff	0	311.0	2.9	6,612	244
LEAADM07	LEA Administrators	0	743.2	3.8	2,183	244
LEASUP07	LEA Administrative Support Staff	0	2,485.0	13.0	4,202	244
SCHADM07	School Administrators	0	1,586.6	10.1	2,083	244
SCHSUP07	School Administrative Support Staff	0	5,334.0	17.1	3,367	244
STUSUP07	Student Support Services Staff	0	3,703.0	15.6	3,188	244
OTHSUP07	All Other Support Staff	0	16,844.0	77.2	3,158	244

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

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
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Agency Type					
TYPE07	Label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	Regular local school district	13,529	74.8	13,529	74.8
2	Local school district that is a component of a supervisory union	517	2.9	14,046	77.7
3	Supervisory union	209	1.2	14,255	78.8
4	Regional education service agency	1,203	6.7	15,458	85.5
5	State-operated agency	275	1.5	15,733	87.0
6	Federally-operated agency	36	0.2	15,769	87.2
7	Charter agency	2,126	11.8	17,895	98.9
8	Other education agency	195	1.1	18,090	100.0

NCES Urban-centric Locale Code					
ULOCAL07	Label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
11	City, Large	1,186	6.6	1,186	6.6
12	City, Midsize	499	2.8	1,685	9.3
13	City, Small	766	4.2	2,451	13.6
21	Suburb, Large	2,892	16.0	5,343	29.5
22	Suburb, Midsize	412	2.3	5,755	31.8
23	Suburb, Small	331	1.8	6,086	33.6
31	Town, Fringe	843	4.7	6,929	38.3
32	Town, Distant	1,245	6.9	8,174	45.2
33	Town, Remote	1,134	6.3	9,308	51.5
41	Rural, Fringe	2,242	12.4	11,550	63.9
42	Rural, Distant	3,628	20.1	15,178	83.9
43	Rural, Remote	2,891	16.0	18,069	99.9
N	Not applicable	21	0.1	18,090	100.0

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Operational Status Code

BOUND07	Label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	Continuing	17,522	96.9	17,522	96.9
2	Closed	149	0.8	17,671	97.7
3	New	183	1.0	17,854	98.7
4	Added	122	0.7	17,976	99.4
5	Changed boundary	15	0.1	17,991	99.5
6	Inactive	35	0.2	18,026	99.7
7	Future	56	0.3	18,082	100.0
8	Reopened	8	#	18,090	100.0

Agency Low Grade Offered

GSLO07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	130	0.7	130	0.7
02	15	0.1	145	0.8
03	24	0.1	169	0.9
04	42	0.2	211	1.2
05	98	0.5	309	1.7
06	186	1.0	495	2.7
07	224	1.2	719	4.0
08	61	0.3	780	4.3
09	913	5.1	1,693	9.4
10	87	0.5	1,780	9.8
11	55	0.3	1,835	10.1
12	5	#	1,840	10.2
KG	5,395	29.8	7,235	40.0
N	1,427	7.9	8,662	47.9
PK	9,349	51.7	18,011	99.6
UG	79	0.4	18,090	100.0

Rounds to zero
Character codes:
M - Missing
N - Not applicable

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Agency High Grade Offered

GSHI07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	8	#	8	#
02	16	0.1	24	0.1
03	25	0.1	49	0.3
04	50	0.3	99	0.6
05	153	0.9	252	1.4
06	599	3.3	851	4.7
07	71	0.4	922	5.1
08	2,694	14.9	3,616	20.0
09	82	0.5	3,698	20.4
10	61	0.3	3,759	20.8
11	63	0.4	3,822	21.1
12	12,715	70.3	16,537	91.4
KG	5	#	16,542	91.4
N	1,427	7.9	17,969	99.3
PK	42	0.2	18,011	99.6
UG	79	0.4	18,090	100.0

Agency Charter

AGCHRT07	Label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	All schools are charter schools	2,077	11.5	2,077	11.5
2	Some schools are charter schools	677	3.7	2,754	15.2
3	All schools are non- charter schools	14,108	78.0	16,862	93.2
N	Not applicable	1,228	6.8	18,090	100.0

Rounds to zero
Character codes:
M - Missing
N - Not applicable

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-1. Number of local education agencies, by operational status and state or jurisdiction: School year 2007–08

State or jurisdiction	Operational status								
	All agencies	Continuing	Closed	New ¹	Added ²	Changed boundary	Inactive ³	Future ⁴	Reopened
United States⁵	18,015	17,448	149	183	121	15	35	56	8
Alabama	172	160	3	9	0	0	0	0	0
Alaska	54	54	0	0	0	0	0	0	0
Arizona	624	592	2	11	0	0	16	3	0
Arkansas	305	282	10	4	2	0	0	7	0
California	1,139	1,120	10	9	0	0	0	0	0
Colorado	262	201	0	0	61	0	0	0	0
Connecticut	200	193	2	2	0	0	3	0	0
Delaware	41	39	0	0	0	0	0	2	0
District of Columbia	58	56	0	2	0	0	0	0	0
Florida	77	77	0	0	0	0	0	0	0
Georgia	205	204	0	1	0	0	0	0	0
Hawaii	1	1	0	0	0	0	0	0	0
Idaho	136	128	1	5	0	0	0	2	0
Illinois	1,091	1,069	13	9	0	0	0	0	0
Indiana	371	365	2	4	0	0	0	0	0
Iowa	376	372	2	0	0	2	0	0	0
Kansas	332	331	1	0	0	0	0	0	0
Kentucky	195	194	1	0	0	0	0	0	0
Louisiana	106	98	1	7	0	0	0	0	0
Maine	305	300	1	1	0	2	0	1	0
Maryland	25	24	1	0	0	0	0	0	0
Massachusetts	501	497	1	3	0	0	0	0	0
Michigan	848	838	4	5	1	0	0	0	0
Minnesota	569	542	6	15	0	0	0	6	0
Mississippi	164	163	0	1	0	0	0	0	0
Missouri	561	550	0	11	0	0	0	0	0
Montana	517	504	1	0	2	1	9	0	0
Nebraska	312	288	17	3	0	4	0	0	0
Nevada	19	18	1	0	0	0	0	0	0
New Hampshire	275	267	2	5	0	0	1	0	0
New Jersey	678	670	0	7	0	0	0	0	1
New Mexico	95	95	0	0	0	0	0	0	0
New York ⁶	838	830	1	4	1	2	0	0	0
North Carolina	251	242	0	7	0	0	0	2	0
North Dakota	242	227	8	2	0	3	0	2	0
Ohio	1,097	1,023	22	25	0	0	1	19	7
Oklahoma	601	586	14	1	0	0	0	0	0
Oregon	223	222	1	0	0	2	0	0	0
Pennsylvania	792	734	3	7	47	0	0	1	0
Rhode Island	52	50	0	0	0	0	2	0	0
South Carolina	103	102	0	0	0	0	0	1	0
South Dakota	191	181	7	3	0	0	0	0	0
Tennessee	140	136	0	0	4	0	0	0	0
Texas	1,274	1,256	7	10	0	0	0	1	0
Utah	114	98	1	5	1	0	0	9	0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-1. Number of local education agencies, by operational status and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	All agencies	Operational status								
		Continuing	Closed	New ¹	Added ²	Changed boundary	Inactive ³	Future ⁴	Reopened	
Vermont	360	358	0	1	1	0	0	0	0	
Virginia	231	230	1	0	0	0	0	0	0	
Washington	309	307	1	0	1	0	0	0	0	
West Virginia	57	57	0	0	0	0	0	0	0	
Wisconsin	463	458	1	3	0	1	0	0	0	
Wyoming	63	59	0	1	0	0	3	0	0	
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ⁷	9	9	0	0	0	0	0	0	0	
DDESS: DoDs Domestic ⁷	7	7	0	0	0	0	0	0	0	
Bureau of Indian Education	20	20	0	0	0	0	0	0	0	
American Samoa	1	1	0	0	0	0	0	0	0	
Guam	1	1	0	0	0	0	0	0	0	
Commonwealth of the Northern Marianas Islands	1	1	0	0	0	0	0	0	0	
Puerto Rico	1	1	0	0	0	0	0	0	0	
U.S. Virgin Islands	2	1	0	0	1	0	0	0	0	

¹ New agencies opened for the first time within the school year reported.

² Added agencies are reported for the first time although they have been operating for more than one year.

³ Inactive agencies are closed temporarily and expected to reopen within three years.

⁴ Future agencies are expected to open within two years.

⁵ U.S. totals include the 50 states and the District of Columbia.

⁶ For analytic purposes, the New York City Public School District and its associated 33 geographic districts are counted as a single regular school district.

⁷ 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), "Local Education Agency Universe Survey," 2007–08, Version 1a.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-2. Number of local education agencies, by agency type and state or jurisdiction: School year 2007–08

State or jurisdiction	Agency type						
	Regular school districts	Supervisory unions ¹	Regional education service agencies ²	Charter agencies	State agencies	Federal agencies	Other education agencies
United States³	14,008	208	1,203	2,126	275	0	195
Alabama	134	0	0	0	38	0	0
Alaska	53	0	0	0	1	0	0
Arizona	240	0	4	366	10	0	4
Arkansas	253	0	16	19	4	0	13
California	1,036	6	79	18	0	0	0
Colorado	178	0	83	1	0	0	0
Connecticut	169	0	6	16	7	0	2
Delaware	19	0	1	19	2	0	0
District of Columbia	1	0	0	56	1	0	0
Florida	67	0	0	0	3	0	7
Georgia	180	0	16	4	5	0	0
Hawaii	1	0	0	0	0	0	0
Idaho	116	0	0	16	4	0	0
Illinois	879	0	206	1	5	0	0
Indiana	294	1	28	42	4	0	2
Iowa	365	0	11	0	0	0	0
Kansas	319	0	0	0	13	0	0
Kentucky	175	0	18	0	2	0	0
Louisiana	70	0	0	22	8	0	6
Maine	292	0	8	0	5	0	0
Maryland	24	0	0	1	0	0	0
Massachusetts	352	0	86	62	1	0	0
Michigan	552	0	58	234	4	0	0
Minnesota	340	0	58	152	3	0	16
Mississippi	152	0	0	0	12	0	0
Missouri	524	0	0	28	5	0	4
Montana	431	56	21	0	4	0	5
Nebraska	271	0	36	0	5	0	0
Nevada	18	0	0	0	1	0	0
New Hampshire	178	84	0	12	0	0	1
New Jersey	616	0	1	57	3	0	1
New Mexico	89	0	0	0	6	0	0
New York ⁴	698	0	37	97	6	0	0
North Carolina	116	0	2	103	3	0	27
North Dakota	202	0	37	0	3	0	0
Ohio	614	0	109	370	4	0	0
Oklahoma	541	0	0	0	3	0	57
Oregon	196	0	23	3	1	0	0
Pennsylvania	501	0	106	128	19	0	38
Rhode Island	32	0	4	8	6	0	2
South Carolina	86	0	13	1	3	0	0
South Dakota	174	0	14	0	3	0	0
Tennessee	136	0	0	0	4	0	0
Texas	1,033	0	20	205	16	0	0
Utah	40	0	4	67	3	0	0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-2. Number of local education agencies, by agency type and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Agency type						
	Regular school districts	Supervisory unions ¹	Regional education service agencies ²	Charter agencies	State agencies	Federal agencies	Other education agencies
Vermont	292	59	1	0	1	0	7
Virginia	134	2	71	0	24	0	0
Washington	296	0	10	0	0	0	3
West Virginia	55	0	0	0	2	0	0
Wisconsin	426	0	16	18	3	0	0
Wyoming	48	0	0	0	15	0	0
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions							
DoDDS: DoDs Overseas ⁵	0	0	0	0	0	9	0
DDESS: DoDs Domestic ⁵	0	0	0	0	0	7	0
Bureau of Indian Education	0	0	0	0	0	20	0
American Samoa	1	0	0	0	0	0	0
Guam	1	0	0	0	0	0	0
Commonwealth of the							
Northern Marianas Islands	1	0	0	0	0	0	0
Puerto Rico	1	0	0	0	0	0	0
U.S. Virgin Islands	2	0	0	0	0	0	0

¹ Supervisory unions provide administrative services to school districts through a common superintendent.

² Regional education service agencies provide services to a variety of local education agencies.

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

⁴ For analytic purposes, the New York City Public School District and its associated 33 geographic districts are counted as a single regular school district.

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

NOTE: Universe for this table includes all local education agencies, including closed, inactive, and future agencies.

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

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-3. Number of operational public elementary and secondary local education agencies with membership and number of students in membership, by agency type and state or jurisdiction: School year 2007–08

State or jurisdiction	Agency type													
	Regular school districts		Supervisory unions ¹		Regional education service agencies ²		Charter agencies		State agencies		Federal agencies		Other education agencies	
	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students
United States³	13,645	48,183,858	37	15,328	303	197,079	1,988	698,567	172	59,732	0	0	29	28,840
Alabama	133	743,349	0	0	0	0	0	0	34	1,167	0	0	0	0
Alaska	53	130,624	0	0	0	0	0	0	1	405	0	0	0	0
Arizona	217	987,188	0	0	1	122	346	98,897	1	184	0	0	3	1,056
Arkansas	245	476,110	0	0	0	0	10	2,682	2	224	0	0	0	0
California	1,025	6,264,831	0	0	6	1,960	18	8,654	0	0	0	0	0	0
Colorado	178	796,824	0	0	4	622	1	4,421	0	0	0	0	0	0
Connecticut	169	548,428	0	0	6	6,886	16	4,020	4	11,292	0	0	0	0
Delaware	19	114,062	0	0	0	0	17	8,512	0	0	0	0	0	0
District of Columbia	1	58,191	0	0	0	0	54	20,231	0	0	0	0	0	0
Florida	67	2,645,680	0	0	0	0	0	0	2	1,066	0	0	7	20,065
Georgia	180	1,646,010	0	0	0	0	4	3,162	1	417	0	0	0	0
Hawaii	1	179,897	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	115	265,844	0	0	0	0	14	6,214	1	61	0	0	0	0
Illinois	868	2,099,118	0	0	86	9,330	1	360	5	3,997	0	0	0	0
Indiana	292	1,033,329	0	0	1	46	40	11,120	4	1,438	0	0	2	833
Iowa	364	485,114	0	0	0	0	0	0	0	0	0	0	0	0
Kansas	296	467,743	0	0	0	0	0	0	6	552	0	0	0	0
Kentucky	174	666,019	0	0	0	0	0	0	2	206	0	0	0	0
Louisiana	69	651,377	0	0	0	0	22	13,122	7	13,160	0	0	6	3,379
Maine	287	194,953	0	0	0	0	0	0	4	1,152	0	0	0	0
Maryland	24	845,700	0	0	0	0	0	0	0	0	0	0	0	0
Massachusetts	244	799,227	0	0	86	138,543	61	25,036	1	152	0	0	0	0
Michigan	551	1,576,637	0	0	57	15,343	222	100,604	1	132	0	0	0	0
Minnesota	339	806,343	0	0	19	2,898	143	27,961	1	283	0	0	2	93
Mississippi	152	493,302	0	0	0	0	0	0	11	820	0	0	0	0
Missouri	523	900,195	0	0	0	0	28	14,877	4	2,116	0	0	0	0
Montana	421	142,700	0	0	0	0	0	0	2	123	0	0	0	0
Nebraska	254	290,912	0	0	0	0	0	0	4	332	0	0	0	0
Nevada	18	429,362	0	0	0	0	0	0	0	0	0	0	0	0
New Hampshire	165	200,274	0	0	0	0	9	478	0	0	0	0	1	20
New Jersey	591	1,359,949	0	0	0	0	57	17,498	3	2,722	0	0	0	0
New Mexico	89	329,045	0	0	0	0	0	0	6	414	0	0	0	0
New York ⁴	696	2,730,427	0	0	0	0	96	30,963	6	4,045	0	0	0	0
North Carolina	115	1,425,076	0	0	0	0	98	32,607	0	0	0	0	2	352
North Dakota	187	94,959	0	0	0	0	0	0	2	93	0	0	0	0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-3. Number of operational public elementary and secondary local education agencies with membership and number of students in membership, by agency type and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Agency type													
	Regular school districts		Supervisory unions ¹		Regional education service agencies ²		Charter agencies		State agencies		Federal agencies		Other education agencies	
	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students
Ohio	612	1,743,920	0	0	0	0	322	81,628	3	1,636	0	0	0	0
Oklahoma	539	641,682	0	0	0	0	0	0	3	383	0	0	0	0
Oregon	195	562,545	0	0	14	2,343	3	381	1	317	0	0	0	0
Pennsylvania	500	1,718,588	0	0	14	7,897	125	67,275	10	869	0	0	0	0
Rhode Island	32	133,066	0	0	4	10,746	8	1,933	5	1,884	0	0	0	0
South Carolina	86	710,982	0	0	0	0	0	0	2	1,337	0	0	0	0
South Dakota	160	121,606	0	0	0	0	0	0	0	0	0	0	0	0
Tennessee	136	963,264	0	0	0	0	0	0	4	995	0	0	0	0
Texas	1,031	4,581,008	0	0	0	0	198	90,485	14	3,339	0	0	0	0
Utah	40	556,314	0	0	0	0	58	19,685	1	245	0	0	0	0
Vermont	238	89,048	35	2,276	1	16	0	0	0	0	0	0	4	2,698
Virginia	130	1,217,805	2	13,052	0	0	0	0	0	0	0	0	0	0
Washington	295	1,029,576	0	0	4	327	0	0	0	0	0	0	2	344
West Virginia	55	281,735	0	0	0	0	0	0	2	800	0	0	0	0
Wisconsin	426	867,929	0	0	0	0	17	5,761	2	943	0	0	0	0
Wyoming	48	85,991	0	0	0	0	0	0	10	431	0	0	0	0
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions														
DoDDS: DoDs Overseas ⁵	0	0	0	0	0	0	0	0	0	0	9	57,247	0	0
DDESS: DoDs Domestic ⁵	0	0	0	0	0	0	0	0	0	0	7	27,549	0	0
Bureau of Indian Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Samoa	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guam	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Commonwealth of the Northern Marianas	1	11,299	0	0	0	0	0	0	0	0	0	0	0	0
Puerto Rico	1	526,565	0	0	0	0	0	0	0	0	0	0	0	0
U.S. Virgin Islands	2	15,903	0	0	0	0	0	0	0	0	0	0	0	0

¹ Supervisory unions provide administrative services to school districts through a common superintendent.

² Regional education service agencies provide services to a variety of local education agencies.

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

⁴ For analytic purposes, the New York City Public School District and its associated 33 geographic districts are counted as a single regular school district.

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

NOTE: Membership is the count of students enrolled on October 1 of the reported school year.

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

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-4. Number of operational regular public elementary and secondary school districts with membership and percentage distribution of students in membership in city, suburban, town, and rural locales, by state or jurisdiction: School year 2007–08

State or jurisdiction	City						Suburban					
	Large		Midsized		Small		Large		Midsized		Small	
	Number of districts	Percent of students										
United States¹	173	15.3	174	7.1	414	32.9	2,222	3.3	309	3.3	229	2.2
Alabama	0	0.0	5	19.8	11	9.3	9	11.5	3	4.2	5	2.1
Alaska	1	37.4	0	0.0	1	10.9	0	0.0	0	0.0	1	1.0
Arizona	23	41.2	4	6.0	6	4.5	11	18.1	0	0.0	4	2.9
Arkansas	0	0.0	1	5.7	15	22.2	5	6.6	2	1.7	2	1.0
California	55	27.0	57	11.3	62	9.9	204	31.6	42	4.7	33	3.1
Colorado	7	23.4	2	5.5	3	6.9	13	36.2	0	0.0	2	6.7
Connecticut	0	0.0	4	14.2	10	12.2	65	45.5	12	9.4	0	0.0
Delaware	0	0.0	0	0.0	1	5.3	5	50.0	0	0.0	3	8.0
District of Columbia	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Florida	1	4.7	3	3.8	2	3.4	16	66.0	6	8.5	1	1.5
Georgia	1	3.0	4	6.8	10	7.6	17	41.8	0	0.0	2	1.2
Hawaii	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Idaho	0	0.0	1	9.6	5	20.1	1	12.6	0	0.0	3	5.6
Illinois	1	19.4	7	5.8	23	6.0	265	40.5	39	3.5	17	1.7
Indiana	8	13.1	2	4.2	14	13.4	40	24.0	4	1.8	5	0.8
Iowa	0	0.0	3	10.9	10	19.2	6	4.8	1	0.4	0	0.0
Kansas	1	10.0	4	12.4	1	2.3	7	15.4	1	0.8	1	0.1
Kentucky	2	19.7	0	0.0	6	5.6	15	10.7	3	0.6	1	0.0
Louisiana	0	0.0	4	19.6	5	15.9	7	15.2	2	5.2	1	5.4
Maine	0	0.0	0	0.0	6	12.8	0	0.0	9	9.6	11	3.8
Maryland	1	9.6	0	0.0	1	1.7	5	58.5	3	12.0	2	6.5
Massachusetts	1	7.0	3	6.7	9	9.2	151	65.6	18	5.2	1	0.0
Michigan	1	6.8	8	6.0	27	12.8	106	33.8	17	3.8	13	3.2
Minnesota	2	9.4	0	0.0	8	10.2	27	31.9	2	0.9	3	0.8
Mississippi	0	0.0	1	6.3	5	7.1	3	7.8	3	2.0	1	0.6
Missouri	6	10.0	1	2.7	5	5.6	39	31.1	2	1.2	3	2.7
Montana	0	0.0	3	11.6	5	14.2	0	0.0	1	0.2	2	0.6
Nebraska	5	28.8	1	11.5	0	0.0	2	6.5	1	1.3	0	0.0
Nevada	0	0.0	1	15.3	1	1.9	1	72.0	0	0.0	0	0.0
New Hampshire	0	0.0	1	8.1	1	6.2	7	8.9	10	15.8	10	9.3
New Jersey	2	3.1	0	0.0	12	6.8	413	76.4	17	1.5	12	1.6
New Mexico	1	29.2	0	0.0	4	15.3	2	5.8	0	0.0	1	1.0
New York	2	37.6	2	2.0	20	4.1	233	33.7	12	1.0	10	1.3
North Carolina	2	18.6	4	14.7	4	2.4	1	0.8	7	6.9	1	1.7
North Dakota	0	0.0	0	0.0	3	30.1	0	0.0	1	6.6	1	3.3

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-4. Number of operational regular public elementary and secondary school districts with membership and percentage distribution of students in membership in city, suburban, town, and rural locales, by state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	City												Suburban										
	Large			Midsized			Small			Large			Midsized			Small							
	Number of districts	Percent of students	Percent of students	Number of districts	Percent of students	Percent of students	Number of districts	Percent of students	Percent of students	Number of districts	Percent of students	Percent of students	Number of districts	Percent of students	Percent of students	Number of districts	Percent of students	Percent of students					
Ohio	6	10.5	2.4	2	2.4	4.7	157	38.0	11	1.7	20	2.4	7	20.2	0.0	14	4.7	14	17.4	0.1	1	2.1	
Oklahoma	3	10.7	11.5	4	11.5	11.8	13	24.0	3	1.9	1	0.3	2	11.7	1.8	13	6.3	21	38.8	4.4	20	3.6	
Oregon	0	0.0	18.4	1	18.4	15.9	20	55.3	0	0.0	0	0.0	0	0.0	0.0	2	15.9	6	23.1	3.6	2	2.3	
Pennsylvania	0	0.0	16.4	1	16.4	10.9	0	0.0	0	0.0	0	0.0	0	0.0	0.0	1	10.9	8	17.7	0.8	2	2.3	
Rhode Island	2	19.6	7.2	2	7.2	5.9	8	17.7	2	0.8	2	2.3	26	26.4	9.4	22	6.3	68	27.3	1.0	10	2.2	
South Carolina	0	0.0	7.0	2	7.0	8.3	6	60.0	0	0.0	1	2.7	0	0.0	0.0	3	8.3	6	60.0	0.0	1	2.7	
South Dakota	0	0.0	0.0	0	0.0	6.7	0	0.0	0	0.0	0	0.0	0	0.0	0.0	2	6.7	0	0.0	12.1	0	0.0	
Tennessee	1	6.0	12.9	7	12.9	4.3	14	39.3	2	1.6	1	0.2	1	6.0	6.0	8	4.3	14	39.3	1.6	1	0.2	
Texas	1	4.4	12.0	5	12.0	14.5	32	34.8	14	8.2	6	2.2	0	0.0	0.0	5	16.2	0	0.0	13.3	1	1.8	
Utah	1	10.0	5.1	2	5.1	15.1	39	14.1	12	6.0	12	4.2	1	10.0	100.0	12	15.1	39	14.1	6.0	12	4.2	
Vermont	0	0.0	0.0	0	0.0	28.7	0	0.0	0	0.0	0	0.0	0	0.0	0.0	2	28.7	0	0.0	0.0	0	0.0	
Virginia	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Washington	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
West Virginia	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Wisconsin	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Wyoming	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
DoDDS: DoDs Overseas ²	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic ²	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Bureau of Indian Education	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
American Samoa	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Guam	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Commonwealth of the Islands	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Puerto Rico	0	0.0	0.0	0	0.0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0.0	0	0.0	1	100.0	0.0	0	0.0	
U.S. Virgin Islands	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-4. Number of operational regular public elementary and secondary school districts with membership and percentage distribution of students in membership in city, suburban, town, and rural locales, by state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Town						Rural					
	Fringe		Distant		Remote		Fringe		Distant		Remote	
	Number of districts	Percent of students										
United States¹	688	4.1	991	4.9	837	3.4	1,709	9.6	3,295	6.9	2,604	2.4
Alabama	12	5.6	18	6.3	2	0.5	17	15.1	32	20.2	19	5.4
Alaska	0	0.0	1	12.4	6	9.5	1	2.9	0	0.0	42	25.9
Arizona	5	1.6	12	2.2	28	7.3	31	10.2	37	3.8	56	2.0
Arkansas	6	4.8	31	13.1	16	7.4	40	16.7	73	13.4	54	7.5
California	71	3.6	72	2.5	38	0.8	165	4.0	150	1.1	76	0.3
Colorado	5	1.7	4	1.5	25	6.5	9	5.3	27	2.3	81	4.1
Connecticut	14	5.2	0	0.0	0	0.0	46	12.3	18	1.1	0	0.0
Delaware	5	19.3	2	11.1	0	0.0	1	3.4	2	2.8	0	0.0
District of Columbia	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Florida	2	0.6	11	2.7	2	0.4	12	6.7	9	1.6	2	0.1
Georgia	9	2.5	24	4.5	8	1.4	47	20.7	44	9.3	14	1.1
Hawaii	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Idaho	3	2.3	13	12.1	12	9.3	11	16.7	29	6.2	37	5.5
Illinois	38	2.9	80	5.2	55	3.1	85	5.9	224	5.0	34	0.9
Indiana	23	5.8	51	11.7	3	0.6	49	11.7	90	12.5	3	0.3
Iowa	8	3.9	31	10.8	40	13.8	24	9.4	140	17.0	101	9.8
Kansas	11	5.0	19	7.5	38	17.7	17	9.2	67	9.8	129	9.8
Kentucky	6	4.9	25	10.7	24	9.0	30	17.9	37	14.5	25	6.3
Louisiana	7	10.3	9	6.9	4	2.2	6	4.9	17	12.2	7	2.2
Maine	8	8.3	9	7.8	13	5.4	36	17.8	97	25.2	98	9.3
Maryland	0	0.0	2	1.6	0	0.0	4	5.1	5	4.4	1	0.5
Massachusetts	14	1.1	4	0.4	0	0.0	33	4.5	10	0.2	0	0.0
Michigan	37	6.1	23	3.5	28	3.7	73	8.7	147	8.8	71	2.8
Minnesota	14	6.5	25	7.5	31	8.4	31	9.5	83	7.2	113	7.9
Mississippi	2	1.4	9	4.1	42	24.0	18	14.8	44	24.1	24	7.8
Missouri	11	3.8	36	7.6	45	9.5	41	7.9	188	10.9	146	7.0
Montana	2	1.3	0	0.0	52	36.1	21	3.9	74	10.8	261	21.4
Nebraska	2	1.5	9	5.1	27	18.6	8	3.0	53	9.0	146	14.8
Nevada	1	1.6	0	0.0	6	4.9	3	3.8	1	0.1	4	0.5
New Hampshire	8	6.8	7	6.1	12	5.1	36	15.3	50	15.2	23	3.2
New Jersey	22	1.5	0	0.0	0	0.0	93	8.4	20	0.6	0	0.0
New Mexico	2	3.6	5	5.1	22	23.1	2	6.3	7	1.8	43	8.9
New York	55	4.3	40	2.5	14	0.9	93	6.0	177	6.1	38	0.6
North Carolina	7	3.6	11	3.6	1	0.3	35	32.3	31	13.4	11	1.6
North Dakota	0	0.0	2	2.3	9	18.4	5	0.5	35	8.8	131	30.0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-4. Number of operational regular public elementary and secondary school districts with membership and percentage distribution of students in membership in city, suburban, town, and rural locales, by state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Town						Rural					
	Fringe		Distant		Remote		Fringe		Distant		Remote	
	Number of districts	Percent of students										
Ohio	59	7.8	54	6.6	3	0.3	122	14.2	163	11.3	1	0.1
Oklahoma	12	4.5	49	12.9	40	9.3	63	8.5	202	14.9	148	7.5
Oregon	22	13.6	20	9.2	19	6.7	15	4.1	32	3.3	58	3.0
Pennsylvania	64	9.4	26	3.3	10	1.2	77	11.5	85	7.4	12	0.6
Rhode Island	1	2.5	0	0.0	0	0.0	6	7.6	2	0.3	0	0.0
South Carolina	4	4.8	14	10.6	3	0.8	19	24.3	26	11.2	0	0.0
South Dakota	2	4.4	5	4.9	14	21.2	5	6.2	27.0	9.2	105	26.8
Tennessee	10	4.3	18	5.3	6	2.1	28	20.6	39	12.5	11	1.6
Texas	39	3.2	98	5.4	83	3.9	109	7.6	320	5.4	229	1.8
Utah	2	7.3	3	4.2	7	5.3	1	0.4	4	1.7	11	3.1
Vermont	3	2.9	20	17.8	8	7.6	32	13.7	115	28.3	49	11.0
Virginia	2	0.6	18	4.4	1	0.1	23	18.0	38	10.2	15	2.4
Washington	22	6.3	23	5.2	11	2.2	28	4.0	75	4.3	64	1.9
West Virginia	3	5.8	7	17.3	5	5.4	7	14.7	16	20.4	9	5.1
Wisconsin	33	8.3	50	12.6	8	1.5	48	6.7	129	10.9	80	5.6
Wyoming	0	0.0	1	4.1	16	43.0	3	6.2	4	2.9	22	15.0
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
DoDDS: DoDs Overseas ²	†	†	†	†	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic ²	†	†	†	†	†	†	†	†	†	†	†	†
Bureau of Indian Education	†	†	†	†	†	†	†	†	†	†	†	†
American Samoa	†	†	†	†	†	†	†	†	†	†	†	†
Guam	†	†	†	†	†	†	†	†	†	†	†	†
Commonwealth of the Northern Marianas	†	†	†	†	†	†	†	†	†	†	†	†
Puerto Rico	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
U.S. Virgin Islands	†	†	†	†	†	†	†	†	†	†	†	†

† Not applicable. Locale codes are not assigned to these areas.

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

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

NOTE: This table includes districts operated by the Bureau of Indian Education and the Department of Defense although they are technically federally-operated. For analytical purposes, New York City Public Schools, New York, is treated as a regular school district. City includes the categories of City, Large Territory; City, Mid-size Territory; and City, Small Territory. Suburban includes the categories of Suburb, Large Territory; Suburb, Mid-size Territory; and Suburb, Small Territory. Town includes the categories of Town, Fringe Territory; Town, Distant Territory; and Town, Remote Territory. Rural includes the categories of Rural, Fringe; Rural, Distant; and Rural, Remote. Membership is the count of students enrolled on October 1 of the reported school year. Details may not sum to totals because of rounding.

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

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-5. Number and percentage of summer migrant students, students served in English language learner (ELL) programs, and students with Individualized Education Programs (IEPs), by state or jurisdiction: School year 2007–08

State or jurisdiction	Migrant ¹		ELL ²		IEPs ³	
	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students
Reporting States⁴	‡	‡	‡	‡	5,767,018	11.7
Alabama	—	—	‡	‡	84,772	11.4
Alaska	—	—	16,823	12.8	17,535	13.4
Arizona	‡	‡	‡	‡	122,217	11.2
Arkansas	‡	‡	25,903	5.4	56,065	11.7
California	‡	‡	—	—	669,264	10.7
Colorado	‡	‡	85,323	10.6	—	—
Connecticut	—	—	30,046	5.3	68,987	12.1
Delaware	‡	‡	7,260	5.9	19,319	15.8
District of Columbia	—	—	5,120	6.5	‡	‡
Florida	—	—	231,403	8.7	389,729	14.6
Georgia	‡	‡	81,041	4.9	188,532	11.4
Hawaii	—	—	16,959	9.4	20,441	11.4
Idaho	—	—	16,671	6.1	27,834	10.2
Illinois	—	—	156,736	7.4	322,674	15.3
Indiana	‡	‡	46,304	4.4	179,076	17.1
Iowa	‡	‡	19,442	4.0	68,891	14.2
Kansas	‡	‡	31,760	6.8	65,686	14.0
Kentucky	‡	‡	12,896	1.9	109,187	16.4
Louisiana	—	—	8,851	1.3	88,153	12.9
Maine	—	—	4,036	2.1	31,749	16.2
Maryland	‡	‡	—	—	103,763	12.3
Massachusetts	—	—	55,730	5.8	166,885	17.3
Michigan	‡	‡	‡	‡	236,128	13.9
Minnesota	‡	‡	61,229	7.3	119,002	14.2
Mississippi	—	—	5,428	1.1	65,091	13.2
Missouri	—	—	—	—	137,737	15.0
Montana	‡	‡	6,722	4.7	18,116	12.7
Nebraska	—	—	19,128	6.6	45,687	15.7
Nevada	41	#	46,667	10.9	47,672	11.1
New Hampshire	—	—	3,201	1.6	—	—
New Jersey	—	—	—	—	—	—
New Mexico	—	—	61,207	18.6	46,404	14.1
New York	‡	‡	‡	‡	—	—
North Carolina	‡	‡	127,449	8.7	191,358	13.1
North Dakota	—	—	2,645	2.8	13,556	14.3
Ohio	‡	‡	34,943	1.9	274,278	15.0
Oklahoma	—	—	37,744	5.9	95,323	14.8
Oregon	4,490	0.8	62,111	11.0	77,731	13.7
Pennsylvania	—	—	45,930	2.6	293,524	16.4
Rhode Island	—	—	7,149	4.8	28,967	19.6
South Carolina	—	—	13,542	1.9	103,124	14.5
South Dakota	—	—	—	—	17,752	14.6
Tennessee	—	—	25,670	2.7	108,603	11.3
Texas	‡	‡	454,092	9.7	472,680	10.1
Utah	—	—	46,770	8.1	76,273	13.2

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-5. Number and percentage of summer migrant students, students served in English language learner (ELL) programs, and students with Individualized Education Programs (IEPs), by state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Migrant ¹		ELL ²		IEPs ³	
	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students
Vermont	—	—	983	1.0	‡	‡
Virginia	779	0.1	84,344	6.9	167,409	13.6
Washington	‡	‡	80,694	7.8	123,698	12.0
West Virginia	—	—	2,335	0.8	47,301	16.7
Wisconsin	210	#	43,790	5.0	126,496	14.5
Wyoming	—	—	2,395	2.8	14,403	16.7
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions						
DoDDS: DoDs Overseas ⁵	†	†	4,231	7.4	5,396	9.4
DDESS: DoDs Domestic ⁵	†	†	1,697	6.2	3,432	12.5
Bureau of Indian Education	—	—	—	—	—	—
American Samoa	†	†	—	—	—	—
Guam	—	—	—	—	—	—
Commonwealth of the						
Northern Marianas Islands	†	†	10,688	94.6	698	6.2
Puerto Rico	—	—	2,595	0.5	99,680	18.9
U.S. Virgin Islands	—	—	435	2.7	1,680	10.6

— Not available.

† Not applicable.

Rounds to zero.

‡ Reporting standards not met. Response rate was less than 80 percent for state-level estimates and less than 85 percent for national estimates.

¹ Migrant students include those who were served in a summer program immediately prior to the 2006–07 school year.

² English language learners (ELL, formerly known as limited English proficient, or LEP) are individuals who (1) were not born in the United States or whose native language is a language other than English; or (2) come from environments where a language other than English is dominant; or (3) 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 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 U.S. society.

³ IEPs are written instructional plans for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA, Part B).

⁴ A reporting states total is shown if data for any item in the table were not available for some, but not more than 15 percent, of all schools in the United States.

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), "Local Education Agency Universe Survey," 2007–08, Version 1a.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-6. Number of staff for public schools, by category and state or jurisdiction: School year 2007–08

State or jurisdiction	Teachers	Instructional aides	Instructional coordinators and supervisors	Guidance counselors	Librarians	Library support staff	School district administrators	School district administrators support staff	School administrators	School administrative support staff	Student support staff	Other support staff
Reporting States¹	3,123,243.3	701,959.7	70,748.7	105,462.2	±	±	59,336.7	±	157,787.2	241,168.1	224,860.3	1,115,394.5
Alabama	±	—	—	±	±	±	±	—	±	±	±	±
Alaska	7,610.5	2,316.1	—	288.4	165.1	98.6	499.7	718.2	751.6	1,114.9	490.1	2,345.7
Arizona	±	±	±	±	±	±	±	±	±	±	±	±
Arkansas	33,882.0	8,008.0	788.0	1,414.0	961.0	302.0	674.0	2,266.0	1,728.0	2,345.0	3,282.0	14,681.0
California	301,117.3	65,845.5	7,140.8	±	±	—	±	±	14,643.9	33,006.0	—	104,088.0
Colorado	±	±	±	±	±	±	±	±	±	±	±	±
Connecticut	39,264.0	13,741.9	2,643.0	±	798.5	806.8	875.2	3,209.0	2,597.9	±	2,330.7	17,366.4
Delaware	8,196.1	±	±	±	±	±	335.0	328.1	407.0	±	756.2	2,820.6
District of Columbia	6,347.0	±	±	±	±	±	±	±	±	±	±	±
Florida	168,737.0	29,907.0	678.0	6,155.0	2,924.0	1,313.0	2,134.0	15,012.0	8,001.0	15,677.0	12,996.0	66,192.0
Georgia	116,856.6	28,060.4	1,912.8	3,685.9	2,282.9	1,675.3	2,267.4	2,774.4	6,503.4	8,685.1	7,613.4	52,766.5
Hawaii	11,395.8	2,252.9	612.0	659.5	257.5	62.3	228.5	310.5	544.0	1,171.3	1,628.5	2,529.0
Idaho	15,013.0	2,902.3	265.2	612.9	158.0	290.6	132.8	538.4	740.1	938.4	561.0	4,994.2
Illinois	115,072.6	—	2,234.9	1,961.9	1,963.0	—	1,202.7	2,406.3	3,550.7	1,771.7	10,077.3	21,059.8
Indiana	62,328.0	21,090.0	1,749.0	1,926.0	969.0	1,389.0	1,109.0	973.0	3,178.0	7,363.0	2,074.0	35,257.0
Iowa	36,093.2	10,543.8	420.5	1,213.0	532.5	939.4	841.1	1,896.9	1,673.5	2,261.0	2,381.5	12,996.9
Kansas	35,346.8	8,517.1	±	1,115.5	±	614.9	498.7	±	1,852.8	2,160.1	1,759.0	±
Kentucky	43,534.8	14,285.6	986.4	1,467.0	1,121.9	±	931.7	2,489.0	3,029.1	5,755.7	2,653.2	23,770.7
Louisiana	48,608.3	11,189.4	1,767.3	3,020.6	1,189.5	348.7	345.4	2,740.3	2,745.3	3,382.9	3,595.2	20,683.3
Maine	16,555.5	6,279.3	±	±	±	±	561.1	2,523.4	±	±	±	5,848.8
Maryland	59,318.6	10,998.2	1,863.4	2,419.9	1,224.9	±	3,327.1	2,334.6	3,623.4	6,259.4	4,509.2	20,408.8
Massachusetts	±	±	±	±	±	±	±	±	±	±	±	±
Michigan	96,201.1	22,187.8	±	±	±	±	±	±	5,058.8	12,925.9	12,451.5	47,645.0
Minnesota	52,974.7	15,745.1	±	±	±	±	2,042.0	±	±	±	11,634.1	13,154.2
Mississippi	33,345.9	9,024.3	730.9	1,052.5	966.0	279.4	1,000.1	1,999.8	1,908.2	2,354.9	2,933.3	14,982.1
Missouri	68,410.4	12,646.3	905.9	2,721.9	1,654.0	183.0	1,497.6	8,883.5	3,219.0	306.6	4,976.5	28,192.3
Montana	10,519.1	2,109.8	163.0	461.0	382.2	—	166.9	—	552.2	—	708.2	—
Nebraska	21,929.7	5,358.0	776.3	789.2	566.9	646.9	647.4	2,168.8	1,035.2	—	1,320.5	8,432.7
Nevada	23,421.4	—	1,331.7	887.0	372.0	—	306.0	—	1,048.0	—	490.3	—
New Hampshire	±	±	—	±	±	±	±	±	±	±	—	±
New Jersey	97,482.1	48,191.0	±	±	±	—	1,452.1	—	1,366.1	±	±	±
New Mexico	22,298.1	6,116.6	662.4	814.3	293.0	273.4	834.2	55.3	1,519.2	3,619.9	3,283.1	6,924.1
New York	211,854.0	38,998.7	2,566.9	5,970.5	3,154.3	1,593.3	3,005.4	18,807.1	9,387.7	6,966.9	12,356.2	59,417.0
North Carolina	±	±	±	±	±	±	±	±	±	±	±	±
North Dakota	8,065.7	1,991.3	128.9	259.2	190.9	191.3	475.4	145.8	401.1	314.9	518.9	2,697.0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2007–08

Table B-6. Number of staff for public schools, by category and state or jurisdiction: School year 2007–08—Continued

State or jurisdiction	Teachers	Instructional aides	Instructional coordinators and supervisors	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	109,765.7	18,702.0	1,592.3	3,702.9	1,433.4	1,960.1	2,625.1	15,519.3	5,170.4	12,608.5	19,469.7	51,028.7
Oklahoma	42,248.3	7,719.0	370.9	1,642.5	1,085.7	861.8	605.2	3,210.5	2,193.6	3,378.9	3,626.4	15,324.3
Oregon	29,963.2	10,418.0	383.7	†	379.7	760.2	463.8	3,256.6	1,639.2	4,034.4	1,894.7	9,949.3
Pennsylvania	135,238.5	28,205.0	†	†	†	†	2,559.1	†	5,751.5	10,012.5	†	†
Rhode Island	11,254.0	1,653.0	72.0	409.0	287.0	76.0	70.0	377.0	467.0	555.0	501.0	1,777.0
South Carolina	44,954.9	8,247.7	482.6	1,750.5	1,108.1	†	604.4	†	2,386.1	†	2,695.8	†
South Dakota	9,415.5	†	†	†	†	†	615.6	†	412.8	†	†	3,385.2
Tennessee	64,656.7	15,196.3	830.1	2,698.1	1,892.2	571.8	176.3	817.8	3,266.2	4,424.3	†	31,375.0
Texas	321,942.4	63,020.7	3,489.8	10,881.9	5,067.6	2,844.2	5,677.3	20,078.6	20,177.3	23,227.6	21,162.6	138,194.1
Utah	24,333.7	7,783.8	976.7	745.5	273.9	398.4	383.0	768.6	1,163.5	2,248.1	1,051.8	8,383.5
Vermont	8,748.3	4,379.1	241.9	428.1	225.4	258.5	144.7	435.1	549.9	666.5	940.3	2,163.9
Virginia	†	†	†	†	†	†	†	†	†	†	†	†
Washington	53,957.1	10,265.7	521.9	†	1,247.0	815.2	1,196.9	1,655.9	2,833.5	4,479.3	2,889.0	21,784.8
West Virginia	20,305.4	3,490.6	204.9	697.2	361.1	—	720.2	1,141.2	1,090.4	441.6	1,463.9	8,385.3
Wisconsin	58,912.3	10,624.2	1,224.6	1,924.9	1,211.5	682.2	941.4	2,467.3	2,429.5	4,026.8	5,907.7	14,626.8
Wyoming	6,913.8	2,158.9	375.8	424.0	173.4	326.6	342.2	420.3	345.2	581.8	480.0	2,917.7
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
DoDDS: DoDs Overseas ²	4,147.0	237.3	24.0	216.5	132.0	—	51.0	27.5	224.0	555.0	176.5	472.6
DDESS: DoDs Domestic ²	1,949.4	174.3	28.0	90.0	67.0	—	60.0	10.0	97.0	282.7	86.5	538.3
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	550.0	228.0	8.0	21.0	—	15.0	5.0	68.0	37.0	56.0	28.0	94.0
Puerto Rico	40,826.0	190.0	501.0	951.0	1,134.0	143.0	590.0	174.0	1,457.0	5,334.0	3,703.0	16,844.0
U.S. Virgin Islands	1,518.0	370.0	43.0	75.0	24.0	3.0	22.0	20.0	83.0	93.0	120.0	565.0
— Not available.												

† Reporting standards not met. Response rate was less than 80 percent for state-level estimates and less than 85 percent for national estimates.

¹ A reporting states total is shown if data for any item in the table were not available for some, but not more than 15 percent, of all schools in the United States

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

NOTE: Staff counts are in full-time equivalents (FTEs). Full-time equivalent (FTE) is the amount of time required to perform an assignment stated as a proportion of a full-time position. It is computed by dividing the amount of time employed by the amount of time normally required for a full-time position. FTE is not a head count; for example, 2 half-time employees represent 1 FTE.

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

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

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

For the CCD to have comparable data across states, all states must abide by the same standard definitions when reporting on schools, students, and staff. To ensure a common understanding, definitions for critical terms are presented below. The glossary contains definitions for all variables and terms found on the CCD school, agency, or state files.

Alternative Education School

A public elementary/secondary school that addresses needs of students that typically cannot be met in a regular school; provides nontraditional education; serves as an adjunct to a regular school; and falls outside of the categories of regular, special education, or vocational education.

American Indian/Alaska Native

A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Asian/Pacific Islander

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Black

A person having origins in any of the black racial groups of Africa.

Boundary Change

See “Operational Status, Agency” for definition. Name of term was changed to “Operational Status, Agency,” after 1997–98.

Charter School

A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school. Item was first collected in 1998–99.

City Locale

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

Classroom Teacher

See “Teacher.”

Combined Statistical Area (CSA)

If an area that qualifies as a metropolitan area (MA) has more than one million people, two or more core-based statistical areas (CBSAs) may be defined within it. Each CBSA consists of a large urbanized county or cluster of counties (cities and towns in New England) that demonstrate very strong internal economic and social links, in addition to close ties to other portions of the larger area. When CBSAs are established, the larger MA of which they

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

are component parts is designated a combined statistical area (CSA). CSAs and CBSAs are established only where local governments favor such designations for a large MA.

Congressional District Code

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

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

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

Core Based Statistical Area (CBSA)

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

Under the Census standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more people, or that contains at least 5,000 people residing within a single urban area of 10,000 or more people, is identified as a “central county” (or counties). Additional “outlying counties” are included in the CBSA if they meet specified requirements of commuting to or from the central counties. Counties or equivalent entities form the geographic “building blocks” for metropolitan and micropolitan statistical areas throughout the United States and Puerto Rico.

Diploma, High School

A formal document certifying the successful completion of a secondary school program prescribed by the state education agency or other appropriate body.

Diploma Recipient

A student who has received a diploma during the previous school year or subsequent summer school.

District Locale Code

A code based upon the school locale codes to indicate the location of the district in relation to populous areas. (See also “City Locale,” “Suburb Locale,” “Town Locale,” and “Rural Locale.”)

Dropout

A student who was enrolled in school at some time during the previous school year; was not enrolled at the beginning of the current school year; has not graduated from high school or completed a state- or district-approved

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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

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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

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academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). Item was first collected in 1998–99.

Media Specialist

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

Membership

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

Metropolitan Statistical Area (MSA)

An area consisting of one or more contiguous counties (cities and towns in New England) that contain a core area with a large population nucleus, as well as adjacent communities having a high degree of economic and social integration with that core.

Metropolitan Status (Metro Status)

Metro status is defined as the classification of the reported location of an education agency’s administrative office relative to a metropolitan statistical area. (See also Metropolitan Statistical Area.)

Micropolitan Statistical Area

A core based statistical area associated with at least one urban cluster that has a population of at least 10,000 but less than 50,000. The micropolitan statistical area comprises the central county or counties that contain the core, plus adjacent outlying counties having a high degree of social and economic integration with the central county as measured through commuting.

Migrant Student

Defined under 34 CFR (Code of Federal Regulations) 200.40: (1) (a) Is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate), but (b) if the child is too young to attend school-sponsored educational programs, is old enough to benefit from an organized instructional program; and (2) A migrant agricultural worker or a migrant fisher or who has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and (3) Performs, or has a parent, spouse, or guardian who performs qualifying agricultural or fishing employment as a principal means of livelihood; and (4) Has moved within the preceding 36 months to obtain or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work; and (5) Has moved from one school district to another; or in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (Provision 5 currently applies only to Alaska.) Item was first collected in 1998–99.

Officials and Administrators

Chief executive officers of education agencies, including superintendents, deputies, and assistant superintendents; and other persons with districtwide responsibilities, such as business managers, administrative assistants, etc.

Operational Status, Agency

Classification of changes in an education agency’s boundaries or jurisdiction. Classifications include no change, currently in operation; closed with no effect on another agency’s boundaries; new agency with no effect on another agency’s boundaries; added; significant change in geographic boundaries or instructional responsibility; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years. Prior to 1998–99, the term “Boundary Change” was used.

Operational Status, School

Classification of the operational condition of a school. Classifications include currently operational; closed; new; added; changed agency; temporarily closed and may reopen within 3 years; and scheduled to be operational within 2 years.

Other Diploma Recipient

A student who received a diploma through other than a regular school program during the previous school year or subsequent summer. Last reported in 1997–98; combined with “Regular Diploma Recipient” in 1998–99, with both categories reported as “Diploma Recipient.”

Other High School Completer

Student who has received a certificate of attendance or other certificate of completion in lieu of a diploma during the previous school year and subsequent summer school.

Other Support Staff

Staff who serve in a support capacity and who are not included in the categories of central office administrative support, library support, student support, or school administrative support: e.g., data processing staff; bus drivers; and health, building, equipment maintenance, security, and cafeteria workers.

Prekindergarten Student

Student who is enrolled in a group or class that is part of a public school program taught during the year or years preceding kindergarten, excluding Head Start students unless part of an authorized public education program of a local education agency.

Prekindergarten Teacher

Teacher of a group or class that is part of a public school program that is taught during the year or years preceding kindergarten; includes teachers of Head Start students if part of authorized public education program of a local education agency.

Principal City

The largest city in each metropolitan or micropolitan statistical area is designated a “principal city.” Additional cities qualify if specified requirements are met concerning population size and employment. The title of each metropolitan or micropolitan statistical area consists of the names of up to three of its principal cities and the name of each state into which the metropolitan or micropolitan statistical area extends. Titles of metropolitan divisions also typically are based on principal city names but in certain cases consist of county names.

Public School

An institution that provides educational services and has one or more grade groups (PK–12) or that is ungraded, has one or more teachers to give instruction, is located in one or more buildings, has an assigned administrator, receives public funds as primary support, and is operated by an education agency.

Reduced-Price-Lunch Student

A student who is eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act. (See also “Free Lunch Program”)

Regional Education Service Agency

Agency providing services to a variety of local education agencies, or a county superintendent serving the same purposes.

Regular Diploma Recipient

See “High School Graduate, Regular Day School.” Last reported in 1997–98; combined with “Other Diploma Recipient” in 1998–99, with both categories reported as “Diploma Recipient.”

Regular School

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

Reportable Program

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

Rural Locale

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

School Administrative Support Staff

Staff whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons; this includes clerical staff and secretaries.

School Administrator

Staff member whose activities are concerned with directing and managing the operation of a particular school, including principals, assistant principals, and other assistants; and those who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

School District

An education agency or administrative unit that operates under a public board of education.

Secondary

The general level of instruction classified by state and local practice as secondary and composed of any span of grades beginning with the next grade following the elementary grades and ending with or below grade 12.

Shared Time School

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

Special Education School

A public elementary/secondary school that focuses primarily on special education—including instruction for any of the following: autism, deaf-blindness, developmental delay, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments—and that adapts curriculum, materials, or instruction for students served.

State Education Agency (SEA)

An agency of the state charged with primary responsibility for coordinating and supervising public instruction, including setting standards for elementary and secondary instructional programs.

State-Operated Agency

Agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services. Examples include elementary/secondary programs operated by the state for the deaf or blind; and programs operated by state correctional facilities.

Student

An individual for whom instruction is provided in an elementary or secondary education program that is not an adult education program and is under the jurisdiction of a school, school system, or other education institution.

Student Support Services Staff

Staff members whose activities are concerned with the direct support of students and who nurture, but do not instruct, students. Includes attendance officers; staff providing health, psychology, speech pathology, audiology, or social services; and supervisors of the preceding staff and of health, transportation, and food service workers.

Suburb Locale

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

Supervisory Union

An education agency where administrative services are performed for more than one school district by a common superintendent.

Teacher

An individual who provides instruction to prekindergarten, kindergarten, grade 1–12, or ungraded classes; or individuals who teach in an environment other than a classroom setting and who maintain daily student attendance records.

Title I Eligible School

A school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. Item was first collected in 1998–99.

Title I Schoolwide Program

A school in which all pupils are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. Item was first collected in 1998–99.

Town Locale

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

Ungraded Student

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

Urbanized Area

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

Vocational Education School

A public elementary/secondary school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

White

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

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

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

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

Alabama

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

Alaska

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

Arizona

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

Arkansas

Anomalies: None.

California

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

Colorado

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

Connecticut

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

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.

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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

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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.

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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.