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Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2010-11

Version 1a

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

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File Version 1a

July 2012

Patrick Keaton
National Center for Education Statistics

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U.S. DEPARTMENT OF EDUCATION

CCD
COMMON CORE OF DATA

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

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I. Introduction to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2010-11, Version 1a

The Common Core of Data (CCD) nonfiscal surveys consist of data submitted annually to the National Center for Education Statistics (NCES) by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four U.S. Island Areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Department of Defense Education Activity (DoDEA), 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. SEAs report school-, agency-, and state-level education data for the CCD through the U.S. Department of Education's Ed*Facts* collection system. CCD survey staff[1] edits the data to produce a clean data file, which NCES uses to construct 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 LEA administrators; and the general public.

The purpose of the CCD nonfiscal surveys is to provide a listing of all schools (103,813 in 2010-11) and agencies (18,478 in 2010-11)[2] 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 2010-11 CCD Local Education Agency Universe Survey, there are 18,478 records, one for each public elementary and secondary education agency in the 50 states, the District of Columbia, Puerto Rico, the DoDEA, the BIE, and the four U.S. Island Areas. Agencies that were coded as open in last year's (2009–10) files, but that are coded as closed for the 2010-11 school year (208 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 BOUND. Once these closed agencies are removed from the count, 18,270 agencies remain. Of these 18,270 agencies, 13,811 are regular local school districts, 1,575 are supervisory unions or regional educational centers, 286 are state-operated agencies, 2,451 are charter school agencies, and 147 are federally operated or other agencies. The DoDEA and American Samoa did not report data for the 2010-11 school year. Their agency universes were based on information from the SEAs' websites[3] and all the other data items were left as missing.

---

[1] CCD survey staff collectively refers to staff that are employed by NCES as well as staff who are employed by other organizations who perform collection, editing, and processing tasks on behalf of NCES. For 2010-11 these organizations included staff at the U.S. Census Bureau and the American Institutes for Research.

[2] These counts of schools and agencies include those that closed during the reported year and 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-9, where New York City Public Schools, New York, is treated as a regular school district for analytic purposes.

[3] The DoDEA website is http://www.am.dodea.edu//ddessasc/districts/schools.html; American Samoa's SEA web site is: http://www.doe.as/index.jsp.

The organizational structures of public elementary/secondary school systems vary widely. The CCD system is designed to capture that complexity. In 2010-11, 75 percent of school districts were local education agencies or members of supervisory unions; CCD tabulates these as "regular" districts. The other 25 percent of districts include supervisory unions; regional, state and federal agencies; charter and unclassified ("other") districts. Both the school and agency files include type variables that make these distinctions. See the glossary in this document (Appendix C) for the complete typologies.

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, American National Standards Institute (ANSI) state and 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, BIE agency status, low/high grade span offered, agency charter status, number of schools, number of full-time-equivalent (FTE) teachers, number of ungraded students, number of PK–12 students, number of special education/Individualized Education Program (IEP) students, number of English language learner (ELL) students, instructional staff fields, support staff fields, and a flag indicating whether student counts by race/ethnicity were reported by five or seven racial/ethnic categories.

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, Field Frequencies, and Data Tables** 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.

II. User's Guide

A. Methodology

The Ed*Facts* data collection system is the primary collection tool for the CCD. NCES works collaboratively with the Department of Education's Performance Information Management Service to develop the CCD collection procedures and data definitions. Coordinators from State Education Agencies (SEAs) submit the CCD data at different levels (school, agency, and state) to the Ed*Facts*

collection system. Prior to submitting CCD files to Ed*Facts*, SEAs must collect and compile information from their respective Local Education Agencies (LEAs) via established administrative records systems within their state or jurisdiction. Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the CCD for quality assurance. CCD survey staff routinely verifies data through SEA coordinators and do not contact LEAs or individual schools to verify data except in unusual circumstances. After performing edit and consistency checks, CCD survey staff refers discrepancies to SEA coordinators 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 the ED*Facts* collection system through multiple file groups that are submitted on a reporting schedule at different dates throughout the year. The requested reporting schedule is summarized in table 1 below.

Table 1: Due dates for CCD Data File Groups

CCD-Related Data File Groups	ED*Facts* Due Date	NCES Due Date for revised data
2010-11 N029 (Directory)	01/31/2011	02/28/2011
2010-11 N002 (IEP data)	01/31/2011	06/30/2011
2010-11 N039 (Grades Offered)	01/31/2011	06/30/2011
2010-11 N033 (Free and Reduced Price Lunch)	03/31/2011	06/30/2011
2010-11 N129 (CCD School – Shared Time; Title I status; Magnet school status)	03/31/2011	06/30/2011
2010-11 N052 (Membership)	03/31/2011	06/30/2011
2010-11 N046 (English language learner data)	04/30/2011	06/30/2011
2010-11 N059 (Staff)	05/31/2011	06/30/2011

The specifications for these data files are available online at http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html. The 2010–11 school year ED*Facts* collection of CCD submissions opened in January 2011. NCES extracted data from ED*Facts* between January 10, 2011 and November 15, 2011. CCD processed these file groups on a flow basis, so the date of the extract for each file group and each state may vary depending on when SEAs completed their submission for each file group. Once a file group was edited and verified for a particular state, CCD survey staff did not continue to incorporate late reports or updates unless these late reports or updates resulted in a major change of the reported data. Late reports or updates from SEAs may be included in subsequent file releases.

Once the CCD collection was closed, geographic elements (latitude, longitude, locale, congressional district, and county) were derived from the LEA location address by the Census Bureau and added to the 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. When a student is served by more than one agency, there may be some question about where to count the student's membership. CCD asks states to report a headcount and not an FTE student count, which means that a student should be counted in the LEA that is financially 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. 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 58 responding units: the 50 states, the District of Columbia, Puerto Rico, the Bureau of Indian Education, DoDEA and the four U.S. Island Areas. The DoDEA, and American Samoa did not report 2010-11 CCD data.

Response. Item response is described in Appendix B—Value Distribution, Field Frequencies, and Data Tables. This appendix lists the minimum, maximum, and mean value of each numeric variable as well as the total number of units and the number of units with missing data. Appendix B also lists the frequency of responses by option for each of the categorical values.

Nonsampling error. Nonsampling error is the error in an estimate arising at any stage in the survey from sources exclusive of sampling error. Nonsampling error includes nonresponse error; data processing or data entry errors, or reporting error because respondents misinterpret survey questions or do not follow survey instructions or do not follow the item definitions correctly. State education policies may differ in such a way that does not allow them to map their data exactly to the CCD definitions. For example, some states issue several kinds of high school credentials, while other states issue a regular diploma to every student who meets requirements (which may also vary). Another source of nonsampling error may be variations in the reference period for the reported data. For example, CCD requests data for October 1 of each school year, but a state may report their information for another date because they were not able to capture the data for October 1.

Coverage error and vertical consistency. Coverage error is another source of nonsampling error; for example, the same agency or school could be reported twice (overcoverage) or an agency or school could be omitted (undercoverage). Although CCD coverage of traditional (i.e., regular; see glossary in appendix C for definition) public schools and school districts is virtually 100 percent, the same cannot be said for publicly funded education outside of traditional settings and organizations. The CCD asks states to report all free elementary/secondary public education in their state regardless of who administers the schools or districts. However, some states do not report schools that are administered by state organizations other than SEAs (such as a health and human services or a corrections department). These schools include schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA. Conversely, when these institutions are correctly reported on the CCD school and agency universe files, the students and teachers may not be included in the count of persons for whom the state assumes responsibility in its official report.

NCES attempts to minimize nonsampling error through the use of annual training of SEA coordinators, extensive quality reviews, and survey editing procedures.

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"

- 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.

Since negative numeric values represent missing or nonapplicable data and not actual data values, users may want to recode these before performing data analysis. The following SAS code can be used to convert negative values to "missing" in the SAS data file:

```
data new;
set ag101a;
array remove (*) _numeric_;
do i = 1 to dim (remove);
   if remove (i) < 0 then remove (i) = .;
end;
drop i;
run;
```

In the 2010-11 collection, ED*Facts* 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 edited null values to missing, not applicable, or zero as appropriate. Appendix D identifies missing and not applicable data items for each state.

BIE agencies. There are 11 agencies that are reported by both the Bureau of Indian Education and state education agencies, leading to duplicate records on the data file. These agencies are run by BIE, but they also receive federal funds or federally-funded services through the state. To avoid double counting of agencies or students, NCES created the BIEA flag. This flag has a value of either '1' or '2'; a value of '1' indicates an agency reported by a state that is also reported by BIE. All other agencies, including all BIE agencies, have a value of '2' in this field. Users trying to match NCES tabulations should exclude records where BIEA = '1' from their analysis.

New York City Schools. New York City is shown in NCES reports as a single school district. However, "New York City Public Schools" is reported in CCD as a supervisory union comprising 32 "geographic districts" and an additional "special schools" district. To aggregate NYC school data to the supervisory union, researchers must first merge the UNION variable from the agency file onto the school file (by LEAID), then select schools with a state ANSI code equal to 36 and a supervisory union ID equal to 300.

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, inactive or future agencies (BOUND=2,6, or 7), and do not match counts in appendix B, which include all agencies.

(FIPST) ANSI State Codes.[4] Each record contains an American National Standards Institute (ANSI) state code. A list of ANSI codes for each state and jurisdiction is presented in table 2.

(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 ANSI code.

(STID) 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.

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

(PHONE) Area Code + Telephone Number. This field contains the telephone number of the education agency. Phone number is missing ("M") for 7 records.

(MSTREE) 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.

[4] American National Standards Institute (ANSI) codes replace the Federal Information Processing Standards (FIPS) codes previously issued by the National Institute of Standards and Technology (NIST) for the 50 states, the District of Columbia, and the U.S. Island Areas. ANSI code values map directly to the retired FIPS code values.

(MCITY) 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.

(MSTATE) 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 19 agencies that have a mailing state code different from their ANSI state code is included at the end of this section in table 3.

(MZIP, MZIP4) Mailing ZIP Code + 4. Each record contains a mailing ZIP Code. The last four digits may be left blank if unknown.

(LSTREE) 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 37 records.

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

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

(LZIP, LZIP4) Location ZIP Code + 4. Each record contains a location ZIP Code. The last four digits may be left blank if unknown.

(TYPE) 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 (TYPE = 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 the code "8" response option 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.

(UNION) Supervisory Union Number. This field contains the ID number assigned by the state to the supervisory unit and component agencies. The records for 11 supervisory union components and supervisory union administrative centers contain an "N" (not applicable) in this field because they are closed.

(CONAME) County Name. This field contains the name of the county in which the agency is located. There are 1 record in American Samoa, 16 records in DoDEA, 1 record in Guam, 1 record in Northern Mariana and 2 records in the Virgin Islands that contain an "N" (not applicable) for County Name in the agency file. There are two agencies in Arizona, thirteen agencies in New Jersey, and one agency in North Carolina with a CONAME value of "M" (missing) because these agencies were added to the data file after the file had undergone geocode processing. 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.

(CONUM) ANSI County Code. This field contains the ANSI County Code for the county in which agency is located. There are 1 record in American Samoa, 16 records in DoDEA, 1 record in Guam, 1 record in Northern Mariana and 2 records in the Virgin Islands that contain an "N" (not applicable) for County Code in the agency file. There are two agencies in Arizona, thirteen agencies in New Jersey, and one agency in North Carolina with a CONUM value of "M" (missing) because these agencies were added to the data file after the file had undergone geocode processing. All other records were reported with county code 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.

(CSA) 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). There are two agencies in Arizona, thirteen agencies in New Jersey, and one agency in North Carolina with a CSA value of "M" (missing) because these agencies were added to the data file after the file

had undergone geocode processing.

(CBSA) 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 ANSI county codes matched to CBSA codes. In earlier years, for the New England states, the assignment was made using the New England City and Town Areas (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 two agencies in Arizona, thirteen agencies in New Jersey, and one agency in North Carolina with a CBSA value of "M" (missing) because these agencies were added to the data file after the file had undergone geocode processing.

(METMIC) 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.

(ULOCAL) 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, NCES changed the locale code methodology from a 1-digit code based on metropolitan statistical areas to a 2-digit code based on urban clusters. In order to distinguish between 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 in the next section labeled "Locale Code Methodology."

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.

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, and the Department of Defense Education Activities 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. ULOCAL is also shown as not applicable (N) on the records of nonoperating (inactive, closed, or future) schools and agencies. There are two agencies in California with a ULOCAL value of "M" (missing) because these agencies were added to the data file after the file had undergone geocode processing.

(CDCODE) 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 ANSI 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. There are two agencies in Arizona, thirteen agencies in New Jersey, and one agency in North Carolina with a CDCODE value of "M" (missing) because these agencies were added to the data file after the file had undergone geocode processing.

(LATCOD) 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.

(LONCOD) 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.

(BOUND) 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 2010-11 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.

(BIEA) Bureau of Indian Education (BIE) Agency Flag. This field indicates whether or not the agency contains or operates schools that are also reported by the Bureau of Indian Education in their submission of school data. This field was added to the agency file in 2009-10.

1 = Yes.

2 = No.

Only agencies operated by states or jurisdictions other than the BIE can contain a value of "1" ("Yes") for this flag.

(GSLO, GSHI) Low/High Grade span offered. These fields indicate the lowest grade and highest grade offered by the agency. These grades were calculated by NCES using two types of information reported by states: (a) binary 'grade offered' flags that indicate whether a given grade (e.g., prekindergarten, kindergarten, grade 1, etc.) was offered by the schools associated with the district; and (b) reports of enrollment by grade for schools associated with the districts.

(PKOFFRD, KGOFFRD, …, UGOFFRD) Grade Offerred. These flags indicate whether an individual grade is offered. For example, PKOFFRD indicates whether prekindergarten is offered and KGOFFRD indicates whether kindergarten is offered.

1= Yes
2 = No

(AGCHRT) 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, removed in 2008–09, and reinstated on the file in 2010-11. 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.

(SCH) Schools associated with the agency. This count is the aggregated number of schools that are associated with this agency in the CCD school universe file. These schools can be identified by matching the LEA NCES ID with the first seven digits of the school NCES ID.

(SPECED) 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. To avoid identifying specific students with IEPs, the reported number may have been adjusted.

(ELL) 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 (PKTCH), Kindergarten Teachers (KGTCH), Elementary Teachers (ELMTCH), Secondary Teachers (SECTCH), Teachers of Ungraded Classes (UGTCH), Total FTE Teachers (TOTTCH), Instructional Aides (AIDES), Instructional Coordinators/Supervisors (CORSUP), Elementary Guidance Counselors (ELMGUI), Secondary Guidance Counselors (SECGUI), Other Guidance Counselors (OTHGUI), Total Guidance (TOTGUI), Librarians/Media Specialists (LIBSPE), Librarians/Media Support Staff (LIBSUP), LEA Administrators (LEAADM), LEA Administrative Support Staff (LEASUP), School

Administrators (SCHADM), School Administrative Support Staff (SCHSUP), Student Support Services Staff (STUSUP), and All Other Support Staff (OTHSUP). All teacher and staff counts are FTEs. See appendix C for definitions of teachers and staff types.

Not all states are able to report each of these items. Because teacher counts are collected at all three levels of the CCD files (school, agency, and state), one data anomaly is that the sum of teacher counts aggregated from the lower level to the state level may exceed the sum of teacher counts from a higher level aggregated to the state level (i.e., agency FTE data aggregated to the state level may exceed state-level FTE data) . Beginning with school year 2008–09, if the sum of teacher FTE aggregated to the state level reported on the school file exceeded the sum of teacher FTE aggregated to the state on the agency file or exceeded state file reports, teacher FTE may have been edited on one or more of the three levels. School-level FTE aggregated to the agency level is allowed to exceed agency-level FTE reports.

(RACECAT) Race/ethnicities category indicator. The data item RACECAT is a race/ethnicities category indicator that indicates whether the state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. Prior to 2008–09, NCES asked states to report student enrollment counts by five racial/ethnic categories. For the 2008–09 and 2009-10 data collection, NCES asked states to submit counts of students by race/ethnicity by seven race/ethnicity categories if their state data system allowed for such reporting. Starting 2010-11, every state and jurisdiction should report student enrollment counts by seven racial/ethnic categories. The data item RACECAT contains two values:

> 5 = State reported student enrollment counts in the following five race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black; and (e) White.
>
> 7 = State reported student enrollment counts in the following seven race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian; (c) Hispanic of any race; (d) Black; (e) White; (f) Hawaiian Native/Pacific Islander; and (g) Two or more races.

In the current file, for the states that reported five race/ethnicity categories (i.e., RACECAT=5), the variables related to the Asian race category include students who are Asian, Hawaiian Native, or Pacific Islander; for the states that reported seven race/ethnicity categories (i.e., RACECAT=7), the variables related to the Asian race category include Asian students only. In appendix A, the race/ethnicity categories represented by the five and seven reporting categories are followed by a notation of "(5)" or "(7)," respectively.

Student membership (MEMBER), students by Grade (PK–12), by Race/Ethnicity, and by Sex. Membership is the count of students enrolled on October 1st of the school year. CCD collects membership counts at three levels: school, agency, and state. The total student membership reported by states at one level may often be different than what was reported at one or both of the other levels. In general, the total student membership on lower level file should be less than or equal to the total membership on higher level files. A common reason for these differences is that SEAs report a student membership in the school the student attends, but report a student's membership in the LEA that is financially responsible for the student. For example, a regular school district may not be able to provide services to students with special needs and may instead

pay tuition for students to attend private schools that provide services to students with special needs. These students are then counted in the regular school district, but not in any of the schools in CCD school file. In school year 2008–09, CCD survey staff began editing student membership at one or more levels to ensure that the sum of the lower level membership does not exceed the sum of the higher level membership. For states with membership discrepancies that exceed five percent of the lower level membership, CCD survey staff routinely follows up with SEAs and asks SEAs to verify the reported membership and provide explanations of the differences.

Race/ethnicity data. Beginning with the 2008-09 school year, NCES began transitioning from five race/ethnicity categories for collection of aggregated data to seven race/ethnicity categories, which are American Indian, Asian, Native Hawaiian and Other Pacific Islander, Hispanic, Black, White, and Two or more races. In school years 2008-09 and 2009-10, NCES gave SEAs the option to choose between 5-category reporting and 7-category reporting. For the 2008-09 school year, five states reported their race/ethnicity data in the seven categories: Alaska, California, Massachusetts, New Jersey, and Vermont. For the 2009-10 school year, fourteen states reported their race / ethnicity data into the seven categories: Alaska, Arkansas, California, Georgia, Iowa, Kansas, Massachusetts, Mississippi, New Hampshire, New Jersey, New Mexico, Vermont, West Virginia and Wyoming. In 2010-11 NCES collected seven race categories from all 50 states and DC. For the 2010-11 school year, NCES asked that all SEAs report race/ethnicity data in seven categories, and all 50 States and DC successfully reported in seven categories. For more information on this change, please refer to the October 19, 2007 Federal Register notice, "Final Guidance from the Secretary on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education," located at http://www2.ed.gov/legislation/FedRegister/other/2007-4/101907c.html.

Ungraded Students by Race/Ethnicity and by Sex. The classification of "ungraded" is not used for students in Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, American Samoa, the Bureau of Indian Education, Department of Defense Education Activity, Guam, and the U.S. Virgin Islands.

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 of 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 2. State and other jurisdiction American National Standards Institute (ANSI) codes and abbreviations used in CCD datasets

State name/jurisdiction	ANSI [1]	Abbreviation [2]	State name/jurisdiction	ANSI [1]	Abbreviation [2]
Alabama	01	AL	Oregon	41	OR
Alaska	02	AK	Pennsylvania	42	PA
Arizona	04	AZ	Rhode Island	44	RI
Arkansas	05	AR	South Carolina	45	SC
California	06	CA	South Dakota	46	SD
Colorado	08	CO	Tennessee	47	TN
Connecticut	09	CT	Texas	48	TX
Delaware	10	DE	Utah	49	UT
District of Columbia	11	DC	Vermont	50	VT
Florida	12	FL	Virginia	51	VA
Georgia	13	GA	Washington	53	WA
Hawaii	15	HI	West Virginia	54	WV
Idaho	16	ID	Wisconsin	55	WI
Illinois	17	IL	Wyoming	56	WY
Indiana	18	IN			
Iowa	19	IA			
Kansas	20	KS			
Kentucky	21	KY			
Louisiana	22	LA			
Maine	23	ME			
Maryland	24	MD	Department of Defense		
Massachusetts	25	MA	Education Activity	63 [3]	DD
Michigan	26	MI			
Minnesota	27	MN	Bureau of		
Mississippi	28	MS	Indian Education	59 [3]	BI
Missouri	29	MO			
Montana	30	MT	American Samoa	60	AS
Nebraska	31	NE			
Nevada	32	NV	Guam	66	GU
New Hampshire	33	NH			
New Jersey	34	NJ	Commonwealth of the		
New Mexico	35	NM	Northern Mariana		
New York	36	NY	Islands	69	MP
North Carolina	37	NC			
North Dakota	38	ND	Puerto Rico	72	PR
Ohio	39	OH			
Oklahoma	40	OK	U.S. Virgin Islands	78	VI

[1] American National Standards Institute state codes (01–78).

[2] U.S. Postal Service state abbreviation codes.

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

SOURCE: Geography Division, Geographic Standards and Criteria Branch. (2010). "Codes for the Identification of the States, the District of Columbia, Puerto Rico, and the Insular Areas of the United States (INCITS 38:20)." Washington, DC: U.S. Census Bureau.

Table 3. Agencies with mailing address in another state, by administration state and NCES agency identification number: School year 2010-11

Administration State	NCES ID	Agency Name	City	State
Arizona	400103	OMBUDSMAN EDUCATIONAL SERVICES LTD. A SUBSIDIARY OF EDUCATI	LIBERTYVILLE	IL
	400188	ADVANCED EDUCATION SERVICES INC.	COLTON	CA
	400234	ACADEMY OF ARIZONA	OAK PARK	MI
	400286	ADVANCED EDUCATION SERVICES	COLTON	CA
	400324	ARIZONA SCHOOL FOR INTEGRATED ACADEMICS AND TECHNOLOGIES IN	VISTA	CA
	400427	ARIZONA CONNECTIONS ACADEMY CHARTER SCHOOL INC.	BALTIMORE	MD
	400443	ADVENTURE ACADEMIES OF AMERICA	ALPINE	UT
Idaho	1602610	PLEASANT VALLEY ELEM DIST	JORDAN VALLEY	OR
New Jersey	3400739	EXCELLENCE CS	PHILADELPHIA	PA
New York	3611100	FISHERS ISLAND UNION FREE SCHOOL DISTRICT	NEW LONDON	CT
North Dakota	3805670	EARL 18	SIDNEY	MT
	3820340	YELLOWSTONE 14	FAIRVIEW	MT
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	OAK PARK	MI
	4800090	ACADEMY OF DALLAS	OAK PARK	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 (CCD), "Local Education Agency Universe Survey," 2010-11, 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 2010-11 Local Education Agency Universe Survey SAS file is called AG101A.SAS7BDAT, and the flat ASCII file is called AG101A.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 (10 = 2010-11 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.

APPENDIX A—Record Layout for the Common Core of Data Local Education Agency Universe Survey: School Year 2010-11

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APPENDIX A—Record Layout for the
Common Core of Data Local Education Agency Universe Survey: School Year 2010–11

(*) Fields have two explicit decimal places, unless otherwise noted.

The file contains data for school year 2010–11, 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
SURVYEAR	1	AN	Year Corresponding to Survey Record.
LEAID	2	AN	NCES Local Education Agency ID. The first two positions of this field are also the American National Standards Institute (ANSI) state code.
FIPST	3	AN	American National Standards Institute (ANSI) state code. 01 = Alabama 02 = Alaska 04 = Arizona 05 = Arkansas 06 = California 08= Colorado 09 = Connecticut 10 = Delaware 11 = District of Columbia 12 = Florida 13 = Georgia 15 = Hawaii 16 = Idaho 17 = Illinois 18 = Indiana 19 = Iowa 20 = Kansas 21 = Kentucky 22 = Louisiana 23 = Maine 24 = Maryland 25 = Massachusetts 26 = Michigan 27 = Minnesota 28 = Mississippi 29 = Missouri 30 = Montana 31 = Nebraska 32 = Nevada 33 = New Hampshire 34 = New Jersey 35 = New Mexico 36 = New York 37 = North Carolina 38 = North Dakota 39 = Ohio 40 = Oklahoma 41 = Oregon 42 = Pennsylvania 44 = Rhode Island 45 = South Carolina 46 = South Dakota 47 = Tennessee 48 = Texas 49 = Utah 50 = Vermont 51 = Virginia 53 = Washington 54 = West Virginia 55 = Wisconsin 56 = Wyoming 59 = Bureau of Indian Education 60 = American Samoa 63 = Department of Defense Education Activity 66 = Guam 69 = Commonwealth of the Northern Mariana Islands 72 = Puerto Rico 78 = Virgin Islands
STID	4	AN	State's own ID for the education agency.
NAME	5	AN	Name of the education agency.
PHONE	6	AN	Telephone number of education agency.
MSTREE	7	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."
MCITY	8	AN	Name of the agency mailing address city.
MSTATE	9	AN	Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP	10	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP4	11	AN	Four-digit ZIP+4, if assigned; if none, field is blank.

Variable Name	Order	Data Type	Description
LSTREE	12	AN	Location address of agency.
LCITY	13	AN	Location city of agency.
LSTATE	14	AN	Location state (two-letter postal abbreviation).
LZIP	15	AN	Location 5-digit ZIP Code.
LZIP4	16	AN	Location +4 ZIP Code.
TYPE	17	AN	Agency type code: 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. 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. 3 = Supervisory Union. An education agency that performs administrative services for more than one school district, providing a common superintendent for participating districts. 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. 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. 6 = Federally-Operated Agency. A federal agency that is charged, at least in part, with providing elementary or secondary instruction or support services. 7 = Charter Agency. All schools associated with the agency are charter schools. 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.
UNION	18	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 ANSI county number. If no number was reported, the field will contain "000."
CONUM	19	AN	ANSI county number (two digit ANSI state numeric code + three digits ANSI county code) based on the location of the administrative office.
CONAME	20	AN	County name based on the location of the administrative office.

Variable Name	Order	Data Type	Description
CSA	21	AN	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). 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.
CBSA	22	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). 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 ANSI county codes matched to CBSA codes.
METMIC	23	AN	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 NECTA and is not denoted as metropolitan or micropolitan. 1= CBSA is a metropolitan area. 2 = CBSA is a micropolitan area.

Variable Name	Order	Data Type	Description
ULOCAL	24	AN	NCES urban-centric locale code. 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. 11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more. 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. 13 = City, Small: Territory inside an urbanized area and inside a principal city with a 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 a 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 a population less than 100,000. 31 =Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area. 32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area. 33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area. 41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster. 42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster. 43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.
CDCODE	25	AN	Congressional district code based on location of administrative office. ANSI 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 ANSI state numeric code, which makes the congressional district code unique across states (see Appendix C Glossary for detail).
LATCOD	26	N	Latitude. Based on the location of the administrative office, the value of LATCOD ranges from 15 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.

Variable Name	Order	Data Type	Description
LONCOD	27	N	Longitude. Based on the location of the administrative office, the value of LONCOD ranges from 146 to -170. 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.
BIEA	28	AN	Bureau of Indian Education (BIE) agency. Flag indicating whether agency contains schools also reported as operated by the BIE. 1 = Yes. 2 = No.
BOUND	29	AN	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: 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 = This is a new education 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.
GSLO	30	AN	Agency low grade offered. This field was calculated from the low grade spans of the associated schools in the CCD school universe file
GSHI	31	AN	Agency high grade offered. This field was calculated from the high grade spans of the associated schools in the CCD school universe file.
PKOFFRD	32	AN	Prekindergarten offered. 1 = Yes 2 = No

.

Variable Name	Order	Data Type	Description
KGOFFRD	33	AN	Kindergarten offered. 1 = Yes 2 = No
G01OFFRD	34	AN	First grade offered. 1 = Yes 2 = No
G02OFFRD	35	AN	Second grade offered. 1 = Yes 2 = No
G03OFFRD	36	AN	Third grade offered. 1 = Yes 2 = No
G04OFFRD	37	AN	Fourth grade offered. 1 = Yes 2 = No
G05OFFRD	38	AN	Fifth grade offered. 1 = Yes 2 = No
G06OFFRD	39	AN	Sixth grade offered. 1 = Yes 2 = No
G07OFFRD	40	AN	Seventh grade offered. 1 = Yes 2 = No
G08OFFRD	41	AN	Eighth grade offered. 1 = Yes 2 = No

Variable Name	Order	Data Type	Description
G09OFFRD	42	AN	Ninth grade offered. 1 = Yes 2 = No
G10OFFRD	43	AN	Tenth grade offered. 1 = Yes 2 = No
G11OFFRD	44	AN	Eleventh grade offered. 1 = Yes 2 = No
G12OFFRD	45	AN	Twelfth grade offered. 1 = Yes 2 = No
UGOFFRD	46	AN	Ungraded offered. 1 = Yes 2 = No
AGCHRT	47	AN	Agency charter. Code indicating charter schools served: 1 = All associated schools are charter schools. 2 = Some associated schools are charter schools and some are non-charter schools. 3 = All associated schools are non-charter schools.
SCH	48	N	Aggregate number of all schools associated with this agency in the CCD school universe file.
SPECED	49	N	Count of all students having a written Individualized Education Program (IEP) under the Individuals With Disabilities Education Act (IDEA), Part B.
ELL	50	N	The number of English language learner (ELL) students served in appropriate programs.

Variable Name	Order	Data Type	Description
PKTCH	51 *	N	Prekindergarten teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
KGTCH	52 *	N	Kindergarten teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
ELMTCH	53 *	N	Elementary teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
SECTCH	54 *	N	Secondary teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
UGTCH	55 *	N	Teachers of classes or programs to which students are assigned without standard grade designation. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
TOTTCH	56 *	N	Total teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
AIDES	57 *	N	Instructional aides. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
CORSUP	58 *	N	Instructional coordinators & supervisors. Full-time equivalency reported to the nearest hundredth; includes two explicit decimals.
ELMGUI	59 *	N	Elementary guidance counselors. Full-time equivalency reported to the nearest hundredth; includes two explicit decimals.
SECGUI	60 *	N	Secondary guidance counselors. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
OTHGUI	61 *	N	Other guidance counselors. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
TOTGUI	62 *	N	Total guidance counselors. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
LIBSPE	63 *	N	Librarians/media specialists. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
LIBSUP	64 *	N	Library/media support staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
LEAADM	65 *	N	LEA administrators. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
LEASUP	66 *	N	LEA administrative support staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
SCHADM	67 *	N	School administrators. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
SCHSUP	68 *	N	School administrative support staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.

Variable Name	Order	Data Type	Description
STUSUP	69 *	N	Student support services staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
OTHSUP	70 *	N	All other support services staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
RACECAT	71	N	Race/ethnicities categories indicator. Indicates whether state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. 5 = State reported student enrollment counts in the following five race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black, non-Hispanic; and (e) White, non-Hispanic. 7 = State reported student enrollment counts in the following seven race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian; (c) Hispanic; (d) Black; (e) White; (f) Hawaiian Native/Pacific Islander; and (g) Two or more races.
PK	72	N	Total prekindergarten students.
AMPKM	73	N	Prekindergarten students - American Indian/Alaska Native - male.
AMPKF	74	N	Prekindergarten students - American Indian/Alaska Native - female.
ASPKM	75	N	Prekindergarten students - Asian - male.
ASPKF	76	N	Prekindergarten students - Asian - female.
HIPKM	77	N	Prekindergarten students - Hispanic - male.
HIPKF	78	N	Prekindergarten students - Hispanic - female.
BLPKM	79	N	Prekindergarten students - Black, non-Hispanic - male.
BLPKF	80	N	Prekindergarten students - Black, non-Hispanic - female.
WHPKM	81	N	Prekindergarten students - White, non-Hispanic - male.
WHPKF	82	N	Prekindergarten students - White, non-Hispanic - female.
HPPKM	83	N	Prekindergarten students - Hawaiian Native/Pacific Islander - male.
HPPKF	84	N	Prekindergarten students - Hawaiian Native/Pacific Islander - female.
TRPKM	85	N	Prekindergarten students - Two or more races - male.
TRPKF	86	N	Prekindergarten students - Two or more races - female.
KG	87	N	Total kindergarten students.
AMKGM	88	N	Kindergarten students - American Indian/Alaska Native - male.
AMKGF	89	N	Kindergarten students - American Indian/Alaska Native - female.

Variable Name	Order	Data Type	Description
ASKGM	90	N	Kindergarten students - Asian - male.
ASKGF	91	N	Kindergarten students - Asian - female.
HIKGM	92	N	Kindergarten students - Hispanic - male.
HIKGF	93	N	Kindergarten students - Hispanic - female.
BLKGM	94	N	Kindergarten students - Black, non-Hispanic - male.
BLKGF	95	N	Kindergarten students - Black, non-Hispanic - female.
WHKGM	96	N	Kindergarten students - White, non-Hispanic - male.
WHKGF	97	N	Kindergarten students - White, non-Hispanic - female.
HPKGM	98	N	Kindergarten students - Hawaiian Native/Pacific Islander - male.
HPKGF	99	N	Kindergarten students - Hawaiian Native/Pacific Islander - female.
TRKGM	100	N	Kindergarten students - Two or more races - male.
TRKGF	101	N	Kindergarten students - Two or more races - female.
G01	102	N	Total grade 1 students.
AM01M	103	N	Grade 1 students - American Indian/Alaska Native - male.
AM01F	104	N	Grade 1 students - American Indian/Alaska Native - female.
AS01M	105	N	Grade 1 students - Asian - male.
AS01F	106	N	Grade 1 students - Asian - female.
HI01M	107	N	Grade 1 students - Hispanic - male.
HI01F	108	N	Grade 1 students - Hispanic - female.
BL01M	109	N	Grade 1 students - Black, non-Hispanic - male.
BL01F	110	N	Grade 1 students - Black, non-Hispanic - female.
WH01M	111	N	Grade 1 students - White, non-Hispanic - male.
WH01F	112	N	Grade 1 students - White, non-Hispanic - female.
HP01M	113	N	Grade 1 students - Hawaiian Native/Pacific Islander - male.
HP01F	114	N	Grade 1 students - Hawaiian Native/Pacific Islander - female.
TR01M	115	N	Grade 1 students - Two or more races - male.
TR01F	116	N	Grade 1 students - Two or more races - female.
G02	117	N	Total grade 2 students.

Variable Name	Order	Data Type	Description
AM02M	118	N	Grade 2 students - American Indian/Alaska Native - male.
AM02F	119	N	Grade 2 students - American Indian/Alaska Native - female.
AS02M	120	N	Grade 2 students - Asian - male.
AS02F	121	N	Grade 2 students - Asian - female.
HI02M	122	N	Grade 2 students - Hispanic - male.
HI02F	123	N	Grade 2 students - Hispanic - female.
BL02M	124	N	Grade 2 students - Black, non-Hispanic - male.
BL02F	125	N	Grade 2 students - Black, non-Hispanic - female.
WH02M	126	N	Grade 2 students - White, non-Hispanic - male.
WH02F	127	N	Grade 2 students - White, non-Hispanic - female.
HP02M	128	N	Grade 2 students - Hawaiian Native/Pacific Islander - male.
HP02F	129	N	Grade 2 students - Hawaiian Native/Pacific Islander - female.
TR02M	130	N	Grade 2 students - Two or more races - male.
TR02F	131	N	Grade 2 students - Two or more races - female.
G03	132	N	Total grade 3 students.
AM03M	133	N	Grade 3 students - American Indian/Alaska Native - male.
AM03F	134	N	Grade 3 students - American Indian/Alaska Native - female.
AS03M	135	N	Grade 3 students - Asian - male.
AS03F	136	N	Grade 3 students - Asian - female.
HI03M	137	N	Grade 3 students - Hispanic - male.
HI03F	138	N	Grade 3 students - Hispanic - female.
BL03M	139	N	Grade 3 students - Black, non-Hispanic - male.
BL03F	140	N	Grade 3 students - Black, non-Hispanic - female.
WH03M	141	N	Grade 3 students - White, non-Hispanic - male.
WH03F	142	N	Grade 3 students - White, non-Hispanic - female.
HP03M	143	N	Grade 3 students - Hawaiian Native/Pacific Islander - male.
HP03F	144	N	Grade 3 students - Hawaiian Native/Pacific Islander - female.
TR03M	145	N	Grade 3 students - Two or more races - male.

Variable Name	Order	Data Type	Description
TR03F	146	N	Grade 3 students - Two or more races - female.
G04	147	N	Total grade 4 students.
AM04M	148	N	Grade 4 students - American Indian/Alaska Native - male.
AM04F	149	N	Grade 4 students - American Indian/Alaska Native - female.
AS04M	150	N	Grade 4 students - Asian - male.
AS04F	151	N	Grade 4 students - Asian - female.
HI04M	152	N	Grade 4 students - Hispanic - male.
HI04F	153	N	Grade 4 students - Hispanic - female.
BL04M	154	N	Grade 4 students - Black, non-Hispanic - male.
BL04F	155	N	Grade 4 students - Black, non-Hispanic - female.
WH04M	156	N	Grade 4 students - White, non-Hispanic - male.
WH04F	157	N	Grade 4 students - White, non-Hispanic - female.
HP04M	158	N	Grade 4 students - Hawaiian Native/Pacific Islander - male.
HP04F	159	N	Grade 4 students - Hawaiian Native/Pacific Islander - female.
TR04M	160	N	Grade 4 students - Two or more races - male.
TR04F	161	N	Grade 4 students - Two or more races - female.
G05	162	N	Total grade 5 students.
AM05M	163	N	Grade 5 students - American Indian/Alaska Native - male.
AM05F	164	N	Grade 5 students - American Indian/Alaska Native - female.
AS05M	165	N	Grade 5 students - Asian - male.
AS05F	166	N	Grade 5 students - Asian - female.
HI05M	167	N	Grade 5 students - Hispanic - male.
HI05F	168	N	Grade 5 students - Hispanic - female.
BL05M	169	N	Grade 5 students - Black, non-Hispanic - male.
BL05F	170	N	Grade 5 students - Black, non-Hispanic - female.
WH05M	171	N	Grade 5 students - White, non-Hispanic - male.
WH05F	172	N	Grade 5 students - White, non-Hispanic - female.
HP05M	173	N	Grade 5 students - Hawaiian Native/Pacific Islander - male.

Variable Name	Order	Data Type	Description
HP05F	174	N	Grade 5 students - Hawaiian Native/Pacific Islander - female.
TR05M	175	N	Grade 5 students - Two or more races - male.
TR05F	176	N	Grade 5 students - Two or more races - female.
G06	177	N	Total grade 6 students.
AM06M	178	N	Grade 6 students - American Indian/Alaska Native - male.
AM06F	179	N	Grade 6 students - American Indian/Alaska Native - female.
AS06M	180	N	Grade 6 students - Asian - male.
AS06F	181	N	Grade 6 students - Asian - female.
HI06M	182	N	Grade 6 students - Hispanic - male.
HI06F	183	N	Grade 6 students - Hispanic - female.
BL06M	184	N	Grade 6 students - Black, non-Hispanic - male.
BL06F	185	N	Grade 6 students - Black, non-Hispanic - female.
WH06M	186	N	Grade 6 students - White, non-Hispanic - male.
WH06F	187	N	Grade 6 students - White, non-Hispanic - female.
HP06M	188	N	Grade 6 students - Hawaiian Native/Pacific Islander - male.
HP06F	189	N	Grade 6 students - Hawaiian Native/Pacific Islander - female.
TR06M	190	N	Grade 6 students - Two or more races - male.
TR06F	191	N	Grade 6 students - Two or more races - female.
G07	192	N	Total grade 7 students.
AM07M	193	N	Grade 7 students - American Indian/Alaska Native - male.
AM07F	194	N	Grade 7 students - American Indian/Alaska Native - female.
AS07M	195	N	Grade 7 students - Asian - male.
AS07F	196	N	Grade 7 students - Asian - female.
HI07M	197	N	Grade 7 students - Hispanic - male.
HI07F	198	N	Grade 7 students - Hispanic - female.
BL07M	199	N	Grade 7 students - Black, non-Hispanic - male.
BL07F	200	N	Grade 7 students - Black, non-Hispanic - female.
WH07M	201	N	Grade 7 students - White, non-Hispanic - male.

Variable Name	Order	Data Type	Description
WH07F	202	N	Grade 7 students - White, non-Hispanic - female.
HP07M	203	N	Grade 7 students - Hawaiian Native/Pacific Islander - male.
HP07F	204	N	Grade 7 students - Hawaiian Native/Pacific Islander - female.
TR07M	205	N	Grade 7 students - Two or more races - male.
TR07F	206	N	Grade 7 students - Two or more races - female.
G08	207	N	Total grade 8 students.
AM08M	208	N	Grade 8 students - American Indian/Alaska Native - male.
AM08F	209	N	Grade 8 students - American Indian/Alaska Native - female.
AS08M	210	N	Grade 8 students - Asian - male.
AS08F	211	N	Grade 8 students - Asian - female.
HI08M	212	N	Grade 8 students - Hispanic - male.
HI08F	213	N	Grade 8 students - Hispanic - female.
BL08M	214	N	Grade 8 students - Black, non-Hispanic - male.
BL08F	215	N	Grade 8 students - Black, non-Hispanic - female.
WH08M	216	N	Grade 8 students - White, non-Hispanic - male.
WH08F	217	N	Grade 8 students - White, non-Hispanic - female.
HP08M	218	N	Grade 8 students - Hawaiian Native/Pacific Islander - male.
HP08F	219	N	Grade 8 students - Hawaiian Native/Pacific Islander - female.
TR08M	220	N	Grade 8 students - Two or more races - male.
TR08F	221	N	Grade 8 students - Two or more races - female.
G09	222	N	Total grade 9 students.
AM09M	223	N	Grade 9 students - American Indian/Alaska Native - male.
AM09F	224	N	Grade 9 students - American Indian/Alaska Native - female.
AS09M	225	N	Grade 9 students - Asian - male.
AS09F	226	N	Grade 9 students - Asian - female.
HI09M	227	N	Grade 9 students - Hispanic - male.
HI09F	228	N	Grade 9 students - Hispanic - female.
BL09M	229	N	Grade 9 students - Black, non-Hispanic - male.

Variable Name	Order	Data Type	Description
BL09F	230	N	Grade 9 students - Black, non-Hispanic - female.
WH09M	231	N	Grade 9 students - White, non-Hispanic - male.
WH09F	232	N	Grade 9 students - White, non-Hispanic - female.
HP09M	233	N	Grade 9 students - Hawaiian Native/Pacific Islander - male.
HP09F	234	N	Grade 9 students - Hawaiian Native/Pacific Islander - female.
TR09M	235	N	Grade 9 students - Two or more races - male.
TR09F	236	N	Grade 9 students - Two or more races - female.
G10	237	N	Total grade 10 students.
AM10M	238	N	Grade 10 students - American Indian/Alaska Native - male.
AM10F	239	N	Grade 10 students - American Indian/Alaska Native - female.
AS10M	240	N	Grade 10 students - Asian - male.
AS10F	241	N	Grade 10 students - Asian - female.
HI10M	242	N	Grade 10 students - Hispanic - male.
HI10F	243	N	Grade 10 students - Hispanic - female.
BL10M	244	N	Grade 10 students - Black, non-Hispanic - male.
BL10F	245	N	Grade 10 students - Black, non-Hispanic - female.
WH10M	246	N	Grade 10 students - White, non-Hispanic - male.
WH10F	247	N	Grade 10 students - White, non-Hispanic - female.
HP10M	248	N	Grade 10 students - Hawaiian Native/Pacific Islander - male.
HP10F	249	N	Grade 10 students - Hawaiian Native/Pacific Islander - female.
TR10M	250	N	Grade 10 students - Two or more races - male.
TR10F	251	N	Grade 10 students - Two or more races - female.
G11	252	N	Total grade 11 students.
AM11M	253	N	Grade 11 students - American Indian/Alaska Native - male.
AM11F	254	N	Grade 11 students - American Indian/Alaska Native - female.
AS11M	255	N	Grade 11 students - Asian - male.
AS11F	256	N	Grade 11 students - Asian - female.
HI11M	257	N	Grade 11 students - Hispanic - male.

Variable Name	Order	Data Type	Description
HI11F	258	N	Grade 11 students - Hispanic - female.
BL11M	259	N	Grade 11 students - Black, non-Hispanic - male.
BL11F	260	N	Grade 11 students - Black, non-Hispanic - female.
WH11M	261	N	Grade 11 students - White, non-Hispanic - male.
WH11F	262	N	Grade 11 students - White, non-Hispanic - female.
HP11M	263	N	Grade 11 students - Hawaiian Native/Pacific Islander - male.
HP11F	264	N	Grade 11 students - Hawaiian Native/Pacific Islander - female.
TR11M	265	N	Grade 11 students - Two or more races - male.
TR11F	266	N	Grade 11 students - Two or more races - female.
G12	267	N	Total grade 12 students.
AM12M	268	N	Grade 12 students - American Indian/Alaska Native - male.
AM12F	269	N	Grade 12 students - American Indian/Alaska Native - female.
AS12M	270	N	Grade 12 students - Asian - male.
AS12F	271	N	Grade 12 students - Asian - female.
HI12M	272	N	Grade 12 students - Hispanic - male.
HI12F	273	N	Grade 12 students - Hispanic - female.
BL12M	274	N	Grade 12 students - Black, non-Hispanic - male.
BL12F	275	N	Grade 12 students - Black, non-Hispanic - female.
WH12M	276	N	Grade 12 students - White, non-Hispanic - male.
WH12F	277	N	Grade 12 students - White, non-Hispanic - female.
HP12M	278	N	Grade 12 students - Hawaiian Native/Pacific Islander - male.
HP12F	279	N	Grade 12 students - Hawaiian Native/Pacific Islander - female.
TR12M	280	N	Grade 12 students - Two or more races - male.
TR12F	281	N	Grade 12 students - Two or more races - female.
UG	282	N	Total ungraded students.
AMUGM	283	N	Ungraded students - American Indian/Alaska Native - male.
AMUGF	284	N	Ungraded students - American Indian/Alaska Native - female.
ASUGM	285	N	Ungraded students - Asian - male.

Variable Name	Order	Data Type	Description
ASUGF	286	N	Ungraded students - Asian - female.
HIUGM	287	N	Ungraded students - Hispanic - male.
HIUGF	288	N	Ungraded students - Hispanic - female.
BLUGM	289	N	Ungraded students - Black, non-Hispanic - male.
BLUGF	290	N	Ungraded students - Black, non-Hispanic - female.
WHUGM	291	N	Ungraded students - White, non-Hispanic - male.
WHUGF	292	N	Ungraded students - White, non-Hispanic - female.
HPUGM	293	N	Ungraded students - Hawaiian Native/Pacific Islander - male.
HPUGF	294	N	Ungraded students - Hawaiian Native/Pacific Islander - female.
TRUGM	295	N	Ungraded students - Two or more races - male.
TRUGF	296	N	Ungraded students - Two or more races - female.
MEMBER	297	N	Total students, all grades: The reported total membership of the agency.
AM	298	N	American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM and AMALF fields.
AMALM	299	N	Total students, all grades - American Indian/Alaska Native - male.
AMALF	300	N	Total students, all grades - American Indian/Alaska Native - female.
ASIAN	301	N	Asian students. If not reported, this field was calculated by summing the ASALM and ASALF fields.
ASALM	302	N	Total students, all grades - Asian - male.
ASALF	303	N	Total students, all grades - Asian - female.
HISP	304	N	Hispanic students. If not reported, this field was calculated by summing the HIALM and HIALF fields.
HIALM	305	N	Total students, all grades - Hispanic - male.
HIALF	306	N	Total students, all grades - Hispanic - female.
BLACK	307	N	Black, non-Hispanic students. If not reported, this field was calculated by summing the BLALM and BLALF fields.
BLALM	308	N	Total students, all grades - Black, non-Hispanic - male.
BLALF	309	N	Total students, all grades - Black, non-Hispanic - female.
WHITE	310	N	White, non-Hispanic students. If not reported, this field was calculated by summing the WHALM and WHALF fields.
WHALM	311	N	Total students, all grades - White, non-Hispanic - male.

Variable Name	Order	Data Type	Description
WHALF	312	N	Total students, all grades - White, non-Hispanic - female.
PACIFIC	313	N	Hawaiian Native/Pacific Islander students. If not reported, this field was calculated by summing the HPALM and HPALF fields.
HPALM	314	N	Total students, all grades - Hawaiian Native/Pacific Islander - male.
HPALF	315	N	Total students, all grades - Hawaiian Native/Pacific Islander - female.
TR	316	N	Two or more races students. If not reported, this field was calculated by summing the TRALM and TRALF fields.
TRALM	317	N	Total students, all grades - Two or more races - male.
TRALF	318	N	Total students, all grades - Two or more races - female.
TOTETH	319	N	Calculated agency race/ethnicity membership: The sum of the fields AM, ASIAN, HISP, BLACK, WHITE, PACIFIC, and TR. Students belonging to an unknown or non-CCD race category are not captured in this field.
PUPTCH	320 *	N	Calculated pupil/teacher ratio: Total reported students (MEMBER) divided by FTE classroom teachers (FTE). Reported to the nearest hundredth; field includes two explicit decimal places.
TOTGRD	321	N	All Students - Derived Total.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Local Education Agency Universe Survey: School Year 2010-11

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Table B-1.Distribution of responses of character variable data, by response value: School Year 2010–11

variable	Variable Label	Missing	Not applicable	Reported
FIPST	ANSI State Code	0	0	18,478
LEAID	NCES Agency Identification Number	0	0	18,478
STID	State Local Education Number	0	0	18,478
NAME	Education Agency Name	0	0	18,478
PHONE	Telephone Number	7	12	18,459
MSTREE	Mailing Address - first line	0	0	18,478
MCITY	Mailing City	0	0	18,478
MSTATE	Mailing State	0	0	18,478
MZIP	Mailing Five Digit Zip Code	0	0	18,478
MZIP4	Mailing Secondary Zip Code	3,341	0	15,137
LSTREE	Location Address	37	0	18,441
LCITY	Location City	0	0	18,478
LSTATE	Location State	0	0	18,478
LZIP	Location Five Digit Zip Code	0	0	18,478
LZIP4	Location Secondary Zip Code	3,432	0	15,046
UNION	Supervisory Union Identification Number	0	314	18,164
CONUM	ANSI County Code	43	21	18,414
CONAME	County Name	43	21	18,414
CSA	Combined Statistical Area	43	10,179	8,256
CBSA	Core Based Statistical Area	43	4,268	14,167
METMIC	Metropolitan or Micropolitan Area	43	18	18,417
CDCODE	Congressional District Code	43	21	18,414
LATCOD	Latitude	0	0	18,478
LONCOD	Longitude	0	0	18,478

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2010–11, Version 1a.

Table B-2.Minimum,Maximum,and Mean for continuous variables, by variable: School Year 2010-11

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
SCH	Aggregate Number of Schools Associated with Agency	0.0	1,523.0	5.7	0	316
SPECED	Special Education - Individualized Education Program (IEP) Students	0.0	126,560.0	397.5	731	1,304
ELL	English Language Learner Students	0.0	67,877.0	190.0	1,418	1,228
PKTCH	Teachers - Prekindergarten	0.0	626.5	3.2	2,359	316
KGTCH	Teachers - Kindergarten	0.0	2,230.8	9.6	1,014	316
ELMTCH	Teachers - Elementary	0.0	18,139.3	84.0	274	316
SECTCH	Teachers - Secondary	0.0	14,150.8	67.7	274	316
UGTCH	Teachers - Ungraded	0.0	5,490.0	17.6	212	7,045
TOTTCH	Teachers - Total	0.0	36,505.9	177.4	536	316
AIDES	Instructional Aides / Paraprofessionals	0.0	9,607.5	41.0	1,761	316
CORSUP	Instructional Coordinators and Supervisors	0.0	1,888.3	3.8	623	316
ELMGUI	Guidance Counselors - Elementary	0.0	469.4	2.2	3,427	316
SECGUI	Guidance Counselors - Secondary	0.0	508.0	3.5	3,427	316
OTHGUI	Guidance Counselors - Other	0.0	828.0	2.8	0	10,434
TOTGUI	Guidance Counselors - Total	0.0	873.5	6.2	1,133	316
LIBSPE	Librarians / Media Specialists	0.0	1,183.0	2.9	275	316
LIBSUP	Librarians / Media Support Staff	0.0	212.4	2.0	3,809	316
LEAADM	LEA Administrators	0.0	756.0	3.6	274	316
LEASUP	LEA Administrative Support Staff	0.0	3,903.0	11.3	1,873	316
SCHADM	School Administrators	0.0	2,645.8	9.3	274	316
SCHSUP	School Administrative Support Staff	0.0	3,711.0	14.8	1,873	316
STUSUP	Student Support Services Staff	0.0	3,697.0	15.5	942	316
OTHSUP	All Other Support Staff	0.0	40,537.5	71.3	1,855	316
RACECAT	Ethnic Categories Indicator	5.0	7.0	7.0	0	0
PK	PK Students - Total	0.0	23,375.0	112.3	196	7,615
AMPKM	PK Students - American Indian/Alaska Native - Male	0.0	220.0	0.9	196	7,615
AMPKF	PK Students - American Indian/Alaska Native - Female	0.0	205.0	0.7	196	7,615
ASPKM	PK Students - Asian - Male	0.0	485.0	1.8	196	7,615
ASPKF	PK Students - Asian - Female	0.0	446.0	1.5	196	7,615
HIPKM	PK Students - Hispanic - Male	0.0	6,000.0	16.7	196	7,615

See notes at end of table.

Table B-2.Minimum,Maximum,and Mean for continuous variables, by variable: School Year 2010-11—Continued

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
HIPKF	PK Students - Hispanic - Female	0.0	5,829.0	15.0	196	7,615
BLPKM	PK Students - Black - Male	0.0	4,315.0	11.8	196	7,615
BLPKF	PK Students - Black - Female	0.0	4,414.0	10.8	196	7,615
WHPKM	PK Students - White - Male	0.0	1,456.0	28.0	196	7,615
WHPKF	PK Students - White - Female	0.0	1,301.0	22.0	196	7,615
HPPKM	PK Students - Hawaiian Native/Pacific Islander - Male	0.0	358.0	0.2	192	7,619
HPPKF	PK Students - Hawaiian Native/Pacific Islander - Female	0.0	159.0	0.1	192	7,619
TRPKM	PK Students - Two or More Races - Male	0.0	465.0	1.6	192	7,619
TRPKF	PK Students - Two or More Races - Female	0.0	295.0	1.3	192	7,619
KG	KG Students - Total	0.0	52,954.0	248.8	119	3,400
AMKGM	KG Students - American Indian/Alaska Native - Male	0.0	388.0	1.6	119	3,400
AMKGF	KG Students - American Indian/Alaska Native - Female	0.0	404.0	1.5	119	3,400
ASKGM	KG Students - Asian - Male	0.0	2,535.0	5.6	119	3,400
ASKGF	KG Students - Asian - Female	0.0	2,245.0	5.4	119	3,400
HIKGM	KG Students - Hispanic - Male	0.0	19,920.0	33.4	119	3,400
HIKGF	KG Students - Hispanic - Female	0.0	19,062.0	31.6	119	3,400
BLKGM	KG Students - Black - Male	0.0	5,446.0	19.1	119	3,400
BLKGF	KG Students - Black - Female	0.0	5,233.0	18.0	119	3,400
WHKGM	KG Students - White - Male	0.0	3,728.0	64.5	119	3,400
WHKGF	KG Students - White - Female	0.0	3,340.0	59.3	119	3,400
HPKGM	KG Students - Hawaiian Native/Pacific Islander - Male	0.0	3,230.0	0.6	119	3,545
HPKGF	KG Students - Hawaiian Native/Pacific Islander - Female	0.0	2,834.0	0.6	119	3,545
TRKGM	KG Students - Two or More Races - Male	0.0	679.0	4.0	119	3,545
TRKGF	KG Students - Two or More Races - Female	0.0	624.0	3.8	119	3,545
G01	Grade 1 Students - Total	0.0	53,303.0	253.5	121	3,372
AM01M	Grade 1 Students - American Indian/Alaska Native - Male	0.0	380.0	1.6	121	3,372

See notes at end of table.

Table B-2.Minimum,Maximum,and Mean for continuous variables, by variable: School Year 2010-11—Continued

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
AM01F	Grade 1 Students - American Indian/Alaska Native - Female	0.0	338.0	1.5	121	3,372
AS01M	Grade 1 Students - Asian - Male	0.0	2,325.0	6.0	121	3,372
AS01F	Grade 1 Students - Asian - Female	0.0	2,265.0	5.9	121	3,372
HI01M	Grade 1 Students - Hispanic - Male	0.0	20,076.0	33.6	121	3,372
HI01F	Grade 1 Students - Hispanic - Female	0.0	19,076.0	31.8	121	3,372
BL01M	Grade 1 Students - Black - Male	0.0	5,877.0	19.7	121	3,372
BL01F	Grade 1 Students - Black - Female	0.0	5,946.0	18.5	121	3,372
WH01M	Grade 1 Students - White - Male	0.0	3,849.0	65.5	121	3,372
WH01F	Grade 1 Students - White - Female	0.0	3,563.0	61.0	121	3,372
HP01M	Grade 1 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,861.0	0.6	121	3,518
HP01F	Grade 1 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,611.0	0.5	121	3,518
TR01M	Grade 1 Students - Two or More Races - Male	0.0	671.0	3.8	121	3,518
TR01F	Grade 1 Students - Two or More Races - Female	0.0	626.0	3.6	121	3,518
G02	Grade 2 Students - Total	0.0	52,017.0	249.8	121	3,377
AM02M	Grade 2 Students - American Indian/Alaska Native - Male	0.0	410.0	1.5	121	3,377
AM02F	Grade 2 Students - American Indian/Alaska Native - Female	0.0	387.0	1.5	121	3,377
AS02M	Grade 2 Students - Asian - Male	0.0	2,431.0	6.0	121	3,377
AS02F	Grade 2 Students - Asian - Female	0.0	2,265.0	5.9	121	3,377
HI02M	Grade 2 Students - Hispanic - Male	0.0	19,514.0	32.4	121	3,377
HI02F	Grade 2 Students - Hispanic - Female	0.0	18,498.0	30.9	121	3,377
BL02M	Grade 2 Students - Black - Male	0.0	5,833.0	19.4	121	3,377
BL02F	Grade 2 Students - Black - Female	0.0	5,829.0	18.5	121	3,377
WH02M	Grade 2 Students - White - Male	0.0	3,870.0	64.9	121	3,377
WH02F	Grade 2 Students - White - Female	0.0	3,629.0	60.9	121	3,377
HP02M	Grade 2 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,759.0	0.6	121	3,523
HP02F	Grade 2 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,410.0	0.5	121	3,523

See notes at end of table.

Table B-2.Minimum,Maximum,and Mean for continuous variables, by variable: School Year 2010-11—Continued

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
TR02M	Grade 2 Students - Two or More Races - Male	0.0	664.0	3.5	121	3,523
TR02F	Grade 2 Students - Two or More Races - Female	0.0	622.0	3.4	121	3,523
G03	Grade 3 Students - Total	0.0	50,998.0	249.1	117	3,394
AM03M	Grade 3 Students - American Indian/Alaska Native - Male	0.0	380.0	1.5	117	3,394
AM03F	Grade 3 Students - American Indian/Alaska Native - Female	0.0	371.0	1.5	117	3,394
AS03M	Grade 3 Students - Asian - Male	0.0	2,417.0	5.9	117	3,394
AS03F	Grade 3 Students - Asian - Female	0.0	2,198.0	5.8	117	3,394
HI03M	Grade 3 Students - Hispanic - Male	0.0	19,093.0	31.8	117	3,394
HI03F	Grade 3 Students - Hispanic - Female	0.0	18,274.0	30.4	117	3,394
BL03M	Grade 3 Students - Black - Male	0.0	6,887.0	20.0	117	3,394
BL03F	Grade 3 Students - Black - Female	0.0	6,573.0	19.1	117	3,394
WH03M	Grade 3 Students - White - Male	0.0	3,893.0	64.9	117	3,394
WH03F	Grade 3 Students - White - Female	0.0	3,495.0	60.9	117	3,394
HP03M	Grade 3 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,640.0	0.5	117	3,539
HP03F	Grade 3 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,487.0	0.5	117	3,539
TR03M	Grade 3 Students - Two or More Races - Male	0.0	675.0	3.3	117	3,539
TR03F	Grade 3 Students - Two or More Races - Female	0.0	551.0	3.2	117	3,539
G04	Grade 4 Students - Total	0.0	51,458.0	251.0	117	3,396
AM04M	Grade 4 Students - American Indian/Alaska Native - Male	0.0	429.0	1.5	117	3,396
AM04F	Grade 4 Students - American Indian/Alaska Native - Female	0.0	402.0	1.5	117	3,396
AS04M	Grade 4 Students - Asian - Male	0.0	2,262.0	5.9	117	3,396
AS04F	Grade 4 Students - Asian - Female	0.0	2,335.0	5.7	117	3,396
HI04M	Grade 4 Students - Hispanic - Male	0.0	19,132.0	31.4	117	3,396
HI04F	Grade 4 Students - Hispanic - Female	0.0	18,754.0	30.1	117	3,396
BL04M	Grade 4 Students - Black - Male	0.0	6,063.0	20.2	117	3,396

See notes at end of table.

Table B-2.Minimum,Maximum,and Mean for continuous variables, by variable: School Year 2010-11—Continued

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
BL04F	Grade 4 Students - Black - Female	0.0	5,986.0	19.3	117	3,396
WH04M	Grade 4 Students - White - Male	0.0	3,793.0	66.0	117	3,396
WH04F	Grade 4 Students - White - Female	0.0	3,682.0	62.1	117	3,396
HP04M	Grade 4 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,425.0	0.5	117	3,541
HP04F	Grade 4 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,371.0	0.5	117	3,541
TR04M	Grade 4 Students - Two or More Races - Male	0.0	612.0	3.2	117	3,541
TR04F	Grade 4 Students - Two or More Races - Female	0.0	569.0	3.1	117	3,541
G05	Grade 5 Students - Total	0.0	51,557.0	250.2	119	3,322
AM05M	Grade 5 Students - American Indian/Alaska Native - Male	0.0	458.0	1.5	119	3,322
AM05F	Grade 5 Students - American Indian/Alaska Native - Female	0.0	458.0	1.5	119	3,322
AS05M	Grade 5 Students - Asian - Male	0.0	2,592.0	6.0	119	3,322
AS05F	Grade 5 Students - Asian - Female	0.0	2,404.0	5.8	119	3,322
HI05M	Grade 5 Students - Hispanic - Male	0.0	19,311.0	30.6	119	3,322
HI05F	Grade 5 Students - Hispanic - Female	0.0	18,479.0	29.4	119	3,322
BL05M	Grade 5 Students - Black - Male	0.0	6,300.0	20.1	119	3,322
BL05F	Grade 5 Students - Black - Female	0.0	6,157.0	19.4	119	3,322
WH05M	Grade 5 Students - White - Male	0.0	3,925.0	66.5	119	3,322
WH05F	Grade 5 Students - White - Female	0.0	3,586.0	62.5	119	3,322
HP05M	Grade 5 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,508.0	0.5	119	3,463
HP05F	Grade 5 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,381.0	0.5	119	3,463
TR05M	Grade 5 Students - Two or More Races - Male	0.0	590.0	3.0	119	3,463
TR05F	Grade 5 Students - Two or More Races - Female	0.0	540.0	3.0	119	3,463
G06	Grade 6 Students - Total	0.0	49,315.0	247.5	153	3,266
AM06M	Grade 6 Students - American Indian/Alaska Native - Male	0.0	395.0	1.5	153	3,266

See notes at end of table.

Table B-2.Minimum,Maximum,and Mean for continuous variables, by variable: School Year 2010-11—Continued

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
AM06F	Grade 6 Students - American Indian/Alaska Native - Female	0.0	411.0	1.5	153	3,266
AS06M	Grade 6 Students - Asian - Male	0.0	2,441.0	5.6	153	3,266
AS06F	Grade 6 Students - Asian - Female	0.0	2,128.0	5.5	153	3,266
HI06M	Grade 6 Students - Hispanic - Male	0.0	18,620.0	29.8	153	3,266
HI06F	Grade 6 Students - Hispanic - Female	0.0	18,367.0	28.5	153	3,266
BL06M	Grade 6 Students - Black - Male	0.0	6,592.0	20.1	153	3,266
BL06F	Grade 6 Students - Black - Female	0.0	6,324.0	19.2	153	3,266
WH06M	Grade 6 Students - White - Male	0.0	3,931.0	66.6	153	3,266
WH06F	Grade 6 Students - White - Female	0.0	3,699.0	62.5	153	3,266
HP06M	Grade 6 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,521.0	0.5	153	3,409
HP06F	Grade 6 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,300.0	0.5	153	3,409
TR06M	Grade 6 Students - Two or More Races - Male	0.0	663.0	2.9	153	3,409
TR06F	Grade 6 Students - Two or More Races - Female	0.0	620.0	2.9	153	3,409
G07	Grade 7 Students - Total	0.0	49,023.0	252.2	172	3,539
AM07M	Grade 7 Students - American Indian/Alaska Native - Male	0.0	390.0	1.6	172	3,539
AM07F	Grade 7 Students - American Indian/Alaska Native - Female	0.0	398.0	1.5	172	3,539
AS07M	Grade 7 Students - Asian - Male	0.0	2,479.0	5.7	172	3,539
AS07F	Grade 7 Students - Asian - Female	0.0	2,263.0	5.5	172	3,539
HI07M	Grade 7 Students - Hispanic - Male	0.0	20,749.0	30.0	172	3,539
HI07F	Grade 7 Students - Hispanic - Female	0.0	19,432.0	28.6	172	3,539
BL07M	Grade 7 Students - Black - Male	0.0	6,340.0	20.5	172	3,539
BL07F	Grade 7 Students - Black - Female	0.0	6,247.0	19.6	172	3,539
WH07M	Grade 7 Students - White - Male	0.0	3,846.0	68.2	172	3,539
WH07F	Grade 7 Students - White - Female	0.0	3,732.0	64.3	172	3,539
HP07M	Grade 7 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,403.0	0.5	172	3,663
HP07F	Grade 7 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,188.0	0.5	172	3,663

See notes at end of table.

Table B-2.Minimum,Maximum,and Mean for continuous variables, by variable: School Year 2010-11—Continued

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
TR07M	Grade 7 Students - Two or More Races - Male	0.0	644.0	2.8	172	3,663
TR07F	Grade 7 Students - Two or More Races - Female	0.0	615.0	2.8	172	3,663
G08	Grade 8 Students - Total	0.0	49,735.0	251.4	179	3,563
AM08M	Grade 8 Students - American Indian/Alaska Native - Male	0.0	392.0	1.5	179	3,563
AM08F	Grade 8 Students - American Indian/Alaska Native - Female	0.0	373.0	1.5	179	3,563
AS08M	Grade 8 Students - Asian - Male	0.0	2,463.0	6.0	179	3,563
AS08F	Grade 8 Students - Asian - Female	0.0	2,324.0	5.7	179	3,563
HI08M	Grade 8 Students - Hispanic - Male	0.0	18,593.0	29.4	179	3,563
HI08F	Grade 8 Students - Hispanic - Female	0.0	18,810.0	28.2	179	3,563
BL08M	Grade 8 Students - Black - Male	0.0	6,141.0	20.2	179	3,563
BL08F	Grade 8 Students - Black - Female	0.0	6,250.0	19.5	179	3,563
WH08M	Grade 8 Students - White - Male	0.0	3,823.0	68.5	179	3,563
WH08F	Grade 8 Students - White - Female	0.0	3,710.0	64.6	179	3,563
HP08M	Grade 8 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,258.0	0.5	179	3,688
HP08F	Grade 8 Students - Hawaiian Native/Pacific Islander - Female	0.0	1,980.0	0.5	179	3,688
TR08M	Grade 8 Students - Two or More Races - Male	0.0	648.0	2.7	179	3,688
TR08F	Grade 8 Students - Two or More Races - Female	0.0	603.0	2.7	179	3,688
G09	Grade 9 Students - Total	0.0	64,583.0	306.5	165	5,088
AM09M	Grade 9 Students - American Indian/Alaska Native - Male	0.0	527.0	2.0	165	5,088
AM09F	Grade 9 Students - American Indian/Alaska Native - Female	0.0	432.0	1.8	165	5,088
AS09M	Grade 9 Students - Asian - Male	0.0	2,907.0	7.0	165	5,088
AS09F	Grade 9 Students - Asian - Female	0.0	2,536.0	6.6	165	5,088
HI09M	Grade 9 Students - Hispanic - Male	0.0	25,560.0	36.6	165	5,088
HI09F	Grade 9 Students - Hispanic - Female	0.0	22,664.0	33.9	165	5,088
BL09M	Grade 9 Students - Black - Male	0.0	7,531.0	27.3	165	5,088

See notes at end of table.

Table B-2.Minimum,Maximum,and Mean for continuous variables, by variable: School Year 2010-11—Continued

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
BL09F	Grade 9 Students - Black - Female	0.0	6,969.0	24.9	165	5,088
WH09M	Grade 9 Students - White - Male	0.0	4,090.0	82.2	165	5,088
WH09F	Grade 9 Students - White - Female	0.0	3,989.0	76.5	165	5,088
HP09M	Grade 9 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,616.0	0.6	166	5,152
HP09F	Grade 9 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,405.0	0.6	166	5,152
TR09M	Grade 9 Students - Two or More Races - Male	0.0	826.0	3.2	166	5,152
TR09F	Grade 9 Students - Two or More Races - Female	0.0	732.0	3.2	166	5,152
G10	Grade 10 Students - Total	0.0	54,263.0	291.6	166	5,135
AM10M	Grade 10 Students - American Indian/Alaska Native - Male	0.0	453.0	1.8	166	5,135
AM10F	Grade 10 Students - American Indian/Alaska Native - Female	0.0	437.0	1.7	166	5,135
AS10M	Grade 10 Students - Asian - Male	0.0	2,675.0	7.1	166	5,135
AS10F	Grade 10 Students - Asian - Female	0.0	2,524.0	6.7	166	5,135
HI10M	Grade 10 Students - Hispanic - Male	0.0	20,681.0	32.9	166	5,135
HI10F	Grade 10 Students - Hispanic - Female	0.0	19,389.0	31.4	166	5,135
BL10M	Grade 10 Students - Black - Male	0.0	8,118.0	24.2	166	5,135
BL10F	Grade 10 Students - Black - Female	0.0	8,211.0	23.5	166	5,135
WH10M	Grade 10 Students - White - Male	0.0	4,174.0	79.9	166	5,135
WH10F	Grade 10 Students - White - Female	0.0	4,010.0	75.7	166	5,135
HP10M	Grade 10 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,173.0	0.6	167	5,196
HP10F	Grade 10 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,052.0	0.5	167	5,196
TR10M	Grade 10 Students - Two or More Races - Male	0.0	630.0	2.7	167	5,196
TR10F	Grade 10 Students - Two or More Races - Female	0.0	605.0	2.9	167	5,196
G11	Grade 11 Students - Total	0.0	46,806.0	272.0	177	5,150

See notes at end of table.

Table B-2.Minimum,Maximum,and Mean for continuous variables, by variable: School Year 2010-11—Continued

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
AM11M	Grade 11 Students - American Indian/Alaska Native - Male	0.0	386.0	1.7	177	5,150
AM11F	Grade 11 Students - American Indian/Alaska Native - Female	0.0	403.0	1.6	177	5,150
AS11M	Grade 11 Students - Asian - Male	0.0	2,603.0	6.8	177	5,150
AS11F	Grade 11 Students - Asian - Female	0.0	2,474.0	6.4	177	5,150
HI11M	Grade 11 Students - Hispanic - Male	0.0	16,792.0	28.9	177	5,150
HI11F	Grade 11 Students - Hispanic - Female	0.0	16,959.0	28.3	177	5,150
BL11M	Grade 11 Students - Black - Male	0.0	6,196.0	21.0	177	5,150
BL11F	Grade 11 Students - Black - Female	0.0	6,971.0	21.5	177	5,150
WH11M	Grade 11 Students - White - Male	0.0	4,250.0	76.5	177	5,150
WH11F	Grade 11 Students - White - Female	0.0	3,889.0	73.3	177	5,150
HP11M	Grade 11 Students - Hawaiian Native/Pacific Islander - Male	0.0	1,913.0	0.5	178	5,211
HP11F	Grade 11 Students - Hawaiian Native/Pacific Islander - Female	0.0	1,827.0	0.5	178	5,211
TR11M	Grade 11 Students - Two or More Races - Male	0.0	567.0	2.4	178	5,211
TR11F	Grade 11 Students - Two or More Races - Female	0.0	583.0	2.5	178	5,211
G12	Grade 12 Students - Total	0.0	41,115.0	266.9	179	5,160
AM12M	Grade 12 Students - American Indian/Alaska Native - Male	0.0	392.0	1.6	179	5,160
AM12F	Grade 12 Students - American Indian/Alaska Native - Female	0.0	424.0	1.6	179	5,160
AS12M	Grade 12 Students - Asian - Male	0.0	2,398.0	6.8	179	5,160
AS12F	Grade 12 Students - Asian - Female	0.0	2,244.0	6.4	179	5,160
HI12M	Grade 12 Students - Hispanic - Male	0.0	14,228.0	27.3	179	5,160
HI12F	Grade 12 Students - Hispanic - Female	0.0	15,872.0	27.2	179	5,160
BL12M	Grade 12 Students - Black - Male	0.0	5,051.0	19.9	179	5,160
BL12F	Grade 12 Students - Black - Female	0.0	6,036.0	21.0	179	5,160
WH12M	Grade 12 Students - White - Male	0.0	3,717.0	76.6	179	5,160

See notes at end of table.

Table B-2.Minimum,Maximum,and Mean for continuous variables, by variable: School Year 2010-11—Continued

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
WH12F	Grade 12 Students - White - Female	0.0	3,623.0	73.4	179	5,160
HP12M	Grade 12 Students - Hawaiian Native/Pacific Islander - Male	0.0	1,639.0	0.5	180	5,221
HP12F	Grade 12 Students - Hawaiian Native/Pacific Islander - Female	0.0	1,570.0	0.5	180	5,221
TR12M	Grade 12 Students - Two or More Races - Male	0.0	413.0	2.1	180	5,221
TR12F	Grade 12 Students - Two or More Races - Female	0.0	437.0	2.2	180	5,221
UG	Ungraded Students - Total	0.0	15,104.0	47.5	10	15,662
AMUGM	Ungraded Students - American Indian/Alaska Native - Male	0.0	77.0	0.2	10	15,662
AMUGF	Ungraded Students - American Indian/Alaska Native - Female	0.0	40.0	0.1	10	15,662
ASUGM	Ungraded Students - Asian - Male	0.0	683.0	1.3	10	15,662
ASUGF	Ungraded Students - Asian - Female	0.0	305.0	0.6	10	15,662
HIUGM	Ungraded Students - Hispanic - Male	0.0	10,586.0	10.9	10	15,662
HIUGF	Ungraded Students - Hispanic - Female	0.0	4,483.0	5.1	10	15,662
BLUGM	Ungraded Students - Black - Male	0.0	3,757.0	7.9	10	15,662
BLUGF	Ungraded Students - Black - Female	0.0	1,518.0	3.6	10	15,662
WHUGM	Ungraded Students - White - Male	0.0	1,404.0	11.7	10	15,662
WHUGF	Ungraded Students - White - Female	0.0	525.0	5.8	10	15,662
HPUGM	Ungraded Students - Hawaiian Native/Pacific Islander - Male	0.0	43.0	0.1	27	15,645
HPUGF	Ungraded Students - Hawaiian Native/Pacific Islander - Female	0.0	32.0	0.0	27	15,645
TRUGM	Ungraded Students - Two or More Races - Male	0.0	14.0	0.2	27	15,645
TRUGF	Ungraded Students - Two or More Races - Female	0.0	13.0	0.1	27	15,645
MEMBER	All Students - Total	0.0	667,273.0	2,968.2	400	1,242
AM	All Students - American Indian/Alaska Native	0.0	10,287.0	36.1	249	1,414

See notes at end of table.

Table B-2.Minimum,Maximum,and Mean for continuous variables, by variable: School Year 2010-11—Continued

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
AMALM	All Students - American Indian/Alaska Native - Male	0.0	5,218.0	18.5	249	1,414
AMALF	All Students - American Indian/Alaska Native - Female	0.0	5,069.0	17.7	249	1,414
AS	All Students - Asian	0.0	63,125.0	136.7	249	1,414
ASALM	All Students - Asian - Male	0.0	32,805.0	69.7	249	1,414
ASALF	All Students - Asian - Female	0.0	30,320.0	67.0	249	1,414
HI	All Students - Hispanic	0.0	489,623.0	706.2	249	1,414
HIALM	All Students - Hispanic - Male	0.0	250,047.0	361.8	249	1,414
HIALF	All Students - Hispanic - Female	0.0	239,576.0	344.4	249	1,414
BL	All Students - Black	0.0	173,836.0	471.2	249	1,414
BLALM	All Students - Black - Male	0.0	86,690.0	240.6	249	1,414
BLALF	All Students - Black - Female	0.0	87,146.0	230.6	249	1,414
WH	All Students - White	0.0	100,227.0	1,540.7	249	1,414
WHALM	All Students - White - Male	0.0	51,839.0	795.8	249	1,414
WHALF	All Students - White - Female	0.0	48,388.0	745.0	249	1,414
HP	All Students - Hawaiian Native / Pacific Islander	0.0	61,954.0	11.9	248	1,588
HPALM	All Students - Hawaiian Native/Pacific Islander - Male	0.0	32,347.0	6.2	248	1,588
HPALF	All Students - Hawaiian Native/Pacific Islander - Female	0.0	29,607.0	5.7	248	1,588
TR	All Students - Two or More Races	0.0	15,049.0	69.9	248	1,588
TRALM	All Students - Two or More Races - Male	0.0	7,898.0	35.3	248	1,588
TRALF	All Students - Two or More Races - Female	0.0	7,151.0	34.6	248	1,588
TOTETH	Total Ethnic	0.0	667,273.0	2,971.9	249	1,414
PUPTCH	Pupil Teacher Ratio	0.0	8,857.0	14.5	661	1,242
TOTGRD	All Students - Derived Total	0.0	667,273.0	2,971.8	248	1,414

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Version 1a.

Table B-3. Frequencies of categorical variables: School Year 2010–11

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agency type (TYPE)				
1—Regular local school district	13,103	70.9	13,103	70.9
2—Local school district that is a component of a supervisory union	765	4.1	13,868	75.1
3—Supervisory union	225	1.2	14,093	76.3
4—Regional education service agency	1,360	7.4	15,453	83.6
5—State-operated agency	290	1.6	15,743	85.2
6—Federally-operated agency	17	0.1	15,760	85.3
7—Charter agency	2,550	13.8	18,310	99.1
8—Other education agency	168	0.9	18,478	100.0
NCES urban-centric locale code (ULOCAL)				
11—City, large	1,436	7.8	1,436	7.8
12—City, midsize	497	2.7	1,933	10.5
13—City, small	799	4.3	2,732	14.8
21—Suburb, large	2,895	15.7	5,627	30.5
22—Suburb, midsize	395	2.1	6,022	32.6
23—Suburb, small	308	1.7	6,330	34.3
31—Town, fringe	374	2.0	6,704	36.3
32—Town, distant	1,445	7.8	8,149	44.1
33—Town, remote	1,251	6.8	9,400	50.9
41—Rural, fringe	2,511	13.6	11,911	64.5
42—Rural, distant	3,594	19.5	15,505	83.9
43—Rural, remote	2,912	15.8	18,417	99.7
M—Missing	43	0.2	18,460	99.9
N—Not applicable	18	0.1	18,478	100.0
Operational status code (BOUND)				
1—Continuing	17,865	96.7	17,865	96.7
2—Closed	208	1.1	18,073	97.8
3—New	219	1.2	18,292	99.0
4—Added	19	0.1	18,311	99.1
5—Changed boundary	14	0.1	18,325	99.2
6—Inactive	30	0.2	18,355	99.3
7—Future	78	0.4	18,433	99.8
8—Reopened	45	0.2	18,478	100.0

See notes at end of table.

Table B-3. Frequencies of categorical variables: School Year 2010–11—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agency low grade offered (GSLO)				
01—1st grade students	79	0.4	79	0.4
02—2nd grade students	50	0.3	129	0.7
03—3rd grade students	33	0.2	162	0.9
04—4th grade students	47	0.3	209	1.1
05—5th grade students	138	0.8	347	1.9
06—6th grade students	249	1.4	596	3.2
07—7th grade students	244	1.3	840	4.6
08—8th grade students	47	0.3	887	4.8
09—9th grade students	959	5.2	1,846	10.0
10—10th grade students	64	0.4	1,910	10.3
11—11th grade students	50	0.3	1,960	10.6
12—12th grade students	4	0.0	1,964	10.6
KG—Kindergarten students	4,913	26.6	6,877	37.2
N—Not applicable	1,235	6.7	8,112	43.9
PK—Prekindergarten students	10,346	56.0	18,458	99.9
UG—Students in ungraded classes	20	0.1	18,478	100.0
Agency high grade offered (GSHI)				
01—1st grade students	20	0.1	20	0.1
02—2nd grade students	31	0.2	51	0.3
03—3rd grade students	50	0.3	101	0.6
04—4th grade students	50	0.3	151	0.8
05—5th grade students	171	0.9	322	1.7
06—6th grade students	505	2.7	827	4.5
07—7th grade students	78	0.4	905	4.9
08—8th grade students	2,536	13.7	3,441	18.6
09—9th grade students	107	0.6	3,548	19.2
10—10th grade students	86	0.5	3,634	19.7
11—11th grade students	91	0.5	3,725	20.2
12—12th grade students	13,382	72.4	17,107	92.6
KG—Kindergarten students	9	0.1	17,116	92.6
N—Not applicable	1,235	6.7	18,351	99.3
PK—Prekindergarten students	107	0.6	18,458	99.9
UG—Students in ungraded classes	20	0.1	18,478	100.0

See notes at end of table.

Table B-3. Frequencies of categorical variables: School Year 2010–11—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
BIE agency flag (BIEA)				
1—Yes	7	0.0	7	0.0
2—No	18,471	100.0	18,478	100.0
PK Grade Offered (PKOFFRD)				
1—Yes	10,367	56.1	10,367	56.1
2—No	8,111	43.9	18,478	100.0
KG Grade Offered (KGOFFRD)				
1—Yes	15,108	81.8	15,108	81.8
2—No	3,370	18.2	18,478	100.0
Grade 01 Offered (G01OFFRD)				
1—Yes	15,139	81.9	15,139	81.9
2—No	3,339	18.1	18,478	100.0
Grade 02 Offered (G02OFFRD)				
1—Yes	15,133	81.9	15,133	81.9
2—No	3,345	18.1	18,478	100.0
Grade 03 Offered (G03OFFRD)				
1—Yes	15,118	81.8	15,118	81.8
2—No	3,360	18.2	18,478	100.0
Grade 04 Offered (G04OFFRD)				
1—Yes	15,116	81.8	15,116	81.8
2—No	3,362	18.2	18,478	100.0
Grade 05 Offered (G05OFFRD)				
1—Yes	15,190	82.2	15,190	82.2
2—No	3,288	17.8	18,478	100.0
Grade 06 Offered (G06OFFRD)				
1—Yes	15,256	82.6	15,256	82.6
2—No	3,222	17.4	18,478	100.0
Grade 07 Offered (G07OFFRD)				
1—Yes	14,971	81.0	14,971	81.0
2—No	3,507	19.0	18,478	100.0

See notes at end of table.

Table B-3. Frequencies of categorical variables: School Year 2010–11—Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Grade 08 Offered (G08OFFRD)				
1—Yes	14,935	80.8	14,935	80.8
2—No	3,543	19.2	18,478	100.0
Grade 09 Offered (G09OFFRD)				
1—Yes	13,384	72.4	13,384	72.4
2—No	5,094	27.6	18,478	100.0
Grade 10 Offered (G10OFFRD)				
1—Yes	13,368	72.4	13,368	72.4
2—No	5,110	27.7	18,478	100.0
Grade 11 Offered (G11OFFRD)				
1—Yes	13,308	72.0	13,308	72.0
2—No	5,170	28.0	18,478	100.0
Grade 12 Offered (G12OFFRD)				
1—Yes	13,324	72.1	13,324	72.1
2—No	5,154	27.9	18,478	100.0
UG Grade Offered (UGOFFRD)				
1—Yes	2,354	12.7	2,354	12.7
2—No	16,124	87.3	18,478	100.0
Agency Charter (AGCHRT)				
1— All schools are charters	2,440	13.2	2,440	13.2
2— Some but not all schools are charters	716	3.9	3,156	17.1
3— No schools are charters	14,085	76.2	17,241	93.3
N—Not applicable	1,237	6.7	18,478	100.0
Race/ethnicities categories indicator (RACECAT)				
5—five race/ethnicity categories used in reporting	214	1.2	214	1.2
7—seven race/ethnicity categories used in reporting	18,264	98.8	18,478	100.0

NOTE: Detail 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," 2010–11, Version 1a.

Table B-4. Number of local education agencies, by operational status and state or jurisdiction: School year 2010–11

State or jurisdiction	All agencies	Operational status							
		Continuing	Closed	New[1]	Added[2]	Changed boundary	Inactive[3]	Future[4]	Reopened
United States[5]	**18,226**	**17,615**	**207**	**218**	**19**	**14**	**30**	**78**	**45**
Alabama	171	171	0	0	0	0	0	0	0
Alaska	54	54	0	0	0	0	0	0	0
Arizona	698	637	23	10	2	0	18	8	0
Arkansas	297	286	8	2	0	1	0	0	0
California	1,197	1,184	4	5	0	0	2	2	0
Colorado	263	257	4	1	0	1	0	0	0
Connecticut	200	200	0	0	0	0	0	0	0
Delaware	44	40	2	1	0	0	0	1	0
District of Columbia	66	54	5	0	0	0	0	7	0
Florida	75	75	0	0	0	0	0	0	0
Georgia	212	206	0	6	0	0	0	0	0
Hawaii	1	1	0	0	0	0	0	0	0
Idaho	151	142	0	4	0	0	0	5	0
Illinois	1,080	1,074	2	4	0	0	0	0	0
Indiana	398	383	4	8	0	0	0	3	0
Iowa	371	368	3	0	0	0	0	0	0
Kansas	331	320	7	4	0	0	0	0	0
Kentucky	194	194	0	0	0	0	0	0	0
Louisiana	129	120	3	6	0	0	0	0	0
Maine	262	251	4	1	0	0	0	6	0
Maryland	25	25	0	0	0	0	0	0	0
Massachusetts	404	392	1	2	0	0	0	9	0
Michigan	870	849	6	15	0	0	0	0	0
Minnesota	561	552	6	3	0	0	0	0	0
Mississippi	165	164	1	0	0	0	0	0	0
Missouri	570	562	3	5	0	0	0	0	0
Montana	508	498	3	0	0	4	2	0	1
Nebraska	294	290	4	0	0	0	0	0	0
Nevada	18	18	0	0	0	0	0	0	0
New Hampshire	280	276	3	0	0	1	0	0	0
New Jersey	705	670	7	7	0	0	0	8	13
New Mexico	130	108	0	20	0	0	0	2	0
New York[6]	923	871	4	33	11	4	0	0	0
North Carolina	236	231	0	1	3	0	0	1	0
North Dakota	230	225	3	2	0	0	0	0	0
Ohio	1,118	1,026	27	37	0	0	6	22	0
Oklahoma	584	578	6	0	0	0	0	0	0
Oregon	221	221	0	0	0	0	0	0	0
Pennsylvania	812	759	39	14	0	0	0	0	0
Rhode Island	56	52	2	2	0	0	0	0	0
South Carolina	105	103	0	0	1	0	0	1	0
South Dakota	178	158	6	0	0	2	0	0	12
Tennessee	140	140	0	0	0	0	0	0	0
Texas	1,288	1,266	11	8	0	1	2	0	0
Utah	127	117	0	6	1	0	0	3	0

See notes at end of table.

Table B-4. Number of local education agencies, by operational status and state or jurisdiction: School year 2010–11—Continued

State or jurisdiction	All agencies	Operational status							
		Continuing	Closed	New[1]	Added[2]	Changed boundary	Inactive[3]	Future[4]	Reopened
Vermont	360	357	0	1	0	0	0	0	2
Virginia	226	206	1	1	1	0	0	0	17
Washington	314	310	0	4	0	0	0	0	0
West Virginia	57	57	0	0	0	0	0	0	0
Wisconsin	465	457	4	4	0	0	0	0	0
Wyoming	62	60	1	1	0	0	0	0	0
Department of Defense schools, Bureau of Indian Education, and other jurisdictions									
Department of Defense (DoDEA)	16	16	0	0	0	0	0	0	0
Bureau of Indian Education	197	195	1	1	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 Mariana 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	2	0	0	0	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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Version 1a.

Table B-5. Number of local education agencies, by agency type and state or jurisdiction: School year 2010–11

State or jurisdiction	Agency type						
	Regular school districts	Supervisory unions[1]	Regional education service agenies[2]	Charter agencies	State agencies	Federal agencies	Other education agencies
United States[3]	**13,655**	**224**	**1,338**	**2,550**	**290**	**1**	**168**
Alabama	133	0	0	0	38	0	0
Alaska	53	0	0	0	1	0	0
Arizona	227	0	19	429	10	0	13
Arkansas	245	0	15	19	5	0	13
California	958	6	193	32	8	0	0
Colorado	178	0	83	1	1	0	0
Connecticut	169	0	6	18	7	0	0
Delaware	19	0	1	22	2	0	0
District of Columbia	2	0	0	63	1	0	0
Florida	67	0	0	0	3	0	5
Georgia	180	0	16	11	5	0	0
Hawaii	1	0	0	0	0	0	0
Idaho	116	0	0	31	4	0	0
Illinois	870	0	201	2	5	0	2
Indiana	295	1	30	64	4	0	4
Iowa	361	0	10	0	0	0	0
Kansas	319	0	0	0	12	0	0
Kentucky	174	0	18	0	2	0	0
Louisiana	70	0	0	46	7	0	6
Maine	239	11	8	0	4	0	0
Maryland	24	0	0	0	1	0	0
Massachusetts	244	0	86	73	1	0	0
Michigan	551	0	57	255	6	0	1
Minnesota	337	0	66	155	3	0	0
Mississippi	152	0	0	0	13	0	0
Missouri	525	0	0	36	5	0	4
Montana	422	56	21	0	4	0	5
Nebraska	253	0	36	0	5	0	0
Nevada	17	0	0	0	0	0	1
New Hampshire	180	89	0	11	0	0	0
New Jersey	616	0	1	85	3	0	0
New Mexico	89	0	0	35	6	0	0
New York[4]	696	0	48	173	6	0	0
North Carolina	115	0	0	100	7	0	14
North Dakota	186	0	41	0	3	0	0
Ohio	615	0	105	394	4	0	0
Oklahoma	532	0	0	3	3	0	46
Oregon	186	0	20	11	4	0	0
Pennsylvania	500	0	105	146	20	0	41
Rhode Island	33	0	4	13	6	0	0
South Carolina	87	0	13	1	4	0	0
South Dakota	156	0	17	0	5	0	0
Tennessee	137	0	0	0	3	0	0
Texas	1,032	0	20	222	14	0	0
Utah	41	0	4	79	3	0	0

See notes at end of table.

Table B-5. Number of local education agencies, by agency type and state or jurisdiction: School year 2010–11—Continued

State or jurisdiction	Agency type						
	Regular school districts	Supervisory unions[1]	Regional education service agenies[2]	Charter agencies	State agencies	Federal agencies	Other education agencies
Vermont	294	59	0	0	2	0	5
Virginia	134	2	69	0	20	1	0
Washington	295	0	9	0	2	0	8
West Virginia	55	0	0	0	2	0	0
Wisconsin	426	0	16	20	3	0	0
Wyoming	49	0	0	0	13	0	0
Department of Defense schools, Bureau of Indian Education, and other jurisdictions							
Department of Defense (DoDEA)	0	0	0	0	0	16	0
Bureau of Indian Education	175	0	22	0	0	0	0
American Samoa	1	0	0	0	0	0	0
Guam	1	0	0	0	0	0	0
Commonwealth of the Northern Mariana 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.

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,” 2010–11, Version 1a.

Table B-6. 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 2010–11

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 States[3]	**13,455**	**48,085,879**	**32**	**21,472**	**292**	**283,297**	**2,253**	**952,808**	**127**	**36,706**	**0**	**0**	**20**	**19,154**
Alabama	132	755,552	0	†	0	†	0	†	0	†	0	†	0	†
Alaska	53	131,704	0	†	0	†	0	†	1	400	0	†	0	†
Arizona	221	944,281	0	†	12	2,343	377	123,713	1	427	0	†	4	979
Arkansas	239	475,551	0	†	0	†	17	6,339	2	224	0	†	0	†
California	949	6,120,346	0	†	57	80,055	29	15,907	3	866	0	†	0	†
Colorado	178	834,832	0	†	2	503	1	7,981	0	†	0	†	0	†
Connecticut	169	533,934	0	†	6	9,225	17	5,139	4	11,666	0	†	0	†
Delaware	19	119,878	0	†	0	†	19	9,525	0	†	0	†	0	†
District of Columbia	2	44,366	0	†	0	†	50	26,911	0	†	0	†	0	†
Florida	67	2,636,404	0	†	0	†	0	†	2	780	0	†	4	6,163
Georgia	180	1,666,039	0	†	0	†	11	9,956	5	1,072	0	†	0	†
Hawaii	1	179,601	0	†	0	†	0	†	0	†	0	†	0	†
Idaho	115	265,822	0	†	0	†	25	9,961	1	76	0	†	0	†
Illinois	866	2,087,291	0	†	0	†	2	514	4	2,598	0	†	0	†
Indiana	292	1,023,220	0	†	1	46	60	22,472	1	148	0	†	4	1,346
Iowa	359	495,775	0	†	0	†	0	†	0	†	0	†	0	†
Kansas	289	483,215	0	†	0	†	0	†	9	486	0	†	0	†
Kentucky	174	672,958	0	†	0	†	0	†	2	170	0	†	0	†
Louisiana	70	665,109	0	†	0	†	44	27,365	5	1,301	0	†	6	2,783
Maine	231	188,830	0	†	0	†	0	†	1	12	0	†	0	†
Maryland	24	851,971	0	†	0	†	0	†	1	240	0	†	0	†
Massachusetts	244	791,751	0	†	86	135,390	63	28,422	0	†	0	†	0	†
Michigan	549	1,459,091	0	†	57	15,197	239	112,638	2	139	0	†	0	†
Minnesota	335	797,579	0	†	22	3,038	149	37,149	1	271	0	†	0	†
Mississippi	152	490,526	0	†	0	†	0		0	†	0	†	0	†
Missouri	522	896,702	0	†	0	†	36	20,076	4	1,932	0	†	0	†
Montana	417	141,577	0	†	0	†	0	†	2	116	0	†	0	†
Nebraska	251	298,136	0	†	0	†	0	†	5	364	0	†	0	†
Nevada	17	429,610	0	†	0	†	0	†	0	†	0	†	1	7,539
New Hampshire	178	193,728	0	†	0	†	10	983	0	†	0	†	0	†
New Jersey	558	1,402,421	0	†	0	†	0	†	0	†	0	†	0	†
New Mexico	89	331,373	0	†	0	†	33	6,355	6	394	0	†	0	†
New York[4]	694	2,680,049	0	†	0	†	169	54,443	4	463	0	†	0	†
North Carolina	115	1,448,117	0	†	0	†	99	42,141	2	347	0	†	0	†
North Dakota	180	96,255	0	†	0	†	0	†	2	68	0	†	0	†

See notes at end of table.

Table B-6. 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 2010–11—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	613	1,655,726	0	†	0	†	339	97,537	3	928	0	†	0	†
Oklahoma	526	658,163	0	†	0	†	3	1,369	3	296	0	†	0	†
Oregon	186	557,574	0	†	0	†	11	2,071	3	1,338	0	†	0	†
Pennsylvania	499	1,675,098	0	†	39	27,120	144	90,616	8	450	0	†	0	†
Rhode Island	32	129,054	0	†	4	10,103	12	2,855	5	1,781	0	†	0	†
South Carolina	85	714,742	0	†	0	†	1	9,133	3	1,963	0	†	0	†
South Dakota	152	125,613	0	†	3	125	0	†	2	145	0	†	0	†
Tennessee	137	987,038	0	†	0	†	0	†	3	384	0	†	0	†
Texas	1,029	4,799,541	0	†	0	†	199	134,076	12	2,098	0	†	0	†
Utah	41	545,395	0	†	0	†	76	39,862	1	295	0	†	0	†
Vermont	278	88,879	30	7,946	0	†	0	†	1	13	0	†	0	†
Virginia	130	1,237,326	2	13,526	0	†	0	†	2	588	0	†	0	†
Washington	288	1,042,979	0	†	3	152	0	†	2	165	0	†	1	344
West Virginia	55	282,130	0	†	0	†	0	†	2	749	0	†	0	†
Wisconsin	424	864,251	0	†	0	†	18	7,299	2	736	0	†	0	†
Wyoming	49	88,776	0	†	0	†	0	†	5	217	0	†	0	†
Department of Defense schools, Bureau of Indian Education, and other jurisdictions														
Department of Defense (DoDEA)	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Bureau of Indian Education	173	41,962	0	†	0	†	0	†	0	†	0	†	0	†
American Samoa	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Guam	1	31,618	0	†	0	†	0	†	0	†	0	†	0	†
Commonwealth of the Northern Mariana Islands	1	11,105	0	†	0	†	0	†	0	†	0	†	0	†
Puerto Rico	1	473,735	0	†	0	†	0	†	0	†	0	†	0	†
U.S. Virgin Islands	2	15,495	0	†	0	†	0	†	0	†	0	†	0	†

— Not available.

† Not applicable.

[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.

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,"

Table B-7. 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 2010–11

State or jurisdiction	City						Suburban					
	Large		Midsize		Small		Large		Midsize		Small	
	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students
United States[1]	**168**	**15.5**	**162**	**6.9**	**394**	**7.6**	**2,174**	**32.8**	**304**	**3.1**	**211**	**1.9**
Alabama	†	†	4	18.9	11	10.6	10	11.8	2	2.0	6	3.3
Alaska	2	37.6	†	†	1	10.8	†	†	†	†	1	1.1
Arizona	23	39.4	5	7.5	5	4.5	10	17.5	†	†	1	0.6
Arkansas	†	†	1	5.4	14	23.0	5	7.0	2	1.7	†	†
California	48	27.3	47	11.8	57	9.7	196	31.6	40	4.5	31	3.2
Colorado	5	19.4	2	5.4	4	10.4	14	37.3	†	†	1	3.3
Connecticut	†	†	4	14.3	10	12.6	64	45.0	13	10.5	†	†
Delaware	†	†	†	†	1	5.3	5	48.8	†	†	3	8.4
District of Columbia	2	100.0	†	†	†	†	†	†	†	†	†	†
Florida	1	4.7	3	3.8	2	2.1	17	68.4	5	7.4	†	†
Georgia	1	3.0	4	6.7	9	6.8	14	39.7	†	†	†	†
Hawaii	†	†	†	†	†	†	1	100.0	†	†	†	†
Idaho	†	†	1	9.4	5	20.1	1	13.4	†	†	3	5.6
Illinois	1	19.4	7	5.9	23	6.1	262	39.2	36	3.2	18	1.8
Indiana	8	13.2	2	4.2	13	12.2	41	25.0	3	0.9	5	0.8
Iowa	†	†	3	11.1	9	18.9	7	6.2	2	0.7	†	†
Kansas	1	10.2	4	12.4	1	2.3	8	16.9	1	0.8	†	†
Kentucky	2	20.1	†	†	5	3.7	14	9.2	4	1.7	2	2.2
Louisiana	2	3.0	3	17.3	6	18.0	7	16.0	1	3.0	1	5.5
Maine	†	†	†	†	6	13.2	†	†	6	7.7	8	4.1
Maryland	1	9.8	†	†	2	2.7	5	58.8	3	11.8	2	6.4
Massachusetts	1	7.1	3	7.0	9	9.2	148	64.9	20	6.1	1	0.0
Michigan	1	5.3	8	5.8	25	11.9	105	35.1	19	4.4	13	3.7
Minnesota	2	9.2	1	2.1	7	8.2	26	31.1	3	1.1	3	0.8
Mississippi	†	†	1	6.2	4	4.5	2	1.7	4	2.4	1	0.5
Missouri	6	9.0	2	4.7	4	3.8	35	29.0	1	0.6	2	2.5
Montana	†	†	2	11.1	4	13.2	†	†	2	1.0	3	1.5
Nebraska	5	40.2	†	†	†	†	3	7.8	1	1.3	†	†
Nevada	†	†	1	15.0	1	1.8	1	73.1	†	†	†	†
New Hampshire	†	†	1	8.1	1	6.3	6	7.1	10	16.1	11	9.6
New Jersey	1	2.9	†	†	7	4.4	396	79.2	18	1.8	10	1.4
New Mexico	1	28.8	†	†	3	15.2	2	6.0	†	†	1	1.0
New York	2	38.4	3	2.2	20	4.0	228	33.0	11	0.9	10	1.3
North Carolina	3	24.4	4	11.3	4	1.6	†	†	6	6.0	†	†
North Dakota	†	†	1	11.0	2	18.7	†	†	1	7.4	1	3.5

See notes at end of table.

Table B-7. 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 2010–11—Continued

State or jurisdiction	City						Suburban					
	Large		Midsize		Small		Large		Midsize		Small	
	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students
Ohio	5	9.7	2	2.3	15	4.7	157	37.7	11	1.7	18	2.3
Oklahoma	7	20.3	†	†	1	2.5	15	17.9	1	0.1	1	2.2
Oregon	3	10.8	3	11.4	6	19.0	12	17.5	3	1.8	1	0.3
Pennsylvania	2	11.6	2	1.8	12	6.1	171	40.2	21	4.5	20	3.6
Rhode Island	†	†	1	18.3	2	16.3	21	58.0	†	†	†	†
South Carolina	†	†	2	9.5	6	11.8	5	22.5	3	2.9	†	†
South Dakota	†	†	1	17.0	1	10.7	†	†	†	†	†	†
Tennessee	2	19.3	1	0.7	7	5.1	7	20.1	2	0.8	2	1.9
Texas	27	26.6	18	9.4	22	6.4	60	24.8	11	1.3	9	2.0
Utah	†	†	2	7.0	3	8.3	7	59.7	†	†	1	2.9
Vermont	†	†	†	†	2	6.7	†	†	8	8.6	†	†
Virginia	1	5.8	6	11.5	8	4.7	15	42.2	2	1.5	1	0.3
Washington	1	4.6	5	11.5	15	14.9	33	35.6	14	8.1	5	1.6
West Virginia	†	†	†	†	5	16.5	†	†	2	13.5	2	2.9
Wisconsin	1	9.4	2	5.2	12	15.0	38	14.1	12	6.5	13	4.3
Wyoming	†	†	†	†	2	28.5	†	†	†	†	†	†
Department of Defense schools, Bureau of Indian Education, and other jurisdictions												
Department of Defense (DoDEA)	1	0.8	1	0.8	2	2.0	2	2.3	1	0.3	2	0.7
Bureau of Indian Education	1	0.8	†	0.8	2	2.0	2	2.3	1	0.3	2	0.7
American Samoa	†	†	†	†	†	†	†	†	†	†	†	†
Guam	†	†	†	†	†	†	†	†	†	†	†	†
Commonwealth of the Northern Mariana Islands	†	†	†	†	†	†	†	†	†	†	1	100.0
Puerto Rico	†	†	†	†	†	†	1	100.0	†	†	†	†
U.S. Virgin Islands	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table B-7. 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 2010–11—Continued

State or jurisdiction	Town						Rural					
	Fringe		Distant		Remote		Fringe		Distant		Remote	
	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students
United States[1]	**325**	**1.7**	**1,155**	**6.2**	**902**	**4.0**	**1,831**	**11.4**	**3,260**	**6.7**	**2,569**	**2.3**
Alabama	3	2.1	22	7.7	7	2.4	15	12.9	32	22.7	20	5.7
Alaska	†	†	1	13.0	6	9.5	2	3.4	†	†	40	24.7
Arizona	3	1.0	13	2.7	32	7.0	35	12.9	37	5.1	57	1.8
Arkansas	5	2.9	26	13.2	17	7.5	47	18.9	74	13.8	48	6.6
California	37	2.0	87	3.7	31	0.7	163	4.1	147	1.1	65	0.3
Colorado	3	1.1	4	1.3	26	7.2	10	8.6	27	2.1	82	3.9
Connecticut	11	4.1	1	0.6	†	†	49	11.8	17	1.0	†	†
Delaware	†	†	4	12.1	†	†	4	22.6	2	2.9	†	†
District of Columbia	†	†	†	†	†	†	†	†	†	†	†	†
Florida	†	†	10	2.4	4	1.0	14	8.6	9	1.4	2	0.1
Georgia	2	0.9	24	5.3	11	2.6	60	26.6	40	6.9	15	1.4
Hawaii	†	†	†	†	†	†	†	†	†	†	†	†
Idaho	1	0.8	11	9.5	13	11.9	15	18.7	28	5.7	37	5.1
Illinois	17	1.4	85	5.6	70	4.0	93	7.8	219	4.8	35	0.8
Indiana	9	2.1	58	14.1	5	0.9	54	14.5	90	11.7	4	0.4
Iowa	4	1.7	30	11.2	40	14.4	29	10.0	136	16.6	99	9.2
Kansas	3	1.7	24	9.8	37	17.5	21	9.8	64	9.1	125	9.4
Kentucky	3	2.2	24	12.3	24	7.5	32	19.2	38	15.3	26	6.6
Louisiana	1	1.5	13	12.4	4	2.1	9	7.4	18	12.5	5	1.4
Maine	2	1.7	7	8.9	14	7.2	30	21.5	75	26.9	83	8.9
Maryland	1	0.9	2	0.9	†	†	3	4.6	5	4.0	†	†
Massachusetts	10	0.8	7	0.7	†	†	35	4.0	10	0.2	†	†
Michigan	17	2.7	36	6.3	30	4.0	81	9.4	141	8.7	73	2.7
Minnesota	6	4.1	29	8.8	39	10.2	27	9.6	78	7.2	114	7.7
Mississippi	†	†	11	6.6	41	21.5	18	25.0	46	24.0	24	7.5
Missouri	5	1.7	39	9.9	41	9.7	51	11.8	188	10.4	148	7.0
Montana	2	1.3	†	†	48	37.3	20	4.1	74	10.3	262	20.1
Nebraska	2	1.6	8	4.9	27	18.9	10	3.5	53	8.1	142	13.7
Nevada	†	†	1	1.5	6	4.7	1	1.4	2	2.1	4	0.5
New Hampshire	3	1.4	13	11.9	11	5.0	37	17.0	54	14.5	31	2.9
New Jersey	18	1.4	5	0.4	†	†	82	7.8	21	0.7	†	†
New Mexico	1	0.9	3	3.8	24	24.2	5	13.3	8	2.7	41	4.1
New York[2]	31	2.3	63	4.4	19	1.3	92	5.8	176	5.7	39	0.6
North Carolina	2	1.0	13	4.9	4	1.7	35	34.4	33	13.3	11	1.5
North Dakota	†	†	†	†	10	21.4	4	0.6	32	8.1	129	29.3

See notes at end of table.

Table B-7. 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 2010–11—Continued

State or jurisdiction	Town						Rural					
	Fringe		Distant		Remote		Fringe		Distant		Remote	
	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students
Ohio	30	3.4	80	10.5	4	0.4	125	16.5	165	10.8	1	0.0
Oklahoma	4	1.0	47	14.1	34	10.2	64	8.7	206	15.6	146	7.5
Oregon	11	7.7	24	11.5	25	9.0	15	5.1	32	3.3	51	2.6
Pennsylvania	27	3.2	58	8.9	10	1.3	82	11.2	82	7.0	12	0.5
Rhode Island	1	2.4	†	†	†	†	5	4.8	2	0.3	†	†
South Carolina	2	1.9	9	7.4	4	3.5	30	30.9	24	9.7	†	†
South Dakota	2	4.7	5	4.0	15	22.4	4	5.8	28.0	9.5	96	25.9
Tennessee	1	0.3	24	8.7	8	3.1	34	27.2	38	11.2	11	1.4
Texas	18	1.2	94	5.6	85	4.2	138	11.7	322	5.2	225	1.7
Utah	1	2.1	4	9.7	6	4.5	2	1.3	4	1.8	11	2.8
Vermont	†	†	20	13.5	16	13.8	36	16.8	129	29.0	67	11.6
Virginia	†	†	15	4.5	3	0.6	29	17.8	36	8.9	14	2.2
Washington	10	2.7	26	6.8	18	4.2	27	4.1	69	4.0	65	1.9
West Virginia	†	†	8	18.4	6	9.4	9	17.2	14	17.7	9	4.5
Wisconsin	16	4.0	67	16.7	10	2.1	44	6.5	131	10.9	78	5.3
Wyoming	†	†	†	†	17	45.2	4	8.1	4	2.9	22	15.3
Department of Defense schools, Bureau of Indian Education, and other jurisdictions												
Department of Defense (DoDEA)	†	†	3	0.7	9	7.0	24	13.1	26	16.2	102	56.2
Bureau of Indian Education	†	†	3	0.7	9	7.0	24	13.1	26	16.2	102	56.2
American Samoa	†	†	†	†	†	†	†	†	†	†	†	†
Guam	†	†	†	†	†	†	†	†	†	†	†	†
Commonwealth of the Northern Mariana Islands	†	†	†	†	†	†	†	†	†	†	†	†
Puerto Rico	†	†	†	†	†	†	†	†	†	†	†	†
U.S. Virgin Islands	†	†	†	†	2	100.0	†	†	†	†	†	†

† Not applicable.

Rounds to zero.

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

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

NOTE: This table includes districts operated by the Bureau of Indian Education and the Department of Defense although they are technically federally-operated. 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. Detail 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," 2010–11, Version 1a.

Table B-8. Number and percentage of students served in English language learner (ELL) and Individualized Education Programs (IEPs) programs, by state or jurisdiction: School year 2010–11

State or jurisdiction	ELL[1] Number of students	ELL[1] Percent of students	IEPs[2] Number of students	IEPs[2] Percent of students
United States[3]	**2,982,240**	**6.0**	**6,300,023**	**12.8**
Alabama	18,394	2.4	81,045	10.7
Alaska	14,963	11.3	18,048	13.7
Arizona	76,320	7.1	125,740	11.7
Arkansas	31,537	6.5	54,068	11.2
California	—	—	662,518	10.7
Colorado	99,804	11.8	—	—
Connecticut	30,428	5.4	68,130	12.2
Delaware	6,858	5.3	18,608	14.4
District of Columbia	5,157	7.2	11,904	16.7
Florida	229,758	8.7	366,823	13.9
Georgia	81,409	4.9	177,536	10.6
Hawaii	19,092	10.6	19,716	11.0
Idaho	15,393	5.6	27,263	9.9
Illinois	174,340	8.3	303,092	14.5
Indiana	49,573	4.7	165,469	15.8
Iowa	21,733	4.4	68,498	13.8
Kansas	39,323	8.1	66,851	13.8
Kentucky	16,351	2.4	102,370	15.2
Louisiana	11,698	1.7	82,934	11.9
Maine	4,792	2.5	29,502	15.6
Maryland	45,500	5.3	102,818	12.1
Massachusetts	55,031	5.8	167,526	17.5
Michigan	56,476	3.6	217,190	13.7
Minnesota	48,428	5.8	122,564	14.6
Mississippi	5,617	1.1	63,399	12.9
Missouri	21,918	2.4	126,588	13.8
Montana	3,300	2.3	16,698	11.8
Nebraska	20,077	6.7	44,299	14.8
Nevada	83,352	19.1	48,078	11.0
New Hampshire	3,965	2.0	29,778	15.3
New Jersey	52,447	3.7	225,471	16.1
New Mexico	52,557	15.5	46,612	13.8
New York	208,124	7.6	451,794	16.5
North Carolina	103,249	6.9	184,522	12.4
North Dakota	3,460	3.6	13,137	13.6
Ohio	37,116	2.1	259,448	14.8
Oklahoma	41,812	6.3	97,247	14.7
Oregon	58,916	10.5	80,277	14.3
Pennsylvania	47,014	2.6	294,845	16.4
Rhode Island	7,655	5.3	25,276	17.6
South Carolina	36,379	5.0	100,251	13.8
South Dakota	4,383	3.5	17,820	14.2
Tennessee	29,681	3.0	119,004	12.1
Texas	738,773	15.0	441,974	9.0
Utah	42,804	7.3	70,232	12.0

See notes at end of table.

Table B-8. Number and percentage of students served in English language learner (ELL) and Individualized Education Programs (IEPs) programs, by state or jurisdiction: School year 2010–11—Continued

State or jurisdiction	ELL[1] Number of students	ELL[1] Percent of students	IEPs[2] Number of students	IEPs[2] Percent of students
Vermont	976	1.0	7,937	8.2
Virginia	88,033	7.0	162,338	13.0
Washington	90,246	8.6	127,909	12.3
West Virginia	1,788	0.6	44,924	15.9
Wisconsin	43,638	5.0	124,721	14.3
Wyoming	2,602	2.9	15,231	17.1
Department of Defense schools, Bureau of Indian Education, and other jurisdictions				
Department of Defense (DoDEA)	—	—	—	—
Bureau of Indian Education	12,130	28.9	—	—
American Samoa	—	—	—	—
Guam	—	—	—	—
Commonwealth of the Northern Mariana Islands	11,039	99.4	836	7.5
Puerto Rico	1,559	0.3	126,560	26.7
U.S. Virgin Islands	557	3.6	1,405	9.1

— Not available.

[1] 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.

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

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

[4] Colorado reported their special education students with IEPs in administrative units that are responsible for IDEA funds in 2009–10. These administrative units are not included in this table.

NOTE: Table includes only those districts with student membership greater than zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2010–11, Version 1a.

Table B-9. Number of staff for public schools, by category and state or jurisdiction: School year 2010–11

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
Reporting states[1]	**3,086,704.4**	**671,057.1**	**66,970.7**	**104,611.7**	**50,122.2**	**28,760.2**	**64,229.0**	**181,249.1**	**164,929.0**	**239,171.1**	**263,480.1**	**1,150,739.7**
Alabama	49,363.2	6,550.4	1,013.2	1,800.9	1,412.6	671.2	802.1	1,657.6	2,605.6	3,281.0	2,317.5	23,664.8
Alaska	8,170.6	2,536.7	—	326.8	162.8	102.9	708.6	751.7	682.3	1,234.4	536.5	2,693.4
Arizona	50,022.1	14,360.7	98.3	1,245.1	529.1	1,228.2	425.1	850.3	2,468.2	4,573.8	7,379.9	13,385.8
Arkansas	34,272.8	8,065.0	847.0	1,527.0	1,088.0	277.0	668.0	2,427.0	1,767.0	3,254.0	7,697.0	10,295.0
California	256,751.3	63,972.0	3,390.6	6,191.3	756.9	—	3,578.8	21,270.5	15,267.4	31,484.5	16,313.8	103,258.0
Colorado	48,543.0	14,679.3	2,434.5	2,099.3	772.4	828.3	1,173.4	4,486.1	2,776.1	4,652.8	5,541.1	13,433.5
Connecticut	42,951.4	15,636.6	3,496.2	1,081.3	781.4	629.6	1,798.8	3,335.7	2,127.1	1,724.5	2,725.0	16,799.3
Delaware	8,933.0	1,577.5	226.0	281.0	134.0	3.0	366.4	463.4	413.0	350.0	742.9	2,987.8
District of Columbia	5,925.3	1,615.8	374.9	258.6	110.1	22.0	240.5	212.5	487.0	616.7	755.8	720.0
Florida	175,609.3	30,030.7	696.2	5,858.5	2,589.5	951.1	1,920.4	15,447.8	7,957.1	15,866.9	10,487.6	65,768.0
Georgia	112,459.6	25,772.6	2,353.2	3,557.0	2,247.1	1,400.8	2,300.0	2,552.5	6,157.1	8,996.7	7,492.5	51,898.4
Hawaii	11,396.0	2,406.6	573.5	631.6	208.0	62.0	218.1	577.3	571.1	1,170.1	1,664.2	2,225.4
Idaho	15,672.5	2,991.2	228.7	564.1	98.2	280.9	132.8	581.8	701.5	896.4	691.8	4,943.6
Illinois	132,982.7	—	491.0	3,192.7	1,960.0	—	2,828.0	—	7,362.0	—	9,636.0	—
Indiana	57,445.0	—	2,219.0	1,688.0	646.0	1,331.0	1,096.0	702.0	2,903.0	7,219.0	—	36,838.0
Iowa	34,642.1	10,531.4	305.4	1,157.4	513.2	397.1	1,237.4	1,921.0	1,740.2	2,290.4	4,190.4	10,688.9
Kansas	34,643.8	9,162.5	970.4	1,060.9	797.3	521.6	477.0	1,406.7	1,807.3	2,052.4	4,258.6	10,592.3
Kentucky	42,041.8	14,324.8	999.6	1,515.0	1,122.3	313.3	921.7	2,262.4	3,146.8	5,736.8	2,865.7	23,975.1
Louisiana	48,655.0	11,448.1	2,079.0	1,919.1	1,156.6	315.0	380.4	2,811.1	2,880.2	3,520.8	4,855.6	20,859.8
Maine	15,384.3	5,743.6	250.1	574.5	221.5	336.8	418.2	765.1	876.0	1,249.5	1,541.8	5,187.4
Maryland	58,428.5	11,359.7	1,792.0	2,389.3	1,245.3	507.9	3,327.5	2,324.3	3,634.9	5,771.1	4,723.5	19,863.3
Massachusetts	68,754.4	23,484.1	407.9	2,167.7	726.5	1,144.1	2,495.6	3,009.7	4,381.1	5,321.9	8,658.3	1,501.3
Michigan	88,614.7	21,379.2	3,347.0	2,249.3	746.1	595.5	3,132.1	1,201.6	4,751.0	11,481.7	13,434.8	42,553.8
Minnesota	52,671.7	16,759.3	2,035.2	1,072.3	709.3	765.8	2,071.9	2,295.9	2,102.8	3,936.2	11,750.0	12,823.0
Mississippi	32,254.8	8,194.7	649.2	1,095.6	871.5	169.4	988.5	2,032.8	1,911.9	2,319.4	2,906.5	14,468.4
Missouri	66,734.8	13,314.1	1,081.0	2,613.5	1,476.8	111.9	1,392.4	8,090.6	3,135.1	347.5	4,434.8	25,552.3
Montana	10,361.0	2,397.5	164.8	456.4	368.7	—	174.5	—	534.0	—	693.7	—
Nebraska	22,345.2	6,506.0	999.1	810.8	555.1	389.4	613.5	1,087.5	1,028.5	1,530.5	1,371.8	8,267.8
Nevada	21,839.5	—	—	879.8	376.0	—	30.0	—	993.0	—	41.8	1,107.0
New Hampshire	15,365.2	7,356.4	—	823.5	329.7	292.3	741.3	717.2	769.2	1,262.2	—	5,293.8
New Jersey	110,202.4	26,226.7	3,137.9	3,903.8	1,584.6	—	1,394.0	5,602.0	4,650.9	7,736.5	11,843.9	26,045.9
New Mexico	22,437.4	6,009.4	659.3	815.2	271.9	166.5	897.4	86.7	1,308.7	3,674.8	3,054.1	7,138.1
New York	211,173.4	37,700.1	1,977.9	6,960.9	2,763.9	1,420.0	2,911.1	22,141.6	9,268.8	7,064.9	11,900.9	97,755.7
North Carolina	98,357.5	26,172.6	1,043.2	3,976.2	2,289.6	395.6	1,565.3	4,934.3	5,100.9	7,565.3	9,805.9	31,832.7
North Dakota	8,417.0	2,071.3	179.3	308.6 [2]	192.8	199.9	474.2	245.2	446.8	515.1	791.8	2,397.2

See notes at end of table.

Table B-9. Number of staff for public schools, by category and state or jurisdiction: School year 2010–11—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	109,281.9	19,333.1	1,675.6	3,654.6 [2]	1,216.1	1,794.7	2,110.0	13,516.7	5,052.7	12,257.2	20,542.5	50,772.6
Oklahoma	41,276.8	8,362.1	328.2	1,609.6	1,071.5	804.8	592.6	3,019.0	2,146.9	3,535.7	4,319.5	15,193.5
Oregon	28,034.1	9,744.6	408.8	1,031.1 [2]	305.4	684.6	432.8	3,193.2	1,583.6	3,772.6	2,231.2	11,788.9
Pennsylvania	129,911.4	34,314.0	1,671.1	4,762.8	2,136.0	2,017.0	2,708.3	7,421.0	5,531.0	10,572.0	8,350.6	57,400.6
Rhode Island	11,196.8	2,224.2	83.0	384.0	297.9	53.9	85.0	486.2	451.2	686.7	479.0	2,187.0
South Carolina	45,210.4	8,475.4	453.4	1,815.9	1,085.3	330.6	703.5	774.9	2,554.1	799.4	3,088.0	217.5
South Dakota	9,511.7	2,454.3	132.0	345.3 [2]	137.0	75.7	763.9	403.1	429.9	505.9	1,050.9	3,735.4
Tennessee	66,558.1	16,242.9	836.0	2,889.3	1,933.3	554.1	173.5	810.3	3,359.9	4,745.3	1,257.7	28,836.2
Texas	334,996.9	63,337.7	3,455.8	11,211.7 [2]	5,097.0	2,727.7	6,562.1	22,338.4	22,359.7	24,657.9	24,170.0	144,499.3
Utah	25,676.7	8,214.0	1,699.1	806.8	279.0	457.7	366.8	731.2	1,300.4	2,260.2	1,505.3	9,043.8
Vermont	8,382.1	4,283.7	235.4	413.5	212.1	228.2	134.9	443.6	487.5	673.8	899.7	2,090.8
Virginia	70,947.1	19,388.2	13,419.2	3,977.1	1,977.9	1,808.7	1,536.9	4,173.4	4,606.0	7,531.9	7,224.4	64,456.1
Washington	53,934.1	10,421.9	357.1	2,044.7	1,133.5	752.9	2,414.6	1,916.4	2,800.5	4,349.8	3,200.3	20,355.8
West Virginia	20,338.5	3,632.1	369.6	738.2	351.7	—	770.7	1,136.4	1,104.8	453.0	1,590.3	8,468.9
Wisconsin	57,625.4	10,292.4	1,326.0	1,874.2	1,073.9	639.3	972.7	2,633.7	2,447.3	3,672.1	6,465.4	14,878.5
Wyoming	—	—	—	—	—	—	—	—	—	—	—	—
Department of Defense schools, Bureau of Indian Education, and other jurisdictions												
Department of Defense (DoDEA)	—	—	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—
Guam	1,843.0	631.0	92.0	59.0	23.0	14.0	14.0	196.0	82.0	214.0	47.0	168.0
Commonwealth of the Northern Mariana Islands	607.0	244.0	10.0	36.0	—	16.0	8.0	60.0	40.0	61.0	34.0	99.0
Puerto Rico	36,505.9	95.0	104.0	828.0	1,183.0	102.0	450.0	1,835.0	1,464.0	2,227.0	3,697.0	10,770.0
U.S. Virgin Islands	1,457.0	367.0	29.0	85.0	30.0	11.0	28.0	53.0	84.0	51.0	206.0	517.0

— Not available.

[1] A reporting states total is shown for the 50 states and District of Columbia if data for any item in the table were not available for some, but not all districts in the United States.

[2] Guidance counselors counts are missing for more than 20% of the districts in these states.

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," 2010–11, Version 1a.

APPENDIX C—Glossary for the Common Core of Data: School Year 2010-11

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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.

Agency Charter Status

Indication of the relationship between the agency and associated charter schools. Categories are: all associated schools are charters; some associated schools are charter; no associated schools are charter.

Alternative Education School

A public elementary/secondary school that (1) addresses needs of students that typically cannot be met in a regular school, (2) provides nontraditional education, (3) serves as an adjunct to a regular school, or (4) falls outside 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 and South America (including Central America), and who maintains tribal affiliation or community attachment (OMB directive, 1977, 1997).

American National Standards Institute (ANSI) Code

Two-digit code, assigned by the Federal Information Processing Standards, that uniquely identifies a state or other jurisdiction.

Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Island, Thailand, and Vietnam (OMB directive, 1997).

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 area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, Vietnam, Guam, the Philippine Islands, Samoa, and other Pacific Islands (OMB directive, 1977).

Black or African American

A person having origins in any of the black racial groups of Africa (OMB directive, 1977, 1997).

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.

City Locale

See “Locale, Urban-Centric.”

Classroom Teacher

See “Teacher.”

Combined Statistical Area (CSA)

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

Congressional District Code

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

The Congressional District 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 ANSI State numeric code. For example, the First Congressional District of Arizona is coded “0401,” with the first two digits (04) representing the ANSI State numeric code.

Core Based Statistical Area (CBSA)

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.

County Name, Local Education Agency (LEA) File

The name of the county in which a local education agency is located. Prior to 2006–07, the county assignment was based on the counties of the schools associated with the local education agency, weighted by student enrollment.

County Name, School File

The name of the county in which a school is located.

County Number

Five-digit code, assigned by the American National Standards Institute (ANSI) that uniquely identifies every county in the United States. Digits 1 and 2 are the state ANSI code and digits 3–5 identify a county within that state.

Diploma Recipient

A student 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.) (See also "Graduate, High School.")

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.

District Locale Code, Metro-Centric

See "District Locale, Metro-Centric."

District Locale Code, Urban-Centric

See "District Locale, Urban-Centric."

District Locale, Metro-Centric

A code derived from the locale codes of schools within the district, weighted by the number of students in each locale type. The metro-centric locale assignment system was used until 2006–07. (See also, "Locale, Metro-Centric.")

District Locale, Urban-Centric

A code derived from the locale codes of schools within the district, weighted by the number of students in each locale type. The urban-centric locale assignment system has been used starting in 2006–07. (See also, "Locale, Urban-Centric.")

Dropout

A student who was enrolled in school at some time during the previous school year; was not enrolled at the beginning of the current school year; has not graduated from high school or completed a state- or district-approved educational program; and does not meet any of the following exclusionary conditions: has transferred to another public school district, private school, or state- or district-approved educational program; is temporarily absent due to suspension or school-approved illness; or has died. Item was first collected in 1992–93.

Education Agency

A government agency administratively responsible for providing public elementary and/or secondary instruction or educational support services.

Elementary

A general level of instruction classified by state and local practice as elementary, composed of any span of grades not above grade 8; preschool or kindergarten included only if it is an integral part of an elementary school or a regularly established school system.

Elementary Teacher

Teacher of a group or class that is within a general level of instruction classified by state and local practice as elementary. Preschool or kindergarten are 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 languages are languages other than English; individuals who are migratory, whose native language are languages other than English, and who come from environments where a language other than English is dominant; individuals who are Native Americans or Alaska Natives, or native residents of the outlying areas and who come from environments where languages other than English have a significant impact on their level of English language proficiency; and individuals who have sufficient difficulties in speaking, reading, writing, or understanding the English language to deny such individuals the ability to meet the State's proficient level or achievement on State assessments, or the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in 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 Eligible Student

A student who is eligible to participate in the Free Lunch Program under the National School Lunch Act.

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. 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 student 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). (See also, "Diploma Recipient.")

Guidance Counselor/Director

Professional staff assigned specific duties and school time for counseling students and parents, addressing learning problems, evaluating student abilities, and assisting students in career and personal development. 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 diploma recipients and other high school completers. Does not include high school equivalency recipients.

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 who received a high school equivalency certificate during the previous school year or subsequent summer. The CCD reports only equivalency recipients who are 19 years of age or younger. 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 (OMB directive, 1977, 1997).

Individualized Educational Program (IEP)

A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA, Part B). Each plan includes a (1) statement of the child's present levels of educational performance, (2) statement of measurable annual goals, including academic and functional goals, (3) for children with disabilities who take alternate assessments aligned to alternate achievement standards, description of benchmarks or short term objectives; (4) statement of the special education and related services and supplementary aids and services; and (5) statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessment; and if the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

Instructional Aide

Staff 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 Coordinator and Supervisor

Staff supervising instructional programs at the school district or subdistrict level, including supervisors of educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and supervisory 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.

Kindergarten Teacher

Teacher of a group or class that is part of a public school program and is taught during the year preceding first grade.

Large City Locale

See "Locale, Metro-Centric."

Large Town Locale

See "Locale, Metro-Centric."

Latitude

Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried

out to six decimal places. For example, if a school's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000.

Librarian or Media Specialist

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 include 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)."

Local Education Agency (LEA)

The government agency at the local level whose primary responsibility is to operate public schools or to contract for public school services. Also referred to as a school district.

Local Education Agency (LEA) Administrative Support Staff

Staff members providing direct support to LEA administrators, business office support, data processing, secretarial and other clerical staff.

Local Education Agency (LEA) Administrator

Chief executive officers of education agencies, including superintendents, deputies, and assistant superintendents; other persons with districtwide responsibilities, e.g., business managers and professional instructional support staff. Excludes supervisors of instructional or student support staff.

Local Education Agency ID

Seven-digit code assigned by NCES that uniquely identifies each local education agency. Digits 1 and 2 are the ANSI state code; digits 3–7 are assigned by NCES and unique within a state.

Local Education Agency Type

A classification of educational agencies according to the level of administrative and operational control. The types are (1) local school district that is not a component of a supervisory union; (2) local school district that is a component of a supervisory union; (3) supervisory union administrative center; (4) regional education services agency; (5) state-operated agency; (6) federally-operated agency; (7) charter agency; and (8) other education agencies.

Locale Code, Metro-Centric

See “Locale, Metro-Centric.”

Locale Code, Urban-Centric

See “Locale, Urban-Centric.”

Locale, Metro-Centric

An indication of school’s location relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools’ membership. The metro-centric locale assignment system was used from 1998–99 through 2005–06.

The locale code categories are defined below.

Large city: A principal city of a metropolitan core based statistical area (CBSA), with the city having a population greater than or equal to 250,000.

Midsize city: A principal city of a metropolitan CBSA, with the city having a population less than 250,000.

Urban fringe of a large city: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a large city and defined as urban by the Census Bureau.

Urban fringe of a midsize city: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a midsize city and defined as urban by the Census Bureau.

Large town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

Small town: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

Rural, outside CBSA: Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau.

Rural, inside CBSA: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA and defined as rural by the Census Bureau.

Locale, Urban-Centric

An indication of school’s location relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools’ membership. The urban-centric locale assignment system has been used starting in 2006–07.

The locale code categories are defined below.

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

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

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

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

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

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

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

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

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

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

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

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.

Longitude

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

Magnet School or Program

A special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation (50 percent or more minority enrollment); and/or to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language).

Media Specialist

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.

Midsize City Locale

See “Locale, Metro-Centric.”

Migrant Student

Children who are, or whose parents or spouses are, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain, or accompany such parents or spouses, in order to obtain, temporary or seasonal employment in agricultural or fishing work (a) have moved from one local education agency (LEA) to another; (b) in a state that comprises a single LEA, have moved from one administrative area to another within such LEA; or (c) reside in an LEA of more than 15,000 square miles, and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands (OMB directive, 1997).

Officials and Administrators

See “Local Education Agency Administrator.”

Operational Status, Agency

Classification of the operational conditions or changes in an education agency’s boundaries or jurisdiction. Classifications include currently operational; closed; new; added; changed boundry; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years; and reopened. 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; scheduled to be operational within 2 years; and reopened.

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

Support staff not reported in instructional or student support. Include employees such as plant and equipment maintenance, bus drivers, security, and food service workers.

Prekindergarten Student

A 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 an authorized public education program of a local education agency.

Public School

An institution that provides educational services and: (1) has one or more grade groups (prekindergarten through grade 12) or is ungraded; (2) has one or more teachers to give instruction; (3) is located in one or more buildings or sites; (4) has an assigned administrator; (5) receives public funds as primary support; and (6) is operated by an education agency.

Reduced-Price-Lunch Eligible Student

A student who is eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.

Regional Education Service Agency

An agency created for the purposes of providing specialized educational services to other education agencies.

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 providing instruction and education services that does not focus primarily on special education, vocational/technical education, or alternative education, or on any of the particular themes associated with magnet/special program emphasis schools.

Reportable Program

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

Rural Locale

See "Locale, Urban-Centric."

Rural, Inside CBSA

See "Locale, Metro-Centric."

Rural, Outside CBSA

See "Locale, Metro-Centric."

School

An institution that provides educational services and:

- Has one or more grade groups (prekindergarten through 12) or is ungraded
- Has one or more teachers
- Is located in one or more buildings
- Has assigned administrator(s)
- Receives public funds as its primary support, and
- Is operated by an education agency.

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. Category includes clerical staff and secretaries.

School Administrator

Staff whose activities are concerned with directing and managing the operation of a particular school. Category includes principals, assistant principals, and other assistants; and persons 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. Also referred to as a Local Education Agency (LEA).

School Identification (ID) Number

Twelve-digit code assigned by NCES that uniquely identifies each public school. Digits 1 and 2 are the ANSI state code; digits 3–7 are the LEA ID; and digits 8–12 identify the school uniquely within a state.

School Type

The CCD classification of public elementary/secondary schools according to the curriculum offered. The types are:

1. Regular
2. Special Education
3. Vocational
4. Alternative

Schoolwide Title I Eligible School

A school that is a Title I eligible school and its percentage of low-income students is at least 40 percent. (See also "Title I Eligible School.")

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.

Secondary Teacher

Teacher of a group or class that is within the general level of instruction classified by state and local practice as secondary.

Shared Time School

A school 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.

Small Town Locale

See "Locale, Metro-Centric."

Special Education School

A public elementary/secondary school that focuses primarily on special education—including instruction for any of the following students with: autism, deaf-blindness, developmental delay, hearing impairment, intellectual disability, 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, Federal, and Other Agencies

Include stated operated agency, federally operated agency, and other education agency. (See also "State Operated Agency," "Federally Operated Agency," and "Other Education Agency.")

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

Professional 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

See "Locale, Urban-Centric."

Supervisory Union

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

Teacher

A professional school staff member who instructs students in prekindergarten, kindergarten, grades 1–12, or ungraded classes and maintains daily student attendance records.

Teacher of Ungraded Class

Teacher of a group or class that is not organized on the basis of grade grouping and has no standard grade designation. This includes regular classes that have no grade designations and special classes for exceptional students that have no grade designations. Such a class is likely to contain students of different ages who, frequently, are identified according to level of performance in one or more areas of instruction rather than according to grade level or age level.

Title I Eligible School

A Title I eligible school is a school designated under appropriate state and federal regulations as being high poverty and eligible for participation in programs authorized by Title I of P.L. 107-110. A Title I eligible school is one in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the LEA as a whole or that the LEA has designated as Title I eligible because 35 percent or more of the children are from low-income families.

Town Locale

See “Locale, Urban-Centric.”

Two or More Races

A person choosing more than one of the five race categories (OMB directive, 1997).

Ungraded Student

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

Urban Fringe of a Large City Locale

See “Locale, Metro-Centric.”

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 (OMB directive, 1977, 1997).

APPENDIX D—State Notes for the Common Core of Data: School Year 2010-11

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2010–11

Variable	Label	Missing	Not applicable
FTE	Classroom teachers	California, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA, Guam.	None.
TITLEISTAT	'Title I School Status'	American Samoa, DoDEA, Guam, Virgin Islands.	
TITLEI	Title I eligible schools	American Samoa, DoDEA, Virgin Islands.	Guam.
STITLI	School wide Title I	American Samoa, DoDEA, Virgin Islands.	Guam, Northern Marianas.
MAGNET	Magnet school indicator	Arizona, Massachusetts, New Jersey, Bureau of Indian Affairs, American Samoa, Guam.	Hawaii, Iowa, Montana, Nebraska, New Hampshire, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Dakota, Vermont, Washington, West Virginia, Wyoming, Northern Marianas, Puerto Rico.
CHARTR	Charter school indicator	American Samoa, Guam.	Alabama, Kentucky, Maine, Montana, Nebraska, North Dakota, South Dakota, Vermont, Washington, West Virginia, Bureau of Indian Affairs, Northern Marianas, Puerto Rico, Virgin Islands.
SHARED	Shared time school indicator	Kansas, Texas, Guam.	None.
FRELCH	Free lunch eligible students	American Samoa, DoDEA, Guam.	None.
REDLCH	Reduced-price lunch eligible students	Bureau of Indian Affairs, American Samoa, DoDEA, Guam.	None.

See notes at end of table.

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2010–11—Continued

Variable	Label	Missing	Not applicable
TOTFRL	Total of free and reduced-lunch eligible	American Samoa, DoDEA, Guam.	None.
PK	PK students – total	California, Michigan, Oregon, Bureau of Indian Affairs, American Samoa, DoDEA, Virgin Islands.	None.
KG	KG students – total	American Samoa, DoDEA.	None.
G01	Grade 1 students – total	American Samoa, DoDEA.	None.
G02	Grade 2 students – total	American Samoa, DoDEA.	None.
G03	Grade 3 students – total	American Samoa, DoDEA.	None.
G04	Grade 4 students – total	American Samoa, DoDEA.	None.
G05	Grade 5 students – total	American Samoa, DoDEA.	None.
G06	Grade 6 students – total	American Samoa, DoDEA.	None.
G07	Grade 7 students – total	American Samoa, DoDEA	None.
G08	Grade 8 students – total	American Samoa, DoDEA.	None.

See notes at end of table.

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2010–11—Continued

Variable	Label	Missing	Not applicable
G09	Grade 9 students – total	American Samoa, DoDEA.	None.
G10	Grade 10 students – total	American Samoa, DoDEA.	None.
G11	Grade 11 students – total	American Samoa, DoDEA.	None.
G12	Grade 12 students –total	American Samoa, DoDEA.	None.
UG	Ungraded students – total	None.	Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA, Guam, Virgin Islands.
MEMBER	All students – total	American Samoa, DoDEA.	None.
AM	All students – American Indian/ Alaska Native	American Samoa, DoDEA.	None.
AS	All students – Asian	American Samoa, DoDEA.	None.
HI	All students – Hispanic	American Samoa, DoDEA	None.
BL	All students – Black	American Samoa, DoDEA.	None.
WH	All students – White	American Samoa, DoDEA.	None.

See notes at end of table.

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2010–11—Continued

Variable	Label	Missing	Not applicable
HP	All students – Hawaiian Native/ Pacific Islander	American Samoa, DoDEA .	Bureau of Indian Affairs.
TR	All students – Two or more races	American Samoa, DoDEA.	Bureau of Indian Affairs.
PUPTCH	Pupil teacher ratio	California, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA, Guam.	None.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education School Universe Survey," 2010–11, Version 1a.

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD) Local Education Agency (LEA) Universe Survey, by variable: School year 2010–11

Variable	Label	Missing	Not applicable
SPECED	Special education – individualized education plan	Bureau of Indian Affairs, American Samoa, DoDEA.	None.
ELL	English language learner students	California, American Samoa, DoDEA, Guam.	None.
PKTCH	Teachers - prekindergarten	California, Indiana, Montana, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA, Virgin Islands.	None.
KGTCH	Teachers - kindergarten	Hawaii, Montana, North Carolina, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA, Puerto Rico.	None.
ELMTCH	Teachers - elementary	Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.
SECTCH	Teachers - secondary	Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.
UGTCH	Teachers - ungraded	Bureau of Indian Affairs, DoDEA.	Alabama, Alaska, Arizona, Colorado, Delaware, Idaho, Illinois, Iowa, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, Nebraska, New Hampshire, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, Virginia, West Virginia, Wyoming, American Samoa, Guam.

See notes at end of table.

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD) Local Education Agency (LEA) Universe Survey, by variable: School year 2010–11—Continued

Variable	Label	Missing	Not applicable
TOTTCH	Teachers - total	Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.
AIDES	Instructional aides/ paraprofessionals	Illinois, Indiana, Nevada, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.
CORSUP	Instructional coordinators and supervisors	Alaska, Nevada, New Hampshire, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.
ELMGUI	Guidance counselors - elementary	Kentucky, North Dakota, Ohio, Oregon, South Dakota, Texas, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA, Puerto Rico.	None.
SECGUI	Guidance counselors - secondary	Kentucky, North Dakota, Ohio, Oregon, South Dakota, Texas, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA, Puerto Rico.	None.

See notes at end of table.

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD) Local Education Agency (LEA) Universe Survey, by variable: School year 2010–11—Continued

Variable	Label	Missing	Not applicable
OTHGUI	Guidance counselors – other	None.	Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, New York, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Utah, Vermont, Washington, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA, Guam, Northern Marianas.
TOTGUI	Guidance counselors - total	Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.
LIBSPE	Librarians/media specialists	Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA, Northern Marianas.	None.
LIBSUP	Librarians/media support staff	California, Illinois, Montana, Nevada, New Jersey, West Virginia, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.
LEAADM	LEA administrators	Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.
LEASUP	LEA administrative support staff	Illinois, Montana, Nevada, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.

See notes at end of table.

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD) Local Education Agency (LEA) Universe Survey, by variable: School year 2010–11—Continued

Variable	Label	Missing	Not applicable
SCHADM	School administrators	Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.
SCHSUP	School administrative support staff	Illinois, Montana, Nevada, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.
STUSUP	Student support services staff	Indiana, New Hampshire, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.
OTHSUP	All other support staff	Illinois, Montana, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.
PK	PK students – total	California, Oregon, Bureau of Indian Affairs, American Samoa, DoDEA, Virgin Islands.	None.
KG	KG students – total	American Samoa, DoDEA.	None.
G01	Grade 1 students – total	American Samoa, DoDEA.	None.
G02	Grade 2 students – total	American Samoa, DoDEA.	None.
G03	Grade 3 students – total	American Samoa, DoDEA.	None.
G04	Grade 4 students – total	American Samoa, DoDEA.	None.
G05	Grade 5 students – total	American Samoa, DoDEA.	None.
G06	Grade 6 students – total	American Samoa, DoDEA.	None.

See notes at end of table.

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD) Local Education Agency (LEA) Universe Survey, by variable: School year 2010–11—Continued

Variable	Label	Missing	Not applicable
G07	Grade 7 students – total	American Samoa, DoDEA.	None.
G08	Grade 8 students – total	American Samoa, DoDEA.	None.
G09	Grade 9 students – total	American Samoa, DoDEA.	None.
G10	Grade 10 students – total	American Samoa, DoDEA.	None.
G11	Grade 11 students – total	American Samoa, DoDEA.	None.
G12	Grade 12 students – total	American Samoa, DoDEA.	None.
UG	Ungraded students – total	None.	Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA, Guam, Virgin Islands.

See notes at end of table.

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD) Local Education Agency (LEA) Universe Survey, by variable: School year 2010–11—Continued

Variable	Label	Missing	Not applicable
Member	All students – total	American Samoa, DoDEA.	None.
AM	All students – American Indian/ Alaska Native	American Samoa, DoDEA.	None.
AS	All students – Asian	American Samoa, DoDEA.	None.
HI	All students – Hispanic	American Samoa, DoDEA.	None.
BL	All students – Black	American Samoa, DoDEA.	None.
WH	All students – White	American Samoa, DoDEA.	None.
HP	All students – Hawaiian Native/ Pacific Islander	American Samoa, DoDEA.	Bureau of Indian Affairs.
TR	All students – Two or more Races	American Samoa, DoDEA.	Bureau of Indian Affairs.
PUPTCH	Pupil teacher ratio	Wyoming, Bureau of Indian Affairs, American Samoa, DoDEA.	None.
TOTGRD	All Students - Derived Total.	American Samoa, DoDEA.	None.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Version 1a.

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2010–11

Variable	Label	Missing	Not applicable
PKTCH	Prekindergarten teachers	Bureau of Indian Education, American Samoa, DoDEA, U.S. Virgin Islands.	None.
KGTCH	Kindergarten teachers	Bureau of Indian Education, American Samoa, DoDEA, Puerto Rico.	None.
ELMTCH	Elementary teachers	Bureau of Indian Education, American Samoa, DoDEA.	None.
SECTCH	Secondary teachers	Bureau of Indian Education, American Samoa, DoDEA.	None.
UGTCH	Teachers of ungraded classes	Bureau of Indian Education, DoDEA.	Alabama, Alaska, Arizona, Colorado, Delaware, Idaho, Illinois, Iowa, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, Nebraska, New Hampshire, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, Virginia, West Virginia, Wyoming, American Samoa, Guam.

See notes at end of table.

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2010–11 —Continued

Variable	Label	Missing	Not applicable
TOTTCH	Total full-time-equivalent (FTE) teachers	Bureau of Indian Education, American Samoa, DoDEA.	None.
AIDES	Instructional aides	Bureau of Indian Education, American Samoa, DoDEA.	None.
CORSUP	Instructional coordinators & supervisors	Bureau of Indian Education, American Samoa, DoDEA.	None.
ELMGUI	Elementary guidance counselors/directors	Bureau of Indian Education, American Samoa, DoDEA, Puerto Rico.	None.
SECGUI	Secondary guidance counselors/directors	Bureau of Indian Education, American Samoa, DoDEA, Puerto Rico.	None.

See notes at end of table.

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2010–11 —Continued

Variable	Label	Missing	Not applicable
OTHGUI	Other guidance counselors/directors	None.	Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Washington, Wyoming, Bureau of Indian Education, American Samoa, DoDEA, Guam, Commonwealth of Northern Marianas Islands.
TOTGUI	Total guidance counselors/directors	Bureau of Indian Education, American Samoa, DoDEA.	None.
LIBSPE	Librarians	Bureau of Indian Education, American Samoa, DoDEA, Northern Mariana Islands.	None.
LIBSUP	Library support staff	Bureau of Indian Education, American Samoa, DoDEA.	None.

See notes at end of table.

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2010–11 —Continued

Variable	Label	Missing	Not applicable
LEAADM	Local education agency (LEA) administrators	Bureau of Indian Education, American Samoa, DoDEA.	None.
LEASUP	Administrative support staff	Bureau of Indian Education, American Samoa, DoDEA.	None.
SCHADM	School administrators	Bureau of Indian Education, American Samoa, DoDEA.	None.
SCHSUP	School support staff	Bureau of Indian Education, American Samoa, DoDEA.	None.
STUSUP	Student support services	Bureau of Indian Education, American Samoa, DoDEA.	None.
OTHSUP	All other support services staff	Bureau of Indian Education, American Samoa, DoDEA.	None.
PK	Prekindergarten students	Bureau of Indian Education, American Samoa, DoDEA, U.S. Virgin Islands.	None.
KG	Kindergarten students	American Samoa, DoDEA.	None.

See notes at end of table.

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2010–11 —Continued

Variable	Label	Missing	Not applicable
G01	Grade 1 students	American Samoa, DoDEA.	None.
G02	Grade 2 students	American Samoa, DoDEA.	None.
G03	Grade 3 students	American Samoa, DoDEA.	None.
G04	Grade 4 students	American Samoa, DoDEA.	None.
G05	Grade 5 students	American Samoa, DoDEA.	None.
G06	Grade 6 students	American Samoa, DoDEA.	None.
G07	Grade 7 students	American Samoa, DoDEA.	None.
G08	Grade 8 students	American Samoa, DoDEA.	None.
G10	Grade 9 students	American Samoa, DoDEA.	None.
G10	Grade 10 students	American Samoa, DoDEA.	None.
G11	Grade 11 students	American Samoa, DoDEA.	None.

See notes at end of table.

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2010–11 —Continued

Variable	Label	Missing	Not applicable
G12	Grade 12 students	American Samoa, DoDEA.	None.
UG	Ungraded students	None.	Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, Bureau of Indian Education, American Samoa, DoDEA, Guam, U.S. Virgin Islands.
MEMBER	Total students	American Samoa, DoDEA.	None.
AM	Total students – American Indian/Alaska Native	American Samoa, DoDEA.	None.
AS	Total students – Asian	American Samoa, DoDEA.	None.
HI	Total students – Hispanic	American Samoa, DoDEA.	None.
BL	Total students – Black	American Samoa, DoDEA.	None.

See notes at end of table.

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2010–11 —Continued

Variable	Label	Missing	Not applicable
WH	Total students – White	American Samoa, DoDEA.	None.
HP	Total students – Hawaiian Native/Pacific Islander	None.	Bureau of Indian Education, American Samoa, DoDEA.
TR	Total students – Two or more races	None.	Bureau of Indian Education, American Samoa, DoDEA.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2010–11, Version 1a.

The following text provides information on known anomalies and comments for data users for individual states.

Alabama
None.

Alaska
None.

Arizona
There are 5 schools and 2 local education agencies (LEAs) with a value of "M" (Missing) for ULOCAL, CDCODE, CONMAE, CONUM because the state reports those schools and LEAs after the CCD files had undergone geocode processing.

Arkansas
None.

California
State did not report PK count. NCES uses the IDEA (3-5) counts state reported to ED*Facts* for the PK counts at state level.

Colorado
None.

Connecticut
None.

Delaware
None.

District of Columbia
There are 7 schools and 7 local education agencies (LEAs) with a value of "M" (Missing) for ULOCAL, CDCODE, CONMAE, CONUM because the state reports those schools and LEAs after the CCD files had undergone geocode processing.

Florida
None.

Georgia
None.

Hawaii
Hawaii reported a combined count for ELMTCH and KGTCH on the LEA and SEA files. The value of ELMTCH on LEA file exceeds the value of ELMTCH on the SEA file because the SEA file was edited to remove the KGTCH count from the ELMTCH count. No edit was made to the LEA file.

Idaho
There are 5 schools and 5 local education agencies (LEAs) with a value of "M" (Missing) for ULOCAL, CDCODE, CONMAE, CONUM because the state reports those schools and LEAs after the CCD files had undergone geocode processing.

Illinois
None.

Indiana
The significant decrease in UGTCH is due to that Indiana assigned all the KG to Grade 12 teachers to KGTCH, ELMTCH, and SECTCH where possible, except for the LEAs that serve special education students.

Iowa
None.

Kansas
None.

Kentucky
Kentucky reported OTHGUI and no guidance counselor details (ELMGUI and SECGUI). The value of OTHGUI on LEA file exceeds the value of OTHGUI on the SEA file because the SEA file was edited to disaggregate ELMGUI and SECGUI from OTHGUI. No edit was made to the LEA file.

Louisiana
None.

Maine
None.

Maryland
None.

Massachusetts
There are 11 schools and 9 LEAs with a value of "M" (Missing) for ULOCAL, CDCODE, CONMAE, CONUM because the state reports those schools and LEAs after the CCD files had undergone geocode processing.

Michigan
The significant decrease in UG membership is due to Michigan made a change with regard to which students were reported by our school districts in the UG category. The instructions to districts for UG students is to only report students who's abilities are so limited that they are unable to have a traditional K-12 grade assigned. So districts have moved, where possible, to reporting K-12 grades instead of UG grades.

There are 9 schools and 9 local education agencies (LEAs)with a value of "M" (Missing) for ULOCAL, CDCODE, CONMAE, CONUM because the state reports those schools and LEAs after the CCD files had undergone geocode processing.

Minnesota
None.

Mississippi
There are 2 schools with a value of "M" (Missing) for ULOCAL, CDCODE, CONMAE, CONUM because the state reports those schools and LEAs after the CCD files had undergone geocode processing.

Missouri
None.

Montana
Montana reported a combined count for ELMTCH, PKTCH, and KGTCH on the LEA and SEA files. The value of ELMTCH on LEA file exceeds the value of ELMTCH on the SEA file because the SEA file was edited to remove the PKTCH and KGTCH count from the ELMTCH count. No edit was made to the LEA file.

Nebraska
There is 1 school with a value of "M" (Missing) for ULOCAL, CDCODE, CONMAE, CONUM because the state reports those schools and LEAs after the CCD files had undergone geocode processing.

Nevada
None.

New Hampshire
New Hampshire reported a combined count for SCHSUP and STUSUP. The value of SCHSUP on LEA file exceeds the value of SCHSUP on the SEA file because the SEA file was edited to remove the STUSUP count from the SCHSUP count. No edit was made to the LEA file.

New Hampshire reported a combined count for SCHADM and CORSUP. The value of SCHADM on LEA file exceeds the value of SCHADM on the SEA file because the SEA file was edited to remove the CORSUP count from the SCHADM count. No edit was made to the LEA file.

New Jersey
The significant increase in PK membership is due to that starting 2010-11 New Jersey moved to report enrollment from the Statewide Longitudinal Data Systems (SLDS). In prior years, enrollment was gathered in aggregate from schools so PK kids in partner sites who were not in school 'buildings' were undercounted. The SLDS includes PK kids who are funded regardless of whether they are in a traditional school building.

There are 8 schools and 19 local education agencies (LEAs) with a value of "M" (Missing) for ULOCAL, CDCODE, CONMAE, CONUM because the state reports those schools and LEAs after the CCD files had undergone geocode processing.

New Mexico
None.

New York
State reported zero for the membership under the race category of Hawaiian Native/Pacific Islander and the corresponding details. State noted that their 2010-11 membership data were collected using a legacy system that collected Asian and Hawaiian Native/Pacific Islander a single category.

New York City Public Schools—The New York City Public Schools agency has been assigned a supervisory union number and its component sub-districts are identified as components of the supervisory union. The supervisory union component number can be used in aggregating data to a single observation for the New York City Public Schools district.

Table D-4. Local education agency identification numbers (LEAIDs) used in the Common Core of Data (CCD) for the 33 geographic districts and the supervisory union associated with the New York City Public Schools district: School year 2010–11

Name of district	CCD LEAID
New York City Geographic District # 1	3600076
New York City Geographic District # 2	3600077
New York City Geographic District # 3	3600078
New York City Geographic District # 4	3600079
New York City Geographic District # 5	3600081
New York City Geographic District # 6	3600083
New York City Geographic District # 7	3600084
New York City Geographic District # 8	3600085
New York City Geographic District # 9	3600086
New York City Geographic District #10	3600087
New York City Geographic District #11	3600088
New York City Geographic District #12	3600090
New York City Geographic District #13	3600091
New York City Geographic District #14	3600119
New York City Geographic District #15	3600092
New York City Geographic District #16	3600094
New York City Geographic District #17	3600095
New York City Geographic District #18	3600096
New York City Geographic District #19	3600120
New York City Geographic District #20	3600151
New York City Geographic District #21	3600152
New York City Geographic District #22	3600153
New York City Geographic District #23	3600121
New York City Geographic District #24	3600098
New York City Geographic District #25	3600122
New York City Geographic District #26	3600099
New York City Geographic District #27	3600123
New York City Geographic District #28	3600100
New York City Geographic District #29	3600101
New York City Geographic District #30	3600102
New York City Geographic District #31	3600103
New York City Geographic District #32	3600097
New York City Special Schools District 75	3600135
New York City Public Schools	3620580

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

North Carolina

North Carolina has a substantial decrease in the number of instructional coordinators from the prior year. The state explained that the corresponding data in the prior year was incorrect.

North Carolina reported a combined count for ELMTCH and KGTCH on the LEA and SEA files. The value of ELMTCH on LEA file exceeds the value of ELMTCH on the SEA file because the SEA file was edited to remove the KGTCH count from the ELMTCH count. No edit was made to the LEA file.

There are 29 schools and 1 LEA with a value of “M” (Missing) for ULOCAL, CDCODE, CONMAE, CONUM because the state reports those schools and LEAs after the CCD files had undergone geocode processing.

North Dakota
North Dakota reported OTHGUI and no guidance counselor details (ELMGUI and SECGUI). The value of OTHGUI on LEA file exceeds the value of OTHGUI on the SEA file because the SEA file was edited to disaggregate ELMGUI and SECGUI from OTHGUI. No edit was made to the LEA file.

Ohio
Ohio reported OTHGUI and no guidance counselor details (ELMGUI and SECGUI). The value of OTHGUI on LEA file exceeds the value of OTHGUI on the SEA file because the SEA file was edited to disaggregate ELMGUI and SECGUI from OTHGUI. No edit was made to the LEA file.

Oklahoma
None.

Oregon
State did not report PK count. NCES used the IDEA (3-5) counts state reported to ED*Facts* for the PK counts at state level. Oregon reported OTHGUI and no guidance counselor details (ELMGUI and SECGUI). The value of OTHGUI on LEA file exceeds the value of OTHGUI on the SEA file because the SEA file was edited to disaggregate ELMGUI and SECGUI from OTHGUI. No edit was made to the LEA file.

Pennsylvania
NCES notified Pennsylvania about the significant changes in PKTCH, AIDES, and OTHSUP from prior year to current year data. Pennsylvania responded that the data accurately reflect the data submitted by the LEAs and the LEAs had verified the accuracy of the data.

Rhode Island
None.

South Carolina
None.

South Dakota
South Dakota reported OTHGUI and no guidance counselor details (ELMGUI and SECGUI). The value of OTHGUI on LEA file exceeds the value of OTHGUI on the SEA file because the SEA file was edited to disaggregate ELMGUI and SECGUI from OTHGUI. No edit was made to the LEA file.

Tennessee
None.

Texas
Texas reported OTHGUI and no guidance counselor details (ELMGUI and SECGUI). The value of OTHGUI on LEA file exceeds the value of OTHGUI on the SEA file because the SEA file was edited to disaggregate ELMGUI and SECGUI from OTHGUI. No edit was made to the LEA file.

Utah
None.

Vermont
Prekindergarten special education participation counts reported in the current year suggests prior year underreporting of PK students. NCES in consultation with the state adjusts PK counts for Supervisory Unions that have not reported PK membership but have reported PK special education participation counts.

Virginia
None.

Washington
None.

West Virginia
None.

Wisconsin
None.

Wyoming
None.

Bureau of Indian Education (BIE)
None.

Department of Defense Dependents Schools (combined overseas and domestic)
In prior years the Department of Defense reported schools separately for overseas and domestic schools. In 2010–11 the Department of Defense Dependents Schools (overseas and domestic) were reported as a single entity. Department of Defense Dependents Schools (overseas and domestic) did not submit data for the 2010–11 school year.

American Samoa
American Samoa did not submit data for the 2010–11 school year.

Guam
Guam did not submit data for the 2010-11 school year.

Commonwealth of the Northern Mariana Islands
None.

Puerto Rico
None.

U.S. Virgin Islands
None.

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