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Documentation to the NCES Common Core of Data Public Elementary/ Secondary School Universe Survey: School Year 2008–09

Version 1a

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

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File Version 1a

July 2010

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U.S. DEPARTMENT OF EDUCATION

CCD
COMMON CORE OF DATA

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Contents

Page

List of Tables……..iv

I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2008–09, Version 1a 1

II. User's Guide 3

A. Methodology 3

B. User Guidelines for Processing the Public Elementary/Secondary School Universe Data Files.....16

C. Guidelines for Using the Flat ASCII Data File 16

Appendixes

Appendix A—Record Layout for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2008–09..... A-1

Appendix B—Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2008–09.....B-1

Appendix C—Glossary for the Common Core of Data: School Year 2008–09.....C-1

Appendix D—State Notes for the Common Core of Data: School Year 2008–09 ..... D-1

List of Tables

Table **Page**

1. State and other jurisdiction FIPS codes and abbreviations used in CCD Datasets 14

2. List of schools with mailing address in another state: School year 2008–09 15

B-1. Distribution of responses of character variable data, by response value: School Year 2008–09.....B-3

B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2008–09.....B-4

B-3. Frequencies of categorical variables: School Year 2008–09.....B-11

B-4. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2008–09.....B-14

B-5. Number of students in membership in operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2008–09 .....B-16

B-6. Median student/teacher ratio for regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2008–09.....B-18

B-7. Average student membership size of regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2008–09.....B-20

B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2008–09 .....B-22

I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2008–09, Version 1a

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

The purpose of the CCD nonfiscal surveys is to provide a listing of all schools and agencies providing free public elementary and secondary education, along with basic descriptive statistical information on each school and agency listed. The CCD includes all settings in which free public education is provided to children. However, some SEAs do not provide information on education outside of the traditional public school system—such as schools in correctional facilities or hospitals—while others do provide this information.

In the 2008–09 CCD Public Elementary/Secondary School Universe Survey, there are 103,778 records—one for each public elementary and secondary school in the 50 states, the District of Columbia, Puerto Rico, the four outlying areas, the DoD schools (overseas and domestic), and the BIE. Schools coded as being open in the 2007–08 file, but coded as closed in the 2008–09 file (1,973 schools), will be kept on the file for one year, and then removed (i.e., they do not appear in files for subsequent years).[1] Their status is indicated by a value of '2' for the variable STATUS08. Once these closed schools were removed from the total count, 101,805 schools remained in the 2008–09 file—including new, added, changed agency, inactive, future, and reopened schools. Of these 101,805 schools, 91,413 are regular elementary and secondary, 2,332 are special education, 1,452 are vocational/technical, and 6,608 are other/alternative schools. American Samoa and Guam did not report 2008–09 CCD data. The information for American Samoa and Guam in this file was carried over from the 2007–08 data.

The CCD system is designed to be inclusive rather than exclusive. Thus, CCD files contain a substantial number of records representing administrative and operating units that are unlike typical public schools and school districts—for example, schools or districts without students and special education schools. In 2008–09, 10 percent of all open schools were unlike typical schools (non-

[1] Includes 454 reportable programs that were incorrectly reported as schools in 2007–08. For more information, see the discussion of reportable programs as part of "TYPE08" in *Comments About the Variables*.

typical schools are types 2, 3, or 4)[2] and 22 percent of all open school districts were unlike typical districts (non-typical districts are type 3, 4, 5, 6, 7, or 8).[3] The CCD system provides features that enable the data provider and the data user to identify and select records according to the categories of interest to them. Definitions and categories used in the CCD are deliberately generic so that they may accommodate the many and varied organizational structures used in the provision of public elementary and secondary education across the nation.

The Public Elementary/Secondary School Universe file includes data for the following variables: NCES school ID number, state school ID number, name of the school, name of the agency that operates the school, mailing address, physical location address, phone number, school type, operational status, locale code, latitude, longitude, county number, county name, full-time-equivalent (FTE) classroom teacher count, low/high grade span offered, Congressional district code, school level, free lunch eligible students, reduced-price lunch eligible students, total free and reduced-price lunch eligible, student totals and detail (by grade, by race/ethnicity, and by sex), and pupil/teacher ratio. The file also contains flags indicating whether a school is Title I eligible, schoolwide Title I eligible, a magnet school, a charter school, and/or a shared time school, 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 this data file.

- **Appendix A—Record Layout** gives the variable names and labels of the data elements discussed throughout the documentation, as well as their location in the data file.

- **Appendix B—Value Distribution and Field Frequencies** indicates the minimum, maximum, and mean values for each continuous variable as well as the frequency, percentage, cumulative frequency, and cumulative percent of all categorical variables. Data tables are also provided for select statistics by state or jurisdiction.

- **Appendix C—Glossary** defines all of the CCD data items.

- **Appendix D—State Notes** provides comments for data users on individual states.

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

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

II. User's Guide

A. Methodology

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

In the context of the CCD, a school is an organization composed of students and staff.[4] The CCD school definition recognizes that this organization may encompass several locations, but must have a single contact point, which is the mailing address entered on the CCD school record. There may be situations in which students are attending two schools at the same time (e.g., a regular school and a vocational school). In these situations, a judgment must be made as to where the student should be counted. It is left to the SEA official to choose the school where the student is counted.

States report data to EDEN through multiple file groups that fall into four reporting schedules throughout the year. States may report data outside the collection period and may revise their reported data at any time. The 2008–09 school year ED*Facts* collection of CCD data opened in January 2009. The data in the school file were extracted from EDEN before January 2010. Some data changed after this time as states responded to edit reports from NCES staff, and are included in this data file.

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

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

Coverage, response, and nonsampling error. The coverage of the Public Elementary/Secondary School Universe Survey includes all public schools providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. There are 59 responding units: the 50 states, the District of Columbia, Puerto Rico, the Department of Defense dependents schools (overseas and domestic), the Bureau of Indian Education, and the four outlying areas. American Samoa and Guam did not report 2008–09 data. Some information for American Samoa and Guam in this file was carried over from the 2007–08 data.

Item response is described in Appendix B—Value Distribution and Field Frequencies. This appendix lists the minimum, maximum, and mean value of each numeric variable as well as the

[4] Schools in the CCD may have no reported enrollment but still serve students because students can only be reported among the membership of one school. For example, a vocational school may serve students who are dually enrolled in a regular school and the regular school reports their membership. This vocational school serves students, but would have no reported enrollment in the CCD because the students are included in the membership of the regular school.

total number of units and the number of units for which data were missing. Appendix B also lists the frequency of responses by option for each of the categorical values.

Nonsampling error is the error in an estimate arising at any stage in a survey from such sources as varying interpretation of questions by respondents, unwillingness/inability of respondents to give correct answers, nonresponse, improper coverage, and other sources exclusive of sampling error. Nonsampling error may occur if the reporting state did not follow the item definitions correctly. This can arise when states follow different education policies and are not able to map their data exactly to the CCD. An example is that some states issue several kinds of high school credentials, while other states issue a regular diploma to every student who meets requirements (which may vary). Another source of nonsampling error is the timing of the initial data collection. States may vary from the "as of October 1" requirement of the CCD.

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

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

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

- 0 – There are no occurrences of this data element. A value was expected and measured, but there were no cases in the category. (For example, a high school having no 12th-graders would report 0.)

- M (or -1 for numeric values) – Data are missing. A value was expected and none was measured. (For example, a school that has at least one 12th-grader but cannot measure the number of 12th-graders would report -1.)

- N (or -2 for numeric values) – Data are not applicable. A value was neither expected nor measured. (For example, an elementary school would report -2 for 12th-graders.)

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

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

Comments About the Variables

Data users should also take note of certain conditions regarding each variable in the file. The code in parentheses before the variable description indicates the variable name, which is also referenced in appendix A. Counts are based on schools with STATUS = 1, 3, 4, 5, 6, 7, or 8 only. (Operational status codes are defined below.)

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

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

(SCHNO) NCES School ID. Each record contains a unique NCES school identification number. Combining the NCES Local Education Agency ID with the NCES School ID allows the user to uniquely identify each school on the file.

(STID08) State Local Education Agency ID. Each record contains a State Local Education Agency ID. State Local Education Agency ID numbers are assigned by SEAs and may not be unique across states.

(SEASCH08) State School ID. Each record contains a State School ID. State School ID numbers are assigned by SEAs and may not be unique across states.

(LEANM08) Name of Education Agency. Each record includes the name of the agency that operates the school. NCES reviewed any record filling the 60 characters assigned, and may have adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(SCHNAM08) Name of School. Each record has a school name. NCES reviewed any record filling the 50 characters assigned, and may have adjusted the school name to improve readability (i.e., applied standard abbreviations).

(MSTREE08) Mailing Street. This field may contain a street address or a P.O. Box number. Also, some mailing addresses consist solely of a city and state, indicated by an "N" in the street address field. This field contains an "N" for 11 records in the data file. If mailing street, city,

state, and ZIP Code fields were left blank or missing, data from the corresponding location address fields were inserted.

(MCITY08) Mailing City. There may be some valid cases in which a school may be located in one city and have a mailing address in another city.

(MSTATE08) Mailing State (PO Abbreviation). Each record contains a mailing state. There are instances where a school that is part of one state's education system reports a mailing address in another state; these situations have been confirmed by the reporting state. A list of the 11 schools that have a mailing state code different from their FIPS state code is included at the end of this document (see table 2).

(MZIP08, MZIP408) Mailing ZIP Code +4. Each record displays a mailing ZIP Code in this field. The +4 may be left blank if it is unknown.

(PHONE08) Area Code + Telephone Number. If a valid phone number was not provided for a school for the 2008–09 school year, NCES researched prior year data files back to the 2004–05 school year to determine if a valid phone number was reported for the school in a prior year. If a valid number was found in a prior year, this phone number was carried forward to the 2008–09 data file. After completing this editing process, phone numbers are missing ("M") for 126 records.

(LSTREE08) Location Street. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields were inserted. In some instances, SEAs did not report physical locations for the location street field, but rather reported Post Office boxes and other addresses that did not represent the location of a school. NCES sponsored research to determine the physical location (and latitude and longitude coordinates) for these types of location street reports. Missing or non-location addresses (e.g., Post Office box numbers) were resolved through several means, including telephone calls to individual schools. In addition to this research, if a valid location street was not provided for a school for the 2008–09 school year, NCES researched prior year data files back to the 2004–05 school year to determine if a valid location street was reported for the school in a prior year. If a valid location street was found for a prior year, this value was carried forward to the 2008–09 data file. After completing this editing process, 271 schools have missing location street values.

(LCITY08) Location City. Each record displays a location city in this field.

(LSTATE08) Location State (PO Abbreviation). Each record displays a location state in this field.

(LZIP08, LZIP408) Location ZIP Code + 4. Each record displays a location ZIP Code in this field. The +4 may be left blank if it is unknown

(TYPE08) School Type Code. Each record contains a school type code.

1 = Regular school
2 = Special education school

3 = Vocational education school
4 = Alternative/other school
5= Reportable program

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

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

(STATUS08) Operational Status Code. Each record contains a status code to reflect the school's operational status for the 2008–09 school year. Valid responses include the following:

1 = School was operational at the time of the last report and is currently operational.
2 = School has closed since the time of the last report.
3 = School has been opened since the time of the last report.
4 = School was operational at the time of the last report but was not on the CCD list at that time.
5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency.
6 = School is temporarily closed and may reopen within 3 years.
7 = School is scheduled to be operational within 2 years.
8 = School was closed on previous year's file but has reopened.

Schools with an operational status code of "2" remain on the file for one year for historical purposes.

Code "6" and "7" response options for the STATUS field were added to the CCD starting with the 2002–03 file. Code "8" response option for the STATUS field was added to the CCD starting with the 2005–06 file.

(ULOCAL08) Urban-centric Locale Code. The locale code is an indication of school's location relative to a populous area. Beginning with the 2006–07 CCD files, the locale code methodology was changed from a 1-digit code based on metropolitan statistical areas to a 2-digit code based on urban clusters. In order to distinguish the two methodologies, the older system of locale codes

is referred to as “metro-centric” and the current system is referred to as “urban-centric.” The methodology used to assign locale codes is provided at the end of this section.

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, and the Department of Defense Dependents Schools 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. ULOCAL08 is also shown as non-applicable (N) on the records of non-operating (inactive, closed, or future) schools and agencies.

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

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

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

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

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

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

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

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

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

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

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

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

43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

(CDCODE08) Congressional District Code. The Congressional District Code denotes legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. Starting in 2006–07, the Congressional Districts of the United States Code was added to the agency file. The FIPS code provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States. See Appendix C for more information.

(LATCOD08) Latitude. Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a building's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000. Addresses that could not be found at the Census block level were assigned a blank.

(LONCOD08) Longitude. Longitude is the east or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with latitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a building's longitude is 90 degrees, 15 minutes west, then it is shown as –90.250000. Addresses that could not be found at the Census block level were assigned a blank.

(CONAME08) County Name. This field was added to the school file starting in 2002–03. The values for this field are determined by the Census Bureau based on the reported location address.

(CONUM08) FIPS County Code. This field was added to the school file starting in 2002–03. The values for this field are determined by the Census Bureau based on the reported location address. A small number of supervisory unions in New England states have a FIPS county code that differs from the county in which the school is physically located.

(FTE08) FTE Teachers. A school's count of full-time-equivalent teachers is collected to the nearest hundredth. Some schools may report teachers, but no pupils, while other schools may report pupils in membership no teacher FTE. These are valid records indicating situations in

which more than one school provides services to pupils, but the pupils are attributed to a single school to avoid double counting, or where a teacher provides series to pupils at multiple schools. An example of the former situation might be a vocational school whose pupil membership is attributed to the high school that senses its pupils to obtain vocational services.

Because teacher counts are collected at all three levels of CCD file (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., school FTE data aggregated to the state level may exceed agency level FTE data aggregated to the state or state-level reported 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 adjusted on one or more of the three levels. School-level FTE aggregated to the agency level is allowed to exceed agency-level FTE reports.

(GSLO08, GSHI08) Low/High Grade Span Offered. The lowest and highest grade offered in each school 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 school; and (b) reports of enrollment by grade. GSLO and GSHI were calculated for schools in the 50 states, the District of Columbia, and BIE schools. Grade offered flags were not available for schools in the Department of Defense, American Samoa, Guam, the Commonwealth of the Northern Marianas, Puerto Rico, or the Virgin Islands. For schools in these jurisdictions, GSLO and GSHI were calculated by NCES using enrollment information.

(LEVEL08) Level. A school-level code was added to the school file starting in 2000–01. This code indicates the instructional level of the school. The following codes were calculated from the school's corresponding low/high grade span (GSLO/GSHI) values:

1 = Primary (low grade: PK through 03; high grade: PK through 08)
2 = Middle (low grade: 04 through 07; high grade: 04 through 09)
3 = High (low grade: 07 through 12; high grade: 12 only)
4 = Other (any other configuration not falling within the above three categories, including ungraded and operational schools with non-applicable grade spans)

(TITLEI08) Title I Eligible School. This flag denotes a Title I school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.

1 = Yes
2 = No

(STITLI08) Schoolwide Title I. This flag denotes a program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.

1 = Yes
2 = No

(MAGNET08) Magnet School. If a state reports MAGNET = 2 for all its schools, then MAGNET is set to "N" (not applicable).

1 = Yes
2 = No

(CHARTR08) Charter School. If a state reports CHARTER = 2 for all its schools and does not have charter school legislation, then CHARTER is set to "N" (not applicable).

1 = Yes
2 = No

(SHARED08) Shared Time School. This flag denotes a shared time school. Typically, this is a school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate "home" school and attend the shared-time school on a part-day basis.

1 = Yes
2 = No

(FRELCH08) Free Lunch Eligible Students. This student count may be taken by a school at a different time than the membership count; therefore, free lunch and membership counts may not be comparable in a given school. In some states, a single school may provide the free lunch program for a cluster of schools; thus, the free lunch eligible count for the school providing services may over-represent the school's total membership. To avoid identifying specific students as eligible for free lunch, the reported number may have been adjusted.

(REDLCH08) Reduced-Price Lunch Eligible Students. See preceding paragraph.

(TOTFRL08) Total Free and Reduced-Price Lunch Eligible Students. If not reported, this total field was calculated using reported free and reduced-price lunch detail.

(RACECAT08) Race/ethnicities category indicator. Prior to 2008–09, states were asked to report student enrollment counts by five racial/ethnic categories. Starting with the 2008–09 data collection, states were asked to submit counts of students by race/ethnicity by seven race/ethnicity categories if their state data system allowed for such reporting. The race/ethnicities category 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 5 race/ethnicity categories: (a) America Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black; and (e) White.

7 = State reported student enrollment counts in the following 7 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.

In the current file, for the states that reported five race/ethnicity categories (i.e., RACECAT08=5), the variables related to Asian race category include students of Asian, Hawaiian Native, or Pacific Islander; for the states that reported seven race/ethnicity categories (i.e., RACECAT08=7), the variables related to Asian race category include Asian students only. In appendix A, the racial/ethnic categories represented by the 5 and 7 reporting categories are followed by a notation of "(5)" or "(7)", respectively.

Student membership (MEMBER08), students by Grade (PK–12), by Race/Ethnicity, and by Sex. Membership is the count of students enrolled October 1st of the school year. Because membership counts are collected at all three levels of CCD file (school, agency, and state), one data anomaly is that the sum of student counts from the lower level may exceed the sum of student counts from the higher level. Beginning with school year 2008–09, if the sum of students reported on the school file aggregated to the state level exceeded the sum of students on the agency file aggregated to the state level, or the school or agency level data aggregated to the state level exceeded counts on the state level file, student counts may have been adjusted on one or more of the three levels.

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 Carolina, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, the Bureau of Indian Education, Department of Defense dependents schools (domestic and overseas), Guam, and the U.S. Virgin Islands.

Data items dropped from file in 2008–09. In prior years, counts of migrant students enrolled in the previous year, as defined under 34 CFR 200.40, were published in the Public Elementary/Secondary School Universe Survey. This count has been dropped from the file starting in 2008–09.

Locale Code Methodology

Locale code is a variable that NCES has created for general description, sampling, and other statistical purposes. It is based upon the location of school buildings and, in some cases, may not reflect the entire attendance area or residences of enrolled students. The designation of each school's locale is based on its geographic location and population attributes such as density. School locale codes are coded by the Census Bureau from school addresses in the CCD files. Definitions of locale codes are contained in "Comments About the Data Fields" earlier in this document. The urban-centric locale system is constructed from the same set of standard geographic concepts as the metro-centric system it replaces, but it prioritizes an urban approach that combines size and distance from an urbanized area.

Locale types (city, suburb, town, and rural) and subtypes (large, midsize, and small for city and suburb locale types and fringe, distant, and remote for town and rural locale types) were assigned to all schools in the 50 states, District of Columbia, and Puerto Rico. Locale codes were not assigned for U.S. island territories (the U.S. Virgin Islands, Guam, American Samoa, and the Northern Mariana Islands) or the Department of Defense dependents schools (overseas). A geographic information system (GIS) was used to evaluate the various spatial data layers according to the distance criteria reflected in the 12 urban-centric locale categories defined previously. Distances for town and rural locale types were based on straight-line or Euclidean distance. Although this simple geometric measure does not account for the presence or absence of road networks that may offer point-to-point drive time estimates, it is also unaffected by short-term changes to the transportation infrastructure that could cause significant fluctuations in those estimates. The basic unit for these distance indicators—2.5 miles—was borrowed from the Census Bureau's criterion for connecting densely settled non-contiguous territory to a qualifying core of an urbanized area or an urban cluster during the urban delineation process (officially referred to as a 'jump'). Distances used to define locale subtypes are multiples of the basic distance unit of 2.5 mile (i.e., 2.5, 5, 10, and 25 miles for rural; 10 and 35 miles for towns).

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

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

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

[1] Federal Information Processing Standards codes (01–78).
[2] U.S. Postal Service state abbreviation codes.
[3] Not official U.S. FIPS code. The state abbreviations for Department of Defense dependents schools (overseas) are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. For Department of Defense dependents schools (domestic) and Bureau of Indian Education schools, state abbreviations correspond to the state in which the school is located.
SOURCE: U.S. Department of Commerce, National Institute of Standards and Technology, Federal Information Processing Standards, (1987). "Codes for the Identification of the States, the District of Columbia and the Outlying Areas of the United States, and the Associated Areas" (FIPS pub 5-2).

Table 2. List of schools with mailing address in another state: School year 2008–09

Administration state	NCES ID	School name	City	State
Arizona				
	040010302855	OMBUDSMAN - CHARTER EAST II	LIBERTYVILLE	IL
District of Columbia				
	110007800213	OAK HILL ACADEMY	LAUREL	MD
Idaho				
	160261000459	PLEASANT VALLEY ELEM-JR HIGH	JORDAN VALLEY	OR
North Dakota				
	380567000826	SQUAW GAP SCHOOL	SIDNEY	MT
	382034000714	EAST FAIRVIEW ELEMENTARY SCHOOL	FAIRVIEW	MT
Ohio				
	390501203842	BROOKFIELD ELEMENTARY	SHARON	PA
South Dakota				
	467209000503	KLEIN ELEMENTARY - 08	VALENTINE	NE
	467209000504	LAKEVIEW ELEMENTARY - 09	CROOKSTON	NE
	467209000506	LITTLEBURG ELEMENTARY - 12	VALENTINE	NE
Utah				
	490090000491	NAVAJO MOUNTAIN HIGH	TONALEA	AZ
Vermont				
	500002400180	RIVENDELL ACADEMY	ORFORD	NH

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1a.

B. User Guidelines for Processing the Public Elementary/Secondary School Universe Data Files

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2008–09 Public Elementary/Secondary School Universe Survey SAS files are called SC081AAI.SD2, SC081AKN.SD2, and SC081AOW.SD2. The flat ASCII files are called SC081AAI.DAT, SC081AKN.DAT, and SC081AOW.DAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (08 = 2008–09 CCD collection), the fifth and sixth characters indicate the version number (1 = final file; a = first version), and the seventh and eighth characters indicate the set of states included in the file (AI = Alabama through Iowa; KN = Kansas through North Dakota; OW = Ohio through Wyoming, followed by the other jurisdictions). The record layout for the file is contained in appendix A.

If errors are discovered in the published 1b files (final file, second version), or if states report new or corrected data, NCES may revise the file. The revised file is labeled 1b, unless another revision of the original file has occurred sometime in that year due to an NCES error found in the file.

C. Guidelines for Using the Flat ASCII Data File

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

Appendix A—Record Layout for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2008–09

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

The file contains data for the school year 2008–09 sorted by the NCES assigned school identification code (NCESSCH). Data presented in this release are available in two formats—SAS datasets (.sas7bdat) and tab-separated values text files (.txt).

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

Variable Name	Order	Data Type	Description
NCESSCH	1	AN	Unique NCES public school ID (7-digit NCES agency ID (LEAID) + 5-digit NCES school ID (SCHNO).
FIPST	2	AN	Federal Information Processing Standards (FIPS) state numeric code.
LEAID	3	AN	NCES local education agency (LEA) ID. NOTE: The state to which the LEA belongs is identified by the first two digits (FIPS code) of the LEAID.
SCHNO	4	AN	NCES school ID. NOTE: SCHNO is a unique number within an LEA. By combining LEAID with SCHNO, each school can be uniquely identified within the total file (see NCESSCH above).
STID08	5	AN	State's own ID for the education agency.
SEASCH08	6	AN	State's own ID for the school.
LEANM08	7	AN	Name of the education agency that operates this school.
SCHNAM08	8	AN	Name of the school. NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation. M: when alphanumeric data are missing; that is, a value is expected but none was measured. -1: when numeric data are missing; that is, a value is expected but none was measured. N: when alphanumeric data are not applicable; that is, a value is neither expected nor measured. -2: when numeric data are not applicable; that is, a value is neither expected nor measured.
PHONE08	9	AN	Telephone number of school.
MSTREE08	10	AN	The mailing address of the school— may be a street address, a P.O. Box number, or, if verified that there is no address beyond CITY, STATE, and ZIP, the character "N."

Variable Name	Order	Data Type	Description
MCITY08	11	AN	School mailing address city.
MSTATE08	12	AN	Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see FIPS state codes and abbreviations used in CCD dataset).
MZIP08	13	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP408	14	AN	Four-digit (ZIP+4) code for the mailing address. If the mailing address has been assigned the additional four-digit +4 ZIP, this field contains that number; otherwise, this field is blank.
LSTREE08	15	AN	School location street address.
LCITY08	16	AN	School location city.
LSTATE08	17	AN	Two-letter U.S. Postal Service abbreviation of the state where the school address is located (see FIPS state codes and abbreviations used in CCD dataset).
LZIP08	18	AN	Five-digit U.S. Postal Service ZIP code for the location address.
LZIP408	19	AN	Four-digit (ZIP+4) code for the location address. If the mailing address has been assigned the additional four-digit +4 ZIP, this field contains that number; otherwise, this field is blank.
TYPE08	20	AN	NCES code for type of school: 1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school 5 = Reportable program (new code starting in 2007–08)
STATUS08	21	AN	NCES code for the school status: 1 = School was operational at the time of the last report and is currently operational. 2 = School has closed since the time of the last report. 3 = School has been opened since the time of the last report. 4 = School was operational at the time of the last report but was not on the CCD list at that time. 5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency. 6 = School is temporarily closed and may reopen within 3 years. 7 = School is scheduled to be operational within 2 years. 8 = School was closed on previous year's file but has reopened.

Variable Name	Order	Data Type	Description
ULOCAL08	22	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 urbanicity of the school location. Prior to 2006–07, the locale code was assigned based on a school's metro status. See appendix C, Glossary, for more detail. 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, Mid-size Territory outside a principal city and inside an urbanized area with a population less than 250,000 and greater than or equal to 100,000. 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.
LATCOD08	23 *	AN	Latitude: Based on the location of the school, the value of LATCOD ranges from 17 to 71. It contains an explicit decimal point. The digits to the left of the decimal represent the number of degrees from the equator; the digits to the right of the decimal represent the fraction of the next degree carried out to six decimal places.
LONCOD08	24 *	AN	Longitude: Based on the location of the school, the value of LONCOD ranges from -65 to -177. The minus sign (-) indicates west of the prime meridian. It contains an explicit decimal point. The digits to the left of the decimal point represent the number of degrees from the prime meridian; the digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places.

Variable Name	Order	Data Type	Description
CONUM08	25	AN	FIPS county number (two digit FIPS state numeric code + three digits FIPS county code) based on the location of the school.
CONAME08	26	AN	County name based on the location of the school.
CDCODE08	27	AN	Congressional district code based on the location of the school. FIPS numeric code for the congressional districts that are legislatively defined subdivision of the state for the purpose of electing representatives to the House of Representative of the United States Congress. The first two digits are the FIPS state numeric code, which makes the congressional district code unique across states (see appendix C, Glossary for detail).
FTE08	28 *	N	Total full-time-equivalent classroom teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
GSLO08	29	AN	School low grade offered. The following codes are used: UG = Ungraded PK = Prekindergarten KG = Kindergarten 01–12 = 1st through 12th grade N = School had no students reported UG and N each occur only in isolation from other codes. When one of these does occur, it is both the lowest (GSLO) and the highest (GSHI) grade.
GSHI08	30	AN	School high grade offered. The following codes are used: UG = Ungraded PK = Prekindergarten KG = Kindergarten 01–12 = 1st through 12th grade N = School had no students reported UG and N each occur only in isolation from other codes. When one of these does occur, it is both the lowest (GSLO) and the highest (GSHI) grade.
LEVEL08	31	AN	School level. The following codes were calculated from the school's corresponding GSLO and GSHI values: 1 = Primary (low grade = PK through 03; high grade = PK through 08) 2 = Middle (low grade = 04 through 07; high grade = 04 through 09) 3 = High (low grade = 07 through 12; high grade = 12 only) 4 = Other (any other configuration not falling within the above three categories, including ungraded)

Variable Name	Order	Data Type	Description
TITLEI08	32	AN	Title I Eligible School. A Title I school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. 1 = Yes 2 = No
STITLI08	33	AN	School-wide Title I. A program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. 1 = Yes 2 = No
MAGNET08	34	AN	Magnet school. Regardless of the source of funding, a magnet school or program is a special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation and/or to provide an academic or social focus on a particular theme. 1 = Yes 2 = No
CHARTR08	35	AN	Charter school. A school that provides free elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. 1 = Yes 2 = No
SHARED08	36	AN	Shared-time school. A school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate "home" school and attend the shared-time school on a part-day basis. 1 = Yes 2 = No
FRELCH08	37	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
REDLCH08	38	N	Count of students eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.
TOTFRL08	39	N	Total of free lunch eligible and reduced-price lunch eligible. The total is only available if both of the details (or the total) were reported.
RACECAT08	40	AN	Race/ethnicities categories indicator. Indicates whether state reported student enrollment counts by 5 race/ethnicity categories or 7 race/ethnicity categories. 5 = State reported student enrollment counts in the following 5 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 7 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.

Variable Name	Order	Data Type	Description
PK08	41	N	Total prekindergarten students.
AMPKM08	42	N	Prekindergarten students - American Indian/Alaska Native - male.
AMPKF08	43	N	Prekindergarten students - American Indian/Alaska Native - female.
ASPKM08	44	N	Prekindergarten students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
ASPKF08	45	N	Prekindergarten students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HIPKM08	46	N	Prekindergarten students - Hispanic - male.
HIPKF08	47	N	Prekindergarten students - Hispanic - female.
BLPKM08	48	N	Prekindergarten students - Black - male.
BLPKF08	49	N	Prekindergarten students - Black - female.
WHPKM08	50	N	Prekindergarten students - White - male.
WHPKF08	51	N	Prekindergarten students - White - female.
HPPKM08	52	N	Prekindergarten students - Hawaiian Native/Pacific Islander - male.
HPPKF08	53	N	Prekindergarten students - Hawaiian Native/Pacific Islander - female.
TRPKM08	54	N	Prekindergarten students - two or more races - male.
TRPKF08	55	N	Prekindergarten students - two or more races - female.
KG08	56	N	Total kindergarten students.
AMKGM08	57	N	Kindergarten students - American Indian/Alaska Native - male.
AMKGF08	58	N	Kindergarten students - American Indian/Alaska Native - female.
ASKGM08	59	N	Kindergarten students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
ASKGF08	60	N	Kindergarten students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HIKGM08	61	N	Kindergarten students - Hispanic - male.
HIKGF08	62	N	Kindergarten students - Hispanic - female.
BLKGM08	63	N	Kindergarten students - Black - male.
BLKGF08	64	N	Kindergarten students - Black - female.
WHKGM08	65	N	Kindergarten students - White - male.
WHKGF08	66	N	Kindergarten students - White - female.
HPKGM08	67	N	Kindergarten students - Hawaiian Native/Pacific Islander - male.

Variable Name	Order	Data Type	Description
HPKGF08	68	N	Kindergarten students - Hawaiian Native/Pacific Islander - female.
TRKGM08	69	N	Kindergarten students - Two or more races - male.
TRKGF08	70	N	Kindergarten students - Two or more races - female.
G0108	71	N	Total grade 1 students.
AM01M08	72	N	Grade 1 students - American Indian/Alaska Native - male.
AM01F08	73	N	Grade 1 students - American Indian/Alaska Native - female.
AS01M08	74	N	Grade 1 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS01F08	75	N	Grade 1 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI01M08	76	N	Grade 1 students - Hispanic - male.
HI01F08	77	N	Grade 1 students - Hispanic - female.
BL01M08	78	N	Grade 1 students - Black - male.
BL01F08	79	N	Grade 1 students - Black - female.
WH01M08	80	N	Grade 1 students - White - male.
WH01F08	81	N	Grade 1 students - White - female.
HP01M08	82	N	Grade 1 students - Hawaiian Native/Pacific Islander - male.
HP01F08	83	N	Grade 1 students - Hawaiian Native/Pacific Islander - female.
TR01M08	84	N	Grade 1 students - Two or more races - male.
TR01F08	85	N	Grade 1 students - Two or more races - female.
G0208	86	N	Total grade 2 students.
AM02M08	87	N	Grade 2 students - American Indian/Alaska Native - male.
AM02F08	88	N	Grade 2 students - American Indian/Alaska Native - female.
AS02M08	89	N	Grade 2 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS02F08	90	N	Grade 2 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI02M08	91	N	Grade 2 students - Hispanic - male.
HI02F08	92	N	Grade 2 students - Hispanic - female.
BL02M08	93	N	Grade 2 students - Black - male.
BL02F08	94	N	Grade 2 students - Black - female.

Variable Name	Order	Data Type	Description
WH02M08	95	N	Grade 2 students - White - male.
WH02F08	96	N	Grade 2 students - White - female.
HP02M08	97	N	Grade 2 students - Hawaiian Native/Pacific Islander - male.
HP02F08	98	N	Grade 2 students - Hawaiian Native/Pacific Islander - female.
TR02M08	99	N	Grade 2 students - Two or more races - male.
TR02F08	100	N	Grade 2 students - Two or more races - female.
G0308	101	N	Total grade 3 students.
AM03M08	102	N	Grade 3 students - American Indian/Alaska Native - male.
AM03F08	103	N	Grade 3 students - American Indian/Alaska Native - female.
AS03M08	104	N	Grade 3 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS03F08	105	N	Grade 3 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI03M08	106	N	Grade 3 students - Hispanic - male.
HI03F08	107	N	Grade 3 students - Hispanic - female.
BL03M08	108	N	Grade 3 students - Black - male.
BL03F08	109	N	Grade 3 students - Black - female.
WH03M08	110	N	Grade 3 students - White - male.
WH03F08	111	N	Grade 3 students - White - female.
HP03M08	112	N	Grade 3 students - Hawaiian Native/Pacific Islander - male.
HP03F08	113	N	Grade 3 students - Hawaiian Native/Pacific Islander - female.
TR03M08	114	N	Grade 3 students - Two or more races - male.
TR03F08	115	N	Grade 3 students - Two or more races - female.
G0408	116	N	Total grade 4 students.
AM04M08	117	N	Grade 4 students - American Indian/Alaska Native - male.
AM04F08	118	N	Grade 4 students - American Indian/Alaska Native - female.
AS04M08	119	N	Grade 4 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS04F08	120	N	Grade 4 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI04M08	121	N	Grade 4 students - Hispanic - male.

Variable Name	Order	Data Type	Description
HI04F08	122	N	Grade 4 students - Hispanic - female.
BL04M08	123	N	Grade 4 students - Black - male.
BL04F08	124	N	Grade 4 students - Black - female.
WH04M08	125	N	Grade 4 students - White - male.
WH04F08	126	N	Grade 4 students - White - female.
HP04M08	127	N	Grade 4 students - Hawaiian Native/Pacific Islander - male.
HP04F08	128	N	Grade 4 students - Hawaiian Native/Pacific Islander - female.
TR04M08	129	N	Grade 4 students - Two or more races - male.
TR04F08	130	N	Grade 4 students - Two or more races - female.
G0508	131	N	Total grade 5 students.
AM05M08	132	N	Grade 5 students - American Indian/Alaska Native - male.
AM05F08	133	N	Grade 5 students - American Indian/Alaska Native - female.
AS05M08	134	N	Grade 5 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS05F08	135	N	Grade 5 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI05M08	136	N	Grade 5 students - Hispanic - male.
HI05F08	137	N	Grade 5 students - Hispanic - female.
BL05M08	138	N	Grade 5 students - Black - male.
BL05F08	139	N	Grade 5 students - Black - female.
WH05M08	140	N	Grade 5 students - White - male.
WH05F08	141	N	Grade 5 students - White - female.
HP05M08	142	N	Grade 5 students - Hawaiian Native/Pacific Islander - male.
HP05F08	143	N	Grade 5 students - Hawaiian Native/Pacific Islander - female.
TR05M08	144	N	Grade 5 students - Two or more races - male.
TR05F08	145	N	Grade 5 students - Two or more races - female.
G0608	146	N	Total grade 6 students.
AM06M08	147	N	Grade 6 students - American Indian/Alaska Native - male.
AM06F08	148	N	Grade 6 students - American Indian/Alaska Native - female.

Variable Name	Order	Data Type	Description
AS06M08	149	N	Grade 6 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS06F08	150	N	Grade 6 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI06M08	151	N	Grade 6 students - Hispanic - male.
HI06F08	152	N	Grade 6 students - Hispanic - female.
BL06M08	153	N	Grade 6 students - Black - male.
BL06F08	154	N	Grade 6 students - Black - female.
WH06M08	155	N	Grade 6 students - White - male.
WH06F08	156	N	Grade 6 students - White - female.
HP06M08	157	N	Grade 6 students - Hawaiian Native/Pacific Islander - male.
HP06F08	158	N	Grade 6 students - Hawaiian Native/Pacific Islander - female.
TR06M08	159	N	Grade 6 students - Two or more races - male.
TR06F08	160	N	Grade 6 students - Two or more races - female.
G0708	161	N	Total grade 7 students.
AM07M08	162	N	Grade 7 students - American Indian/Alaska Native - male.
AM07F08	163	N	Grade 7 students - American Indian/Alaska Native - female.
AS07M08	164	N	Grade 7 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS07F08	165	N	Grade 7 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI07M08	166	N	Grade 7 students - Hispanic - male.
HI07F08	167	N	Grade 7 students - Hispanic - female.
BL07M08	168	N	Grade 7 students - Black - male.
BL07F08	169	N	Grade 7 students - Black - female.
WH07M08	170	N	Grade 7 students - White - male.
WH07F08	171	N	Grade 7 students - White - female.
HP07M08	172	N	Grade 7 students - Hawaiian Native/Pacific Islander - male.
HP07F08	173	N	Grade 7 students - Hawaiian Native/Pacific Islander - female.
TR07M08	174	N	Grade 7 students - Two or more races - male.
TR07F08	175	N	Grade 7 students - Two or more races - female.

Variable Name	Order	Data Type	Description
G0808	176	N	Total grade 8 students.
AM08M08	177	N	Grade 8 students - American Indian/Alaska Native - male.
AM08F08	178	N	Grade 8 students - American Indian/Alaska Native - female.
AS08M08	179	N	Grade 8 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS08F08	180	N	Grade 8 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI08M08	181	N	Grade 8 students - Hispanic - male.
HI08F08	182	N	Grade 8 students - Hispanic - female.
BL08M08	183	N	Grade 8 students - Black - male.
BL08F08	184	N	Grade 8 students - Black - female.
WH08M08	185	N	Grade 8 students - White - male.
WH08F08	186	N	Grade 8 students - White - female.
HP08M08	187	N	Grade 8 students - Hawaiian Native/Pacific Islander - male.
HP08F08	188	N	Grade 8 students - Hawaiian Native/Pacific Islander - female.
TR08M08	189	N	Grade 8 students - Two or more races - male.
TR08F08	190	N	Grade 8 students - Two or more races - female.
G0908	191	N	Total grade 9 students.
AM09M08	192	N	Grade 9 students - American Indian/Alaska Native - male.
AM09F08	193	N	Grade 9 students - American Indian/Alaska Native - female.
AS09M08	194	N	Grade 9 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS09F08	195	N	Grade 9 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI09M08	196	N	Grade 9 students - Hispanic - male.
HI09F08	197	N	Grade 9 students - Hispanic - female.
BL09M08	198	N	Grade 9 students - Black - male.
BL09F08	199	N	Grade 9 students - Black - female.
WH09M08	200	N	Grade 9 students - White - male.
WH09F08	201	N	Grade 9 students - White - female.
HP09M08	202	N	Grade 9 students - Hawaiian Native/Pacific Islander - male.

Variable Name	Order	Data Type	Description
HP09F08	203	N	Grade 9 students - Hawaiian Native/Pacific Islander - female.
TR09M08	204	N	Grade 9 students - Two or more races - male.
TR09F08	205	N	Grade 9 students - Two or more races - female.
G1008	206	N	Total grade 10 students.
AM10M08	207	N	Grade 10 students - American Indian/Alaska Native - male.
AM10F08	208	N	Grade 10 students - American Indian/Alaska Native - female.
AS10M08	209	N	Grade 10 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS10F08	210	N	Grade 10 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI10M08	211	N	Grade 10 students - Hispanic - male.
HI10F08	212	N	Grade 10 students - Hispanic - female.
BL10M08	213	N	Grade 10 students - Black - male.
BL10F08	214	N	Grade 10 students - Black - female.
WH10M08	215	N	Grade 10 students - White - male.
WH10F08	216	N	Grade 10 students - White - female.
HP10M08	217	N	Grade 10 students - Hawaiian Native/Pacific Islander - male.
HP10F08	218	N	Grade 10 students - Hawaiian Native/Pacific Islander - female.
TR10M08	219	N	Grade 10 students - Two or more races - male.
TR10F08	220	N	Grade 10 students - Two or more races - female.
G1108	221	N	Total grade 11 students.
AM11M08	222	N	Grade 11 students - American Indian/Alaska Native - male.
AM11F08	223	N	Grade 11 students - American Indian/Alaska Native - female.
AS11M08	224	N	Grade 11 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS11F08	225	N	Grade 11 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI11M08	226	N	Grade 11 students - Hispanic - male.
HI11F08	227	N	Grade 11 students - Hispanic - female.
BL11M08	228	N	Grade 11 students - Black - male.
BL11F08	229	N	Grade 11 students - Black - female.

Variable Name	Order	Data Type	Description
WH11M08	230	N	Grade 11 students - White - male.
WH11F08	231	N	Grade 11 students - White - female.
HP11M08	232	N	Grade 11 students - Hawaiian Native/Pacific Islander - male.
HP11F08	233	N	Grade 11 students - Hawaiian Native/Pacific Islander - female.
TR11M08	234	N	Grade 11 students - Two or more races - male.
TR11F08	235	N	Grade 11 students - Two or more races - female.
G1208	236	N	Total grade 12 students.
AM12M08	237	N	Grade 12 students - American Indian/Alaska Native - male.
AM12F08	238	N	Grade 12 students - American Indian/Alaska Native - female.
AS12M08	239	N	Grade 12 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS12F08	240	N	Grade 12 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI12M08	241	N	Grade 12 students - Hispanic - male.
HI12F08	242	N	Grade 12 students - Hispanic - female.
BL12M08	243	N	Grade 12 students - Black - male.
BL12F08	244	N	Grade 12 students - Black - female.
WH12M08	245	N	Grade 12 students - White - male.
WH12F08	246	N	Grade 12 students - White - female.
HP12M08	247	N	Grade 12 students - Hawaiian Native/Pacific Islander - male.
HP12F08	248	N	Grade 12 students - Hawaiian Native/Pacific Islander - female.
TR12M08	249	N	Grade 12 students - Two or more races - male.
TR12F08	250	N	Grade 12 students - Two or more races - female.
UG08	251	N	Total ungraded students.
AMUGM08	252	N	Ungraded students - American Indian/Alaska Native - male.
AMUGF08	253	N	Ungraded students - American Indian/Alaska Native - female.
ASUGM08	254	N	Ungraded students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
ASUGF08	255	N	Ungraded students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HIUGM08	256	N	Ungraded students - Hispanic - male.

Variable Name	Order	Data Type	Description
HIUGF08	257	N	Ungraded students - Hispanic - female.
BLUGM08	258	N	Ungraded students - Black - male.
BLUGF08	259	N	Ungraded students - Black - female.
WHUGM08	260	N	Ungraded students - White - male.
WHUGF08	261	N	Ungraded students - White - female.
HPUGM08	262	N	Ungraded students - Hawaiian Native/Pacific Islander - male.
HPUGF08	263	N	Ungraded students - Hawaiian Native/Pacific Islander - female.
TRUGM08	264	N	Ungraded students - Two or more races - male.
TRUGF08	265	N	Ungraded students - Two or more races - female.
MEMBER08	266	N	Total students, all grades: The reported total membership of the school.
AM08	267	N	American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM08 and AMALF08 fields.
AMALM08	268	N	Total students, all grades - American Indian/Alaska Native - male.
AMALF08	269	N	Total students, all grades - American Indian/Alaska Native - female.
ASIAN08	270	N	Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) students. If not reported, this field was calculated by summing the ASALM08 and ASALF08 fields.
ASALM08	271	N	Total students, all grades - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
ASALF08	272	N	Total students, all grades - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HISP08	273	N	Hispanic students. If not reported, this field was calculated by summing the HIALM08 and HIALF08 fields.
HIALM08	274	N	Total students, all grades - Hispanic - male.
HIALF08	275	N	Total students, all grades - Hispanic - female.
BLACK08	276	N	Black students. If not reported, this field was calculated by summing the BLALM08 and BLALF08 fields.
BLALM08	277	N	Total students, all grades - Black - male.
BLALF08	278	N	Total students, all grades - Black - female.
WHITE08	279	N	White students. If not reported, this field was calculated by summing the WHALM08 and WHALF08 fields.
WHALM08	280	N	Total students, all grades - White - male.
WHALF08	281	N	Total students, all grades - White - female.

Variable Name	Order	Data Type	Description
PACIFIC08	282	N	Hawaiian Native/Pacific Islander students. If not reported, this field was calculated by summing the HPALM08 and HPALF08 fields.
HPALM08	283	N	Total students, all grades - Hawaiian Native/Pacific Islander - male.
HPALF08	284	N	Total students, all grades - Hawaiian Native/Pacific Islander - female.
TR08	285	N	Two or more races students. If not reported, this field was calculated by summing the TRALM08 and TRALF08 fields.
TRALM08	286	N	Total students, all grades - Two or more races - male.
TRALF08	287	N	Total students, all grades - Two or more races - female.
TOTETH08	288	N	Calculated school race/ethnicity membership: The sum of the fields AM08, ASIAN08, HISP08, BLACK08, WHITE08, PACIFIC08, and TR08. Students belonging to an unknown or non-CCD race category are not captured in this field.
PUPTCH08	289 *	N	Calculated pupil/teacher ratio: Total reported students (MEMBER08) divided by FTE classroom teachers (FTE08). Reported to the nearest tenth; field includes one explicit decimal.

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Appendix B—Value Distribution and Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2008–09

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Table B-1. Distribution of responses of character variable data, by response value: School Year 2008–09

Variable	Label	Missing	Not applicable	Reported
NCESSCH	Unique school ID	0	0	103,778
LEAID	Unique agency ID (NCES assigned)	0	0	103,778
FIPST	FIPS state number	0	0	103,778
SCHNO	NCES school identifier	0	0	103,778
STID08	State local education number	0	0	103,778
SEASCH08	State school identifier	0	0	103,778
LEANM08	LEA name	0	0	103,778
SCHNAM08	School name	0	0	103,778
PHONE08	School phone number	126	10	103,642
MSTREE08	School mailing address 1	0	12	103,766
MCITY08	School mailing city	0	0	103,778
MSTATE08	School mailing USPS state abbreviation	0	0	103,778
MZIP08	School mailing ZIP	24,849	0	78,929
MZIP408	School mailing ZIP plus 4	0	0	103,778
LSTREE08	School location address 1	282	0	103,496
LCITY08	School location city	0	0	103,778
LSTATE08	School location USPS state abbreviation	0	0	103,778
LZIP08	School location ZIP	76	0	103,702
LZIP408	School location ZIP plus 4	25,061	0	78,717
CONUM08	FIPS county number	0	475	103,303
CONAME08	County name	0	475	103,303
CDCODE08	Congressional district code	0	475	103,303
LATCOD08	Latitude	475	0	103,303
LONCOD08	Longitude	475	0	103,303

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1a.

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2008–09

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
FTE08	Classroom teachers	0.0	572.3	32.8	3,442	3,067
FRELCH08	Free lunch eligible students	0.0	3,817.0	191.8	2,781	6,928
REDLCH08	Reduced-price lunch eligible students	0.0	905.0	42.4	2,779	6,928
TOTFRL08	Total of free and reduced-lunch eligible	0.0	4,194.0	234.2	2,775	6,928
PK08	PK students - total	0.0	7,693.0	35.8	1,738	73,233
AMPKM08	PK students - American Indian/Alaska Native - male	0.0	91.0	0.3	1,769	73,233
AMPKF08	PK students - American Indian/Alaska Native - female	0.0	75.0	0.2	1,769	73,233
ASPKM08	PK students - Asian - male	0.0	148.0	0.6	1,769	73,233
ASPKF08	PK students - Asian - female	0.0	191.0	0.6	1,769	73,233
HIPKM08	PK students - Hispanic - male	0.0	1,141.0	5.2	1,769	73,233
HIPKF08	PK students - Hispanic - female	0.0	1,115.0	4.7	1,769	73,233
BLPKM08	PK students - Black - male	0.0	2,193.0	3.8	1,769	73,233
BLPKF08	PK students - Black - female	0.0	2,131.0	3.5	1,769	73,233
WHPKM08	PK students - White - male	0.0	651.0	9.0	1,769	73,233
WHPKF08	PK students - White - female	0.0	520.0	7.3	1,769	73,233
HPPKM08	PK students - Hawaiian Native/Pacific Islander - male	0.0	10.0	0.1	4	101,935
HPPKF08	PK students - Hawaiian Native/Pacific Islander - female	0.0	11.0	0.1	4	101,935
TRPKM08	PK students - Two or more races - male	0.0	14.0	0.3	4	101,935
TRPKF08	PK students - Two or more races - female	0.0	11.0	0.3	4	101,935
KG08	KG students - total	0.0	1,002.0	68.4	114	49,824
AMKGM08	KG students - American Indian/Alaska Native - male	0.0	96.0	0.5	80	49,824
AMKGF08	KG students - American Indian/Alaska Native - female	0.0	105.0	0.4	80	49,824
ASKGM08	KG students - Asian - male	0.0	111.0	1.7	80	49,824
ASKGF08	KG students - Asian - female	0.0	116.0	1.7	80	49,824
HIKGM08	KG students - Hispanic - male	0.0	373.0	8.4	80	49,824
HIKGF08	KG students - Hispanic - female	0.0	425.0	8.0	80	49,824
BLKGM08	KG students - Black - male	0.0	237.0	5.4	80	49,824
BLKGF08	KG students - Black - female	0.0	226.0	5.1	80	49,824
WHKGM08	KG students - White - male	0.0	302.0	18.4	80	49,824
WHKGF08	KG students - White - female	0.0	272.0	17.1	80	49,824
HPKGM08	KG students - Hawaiian Native/Pacific Islander - male	0.0	8.0	0.2	0	94,196
HPKGF08	KG students - Hawaiian Native/Pacific Islander - female	0.0	16.0	0.2	0	94,196
TRKGM08	KG students - Two or more races - male	0.0	32.0	1.5	0	94,196
TRKGF08	KG students - Two or more races - female	0.0	26.0	1.4	0	94,196
G0108	Grade 1 students - total	0.0	807.0	69.0	112	49,218
AM01M08	Grade 1 students - American Indian/Alaska Native - male	0.0	96.0	0.4	80	49,218
AM01F08	Grade 1 students - American Indian/Alaska Native - female	0.0	96.0	0.4	80	49,218
AS01M08	Grade 1 students - Asian - male	0.0	111.0	1.7	80	49,218
AS01F08	Grade 1 students - Asian - female	0.0	115.0	1.7	80	49,218
HI01M08	Grade 1 students - Hispanic - male	0.0	181.0	8.6	80	49,218
HI01F08	Grade 1 students - Hispanic - female	0.0	180.0	8.1	80	49,218

See notes at end of table.

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2008–09—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
BL01M08	Grade 1 students - Black - male	0.0	240.0	5.7	80	49,218
BL01F08	Grade 1 students - Black - female	0.0	265.0	5.4	80	49,218
WH01M08	Grade 1 students - White - male	0.0	306.0	18.3	80	49,218
WH01F08	Grade 1 students - White - female	0.0	281.0	17.2	80	49,218
HP01M08	Grade 1 students - Hawaiian Native/Pacific Islander - male	0.0	16.0	0.2	0	94,047
HP01F08	Grade 1 students - Hawaiian Native/Pacific Islander - female	0.0	9.0	0.2	0	94,047
TR01M08	Grade 1 students - Two or more races - male	0.0	29.0	1.3	0	94,047
TR01F08	Grade 1 students - Two or more races - female	0.0	26.0	1.3	0	94,047
G0208	Grade 2 students - total	0.0	736.0	68.7	111	49,142
AM02M08	Grade 2 students - American Indian/Alaska Native - male	0.0	75.0	0.4	76	49,142
AM02F08	Grade 2 students - American Indian/Alaska Native - female	0.0	94.0	0.4	76	49,142
AS02M08	Grade 2 students - Asian - male	0.0	96.0	1.7	76	49,142
AS02F08	Grade 2 students - Asian - female	0.0	89.0	1.7	76	49,142
HI02M08	Grade 2 students - Hispanic - male	0.0	166.0	8.3	76	49,142
HI02F08	Grade 2 students - Hispanic - female	0.0	160.0	8.0	76	49,142
BL02M08	Grade 2 students - Black - male	0.0	272.0	5.7	76	49,142
BL02F08	Grade 2 students - Black - female	0.0	251.0	5.5	76	49,142
WH02M08	Grade 2 students - White - male	0.0	227.0	18.3	76	49,142
WH02F08	Grade 2 students - White - female	0.0	215.0	17.3	76	49,142
HP02M08	Grade 2 students - Hawaiian Native/Pacific Islander - male	0.0	17.0	0.2	0	94,056
HP02F08	Grade 2 students - Hawaiian Native/Pacific Islander - female	0.0	13.0	0.2	0	94,056
TR02M08	Grade 2 students - Two or more races - male	0.0	27.0	1.3	0	94,056
TR02F08	Grade 2 students - Two or more races - female	0.0	29.0	1.2	0	94,056
G0308	Grade 3 students - total	0.0	743.0	68.9	111	49,149
AM03M08	Grade 3 students - American Indian/Alaska Native - male	0.0	101.0	0.4	79	49,149
AM03F08	Grade 3 students - American Indian/Alaska Native - female	0.0	105.0	0.4	79	49,149
AS03M08	Grade 3 students - Asian - male	0.0	90.0	1.7	79	49,149
AS03F08	Grade 3 students - Asian - female	0.0	99.0	1.7	79	49,149
HI03M08	Grade 3 students - Hispanic - male	0.0	163.0	8.1	79	49,149
HI03F08	Grade 3 students - Hispanic - female	0.0	156.0	7.8	79	49,149
BL03M08	Grade 3 students - Black - male	0.0	255.0	5.8	79	49,149
BL03F08	Grade 3 students - Black - female	0.0	255.0	5.6	79	49,149
WH03M08	Grade 3 students - White - male	0.0	246.0	18.5	79	49,149
WH03F08	Grade 3 students - White - female	0.0	212.0	17.5	79	49,149
HP03M08	Grade 3 students - Hawaiian Native/Pacific Islander - male	0.0	24.0	0.2	0	94,042
HP03F08	Grade 3 students - Hawaiian Native/Pacific Islander - female	0.0	10.0	0.2	0	94,042
TR03M08	Grade 3 students - Two or more races - male	0.0	28.0	1.1	0	94,042
TR03F08	Grade 3 students - Two or more races - female	0.0	22.0	1.1	0	94,042
G0408	Grade 4 students - total	0.0	861.0	68.1	111	49,392

See notes at end of table.

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2008–09—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AM04M08	Grade 4 students - American Indian/Alaska Native - male	0.0	95.0	0.4	78	49,392
AM04F08	Grade 4 students - American Indian/Alaska Native - female	0.0	83.0	0.4	78	49,392
AS04M08	Grade 4 students - Asian - male	0.0	109.0	1.6	78	49,392
AS04F08	Grade 4 students - Asian - female	0.0	111.0	1.6	78	49,392
HI04M08	Grade 4 students - Hispanic - male	0.0	207.0	7.9	78	49,392
HI04F08	Grade 4 students - Hispanic - female	0.0	211.0	7.5	78	49,392
BL04M08	Grade 4 students - Black - male	0.0	243.0	5.7	78	49,392
BL04F08	Grade 4 students - Black - female	0.0	273.0	5.5	78	49,392
WH04M08	Grade 4 students - White - male	0.0	360.0	18.6	78	49,392
WH04F08	Grade 4 students - White - female	0.0	328.0	17.6	78	49,392
HP04M08	Grade 4 students - Hawaiian Native/Pacific Islander - male	0.0	20.0	0.2	0	94,085
HP04F08	Grade 4 students - Hawaiian Native/Pacific Islander - female	0.0	15.0	0.2	0	94,085
TR04M08	Grade 4 students - Two or more races - male	0.0	25.0	1.0	0	94,085
TR04F08	Grade 4 students - Two or more races - female	0.0	22.0	1.0	0	94,085
G0508	Grade 5 students - total	0.0	890.0	69.2	111	50,543
AM05M08	Grade 5 students - American Indian/Alaska Native - male	0.0	110.0	0.4	77	50,543
AM05F08	Grade 5 students - American Indian/Alaska Native- female	0.0	81.0	0.4	77	50,543
AS05M08	Grade 5 students - Asian - male	0.0	112.0	1.7	77	50,543
AS05F08	Grade 5 students - Asian - female	0.0	97.0	1.6	77	50,543
HI05M08	Grade 5 students - Hispanic - male	0.0	229.0	7.9	77	50,543
HI05F08	Grade 5 students - Hispanic - female	0.0	215.0	7.6	77	50,543
BL05M08	Grade 5 students - Black - male	0.0	262.0	5.7	77	50,543
BL05F08	Grade 5 students - Black - female	0.0	237.0	5.6	77	50,543
WH05M08	Grade 5 students - White - male	0.0	351.0	19.0	77	50,543
WH05F08	Grade 5 students - White - female	0.0	346.0	18.0	77	50,543
HP05M08	Grade 5 students - Hawaiian Native/Pacific Islander - male	0.0	8.0	0.2	0	94,234
HP05F08	Grade 5 students - Hawaiian Native/Pacific Islander - female	0.0	7.0	0.2	0	94,234
TR05M08	Grade 5 students - Two or more races - male	0.0	24.0	1.0	0	94,234
TR05F08	Grade 5 students - Two or more races - female	0.0	24.0	0.9	0	94,234
G0608	Grade 6 students - total	0.0	1,098.0	94.9	87	65,094
AM06M08	Grade 6 students - American Indian/Alaska Native - male	0.0	99.0	0.6	56	65,094
AM06F08	Grade 6 students - American Indian/Alaska Native - female	0.0	85.0	0.6	56	65,094
AS06M08	Grade 6 students - Asian - male	0.0	241.0	2.3	56	65,094
AS06F08	Grade 6 students - Asian - female	0.0	193.0	2.2	56	65,094
HI06M08	Grade 6 students - Hispanic - male	0.0	485.0	10.7	56	65,094
HI06F08	Grade 6 students - Hispanic - female	0.0	470.0	10.3	56	65,094
BL06M08	Grade 6 students - Black - male	0.0	246.0	7.9	56	65,094
BL06F08	Grade 6 students - Black - female	0.0	216.0	7.7	56	65,094
WH06M08	Grade 6 students - White - male	0.0	344.0	26.2	56	65,094
WH06F08	Grade 6 students - White - female	0.0	335.0	24.8	56	65,094
HP06M08	Grade 6 students - Hawaiian Native/Pacific Islander - male	0.0	21.0	0.2	0	96,471

See notes at end of table.

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2008–09—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HP06F08	Grade 6 students - Hawaiian Native/Pacific Islander - female	0.0	14.0	0.2	0	96,471
TR06M08	Grade 6 students - Two or more races - male	0.0	53.0	1.1	0	96,471
TR06F08	Grade 6 students - Two or more races - female	0.0	56.0	1.1	0	96,471
G0708	Grade 7 students - total	0.0	1,399.0	119.3	87	72,644
AM07M08	Grade 7 students - American Indian/Alaska Native - male	0.0	139.0	0.8	44	72,644
AM07F08	Grade 7 students - American Indian/Alaska Native - female	0.0	110.0	0.7	44	72,644
AS07M08	Grade 7 students - Asian - male	0.0	341.0	2.9	44	72,644
AS07F08	Grade 7 students - Asian - female	0.0	267.0	2.8	44	72,644
HI07M08	Grade 7 students - Hispanic - male	0.0	636.0	13.2	44	72,644
HI07F08	Grade 7 students - Hispanic - female	0.0	690.0	12.6	44	72,644
BL07M08	Grade 7 students - Black - male	0.0	241.0	10.0	44	72,644
BL07F08	Grade 7 students - Black - female	0.0	260.0	9.6	44	72,644
WH07M08	Grade 7 students - White - male	0.0	468.0	33.3	44	72,644
WH07F08	Grade 7 students - White - female	0.0	398.0	31.5	44	72,644
HP07M08	Grade 7 students - Hawaiian Native/Pacific Islander - male	0.0	30.0	0.3	0	98,478
HP07F08	Grade 7 students - Hawaiian Native/Pacific Islander - female	0.0	27.0	0.3	0	98,478
TR07M08	Grade 7 students - Two or more races - male	0.0	65.0	1.5	0	98,478
TR07F08	Grade 7 students - Two or more races - female	0.0	74.0	1.4	0	98,478
G0808	Grade 8 students - total	0.0	1,331.0	119.3	87	72,348
AM08M08	Grade 8 students - American Indian/Alaska Native - male	0.0	125.0	0.8	45	72,348
AM08F08	Grade 8 students - American Indian/Alaska Native - female	0.0	108.0	0.7	45	72,348
AS08M08	Grade 8 students - Asian - male	0.0	270.0	2.9	45	72,348
AS08F08	Grade 8 students - Asian - female	0.0	263.0	2.7	45	72,348
HI08M08	Grade 8 students - Hispanic - male	0.0	595.0	13.0	45	72,348
HI08F08	Grade 8 students - Hispanic - female	0.0	649.0	12.5	45	72,348
BL08M08	Grade 8 students - Black - male	0.0	268.0	10.0	45	72,348
BL08F08	Grade 8 students - Black - female	0.0	263.0	9.8	45	72,348
WH08M08	Grade 8 students - White - male	0.0	403.0	33.5	45	72,348
WH08F08	Grade 8 students - White - female	0.0	397.0	31.7	45	72,348
HP08M08	Grade 8 students - Hawaiian Native/Pacific Islander - male	0.0	20.0	0.4	0	98,472
HP08F08	Grade 8 students - Hawaiian Native/Pacific Islander - female	0.0	27.0	0.3	0	98,472
TR08M08	Grade 8 students - Two or more races - male	0.0	120.0	1.5	0	98,472
TR08F08	Grade 8 students - Two or more races - female	0.0	111.0	1.4	0	98,472
G0908	Grade 9 students - total	0.0	1,983.0	155.7	64	76,965
AM09M08	Grade 9 students - American Indian/Alaska Native - male	0.0	235.0	1.0	22	76,965
AM09F08	Grade 9 students - American Indian/Alaska Native - female	0.0	177.0	1.0	22	76,965
AS09M08	Grade 9 students - Asian - male	0.0	416.0	3.7	22	76,965
AS09F08	Grade 9 students - Asian - female	0.0	372.0	3.4	22	76,965
HI09M08	Grade 9 students - Hispanic - male	0.0	1,027.0	17.5	22	76,965

See notes at end of table.

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2008–09—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HI09F08	Grade 9 students - Hispanic - female	0.0	839.0	16.1	22	76,965
BL09M08	Grade 9 students - Black - male	0.0	442.0	14.9	22	76,965
BL09F08	Grade 9 students - Black - female	0.0	458.0	13.7	22	76,965
WH09M08	Grade 9 students - White - male	0.0	792.0	42.5	22	76,965
WH09F08	Grade 9 students - White - female	0.0	789.0	39.7	22	76,965
HP09M08	Grade 9 students - Hawaiian Native/Pacific Islander - male	0.0	30.0	0.5	0	99,453
HP09F08	Grade 9 students - Hawaiian Native/Pacific Islander - female	0.0	29.0	0.4	0	99,453
TR09M08	Grade 9 students - Two or more races - male	0.0	79.0	1.9	0	99,453
TR09F08	Grade 9 students - Two or more races - female	0.0	71.0	1.8	0	99,453
G1008	Grade 10 students - total	0.0	1,476.0	148.4	65	77,672
AM10M08	Grade 10 students - American Indian/Alaska Native - male	0.0	171.0	0.9	17	77,672
AM10F08	Grade 10 students - American Indian/Alaska Native - female	0.0	166.0	0.9	17	77,672
AS10M08	Grade 10 students - Asian - male	0.0	440.0	3.7	17	77,672
AS10F08	Grade 10 students - Asian - female	0.0	317.0	3.4	17	77,672
HI10M08	Grade 10 students - Hispanic - male	0.0	678.0	15.3	17	77,672
HI10F08	Grade 10 students - Hispanic - female	0.0	612.0	14.7	17	77,672
BL10M08	Grade 10 students - Black - male	0.0	426.0	12.8	17	77,672
BL10F08	Grade 10 students - Black - female	0.0	480.0	12.7	17	77,672
WH10M08	Grade 10 students - White - male	0.0	472.0	41.9	17	77,672
WH10F08	Grade 10 students - White - female	0.0	540.0	39.9	17	77,672
HP10M08	Grade 10 students - Hawaiian Native/Pacific Islander - male	0.0	41.0	0.5	0	99,451
HP10F08	Grade 10 students - Hawaiian Native/Pacific Islander - female	0.0	56.0	0.4	0	99,451
TR10M08	Grade 10 students - Two or more races - male	0.0	79.0	1.8	0	99,451
TR10F08	Grade 10 students - Two or more races - female	0.0	77.0	1.8	0	99,451
G1108	Grade 11 students - total	0.0	1,580.0	138.4	66	77,826
AM11M08	Grade 11 students - American Indian/Alaska Native - male	0.0	214.0	0.8	20	77,826
AM11F08	Grade 11 students - American Indian/Alaska Native - female	0.0	188.0	0.9	20	77,826
AS11M08	Grade 11 students - Asian - male	0.0	355.0	3.5	20	77,826
AS11F08	Grade 11 students - Asian - female	0.0	314.0	3.4	20	77,826
HI11M08	Grade 11 students - Hispanic - male	0.0	611.0	13.1	20	77,826
HI11F08	Grade 11 students - Hispanic - female	0.0	707.0	13.0	20	77,826
BL11M08	Grade 11 students - Black - male	0.0	328.0	10.7	20	77,826
BL11F08	Grade 11 students - Black - female	0.0	310.0	11.2	20	77,826
WH11M08	Grade 11 students - White - male	0.0	450.0	40.7	20	77,826
WH11F08	Grade 11 students - White - female	0.0	731.0	39.3	20	77,826
HP11M08	Grade 11 students - Hawaiian Native/Pacific Islander - male	0.0	39.0	0.4	0	99,449

See notes at end of table.

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2008–09—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HP11F08	Grade 11 students - Hawaiian Native/Pacific Islander - female	0.0	37.0	0.4	0	99,449
TR11M08	Grade 11 students - Two or more races - male	0.0	65.0	1.7	0	99,449
TR11F08	Grade 11 students - Two or more races - female	0.0	68.0	1.7	0	99,449
G1208	Grade 12 students - total	0.0	1,964.0	133.5	66	78,057
AM12M08	Grade 12 students - American Indian/Alaska Native - male	0.0	170.0	0.8	18	78,057
AM12F08	Grade 12 students - American Indian/Alaska Native - female	0.0	180.0	0.8	18	78,057
AS12M08	Grade 12 students - Asian - male	0.0	329.0	3.4	18	78,057
AS12F08	Grade 12 students - Asian - female	0.0	321.0	3.3	18	78,057
HI12M08	Grade 12 students - Hispanic - male	0.0	575.0	11.9	18	78,057
HI12F08	Grade 12 students - Hispanic - female	0.0	554.0	12.1	18	78,057
BL12M08	Grade 12 students - Black - male	0.0	477.0	9.7	18	78,057
BL12F08	Grade 12 students - Black - female	0.0	398.0	10.5	18	78,057
WH12M08	Grade 12 students - White - male	0.0	496.0	40.2	18	78,057
WH12F08	Grade 12 students - White - female	0.0	585.0	39.1	18	78,057
HP12M08	Grade 12 students - Hawaiian Native/Pacific Islander - male	0.0	39.0	0.4	0	99,460
HP12F08	Grade 12 students - Hawaiian Native/Pacific Islander - female	0.0	35.0	0.4	0	99,460
TR12M08	Grade 12 students - Two or more races - male	0.0	58.0	1.5	0	99,460
TR12F08	Grade 12 students - Two or more races - female	0.0	81.0	1.5	0	99,460
UG08	Ungraded students - total	0.0	662.0	20.9	53	93,259
AMUGM08	Ungraded students - American Indian/Alaska Native - male	0.0	13.0	0.1	12	93,259
AMUGF08	Ungraded students - American Indian/Alaska Native - female	0.0	9.0	#	12	93,259
ASUGM08	Ungraded students - Asian - male	0.0	70.0	0.6	12	93,259
ASUGF08	Ungraded students - Asian - female	0.0	41.0	0.3	12	93,259
HIUGM08	Ungraded students - Hispanic - male	0.0	268.0	5.2	12	93,259
HIUGF08	Ungraded students - Hispanic - female	0.0	141.0	2.4	12	93,259
BLUGM08	Ungraded students - Black - male	0.0	268.0	4.4	12	93,259
BLUGF08	Ungraded students - Black - female	0.0	204.0	2.0	12	93,259
WHUGM08	Ungraded students - White - male	0.0	336.0	3.9	12	93,259
WHUGF08	Ungraded students - White - female	0.0	120.0	1.9	12	93,259
HPUGM08	Ungraded students - Hawaiian Native/Pacific Islander - male	0.0	4.0	#	0	98,893
HPUGF08	Ungraded students - Hawaiian Native/Pacific Islander - female	0.0	4.0	#	0	98,893
TRUGM08	Ungraded students - Two or more races - male	0.0	8.0	#	0	98,893
TRUGF08	Ungraded students - Two or more races - female	0.0	4.0	#	0	98,893
MEMBER08	All students - total	0.0	7,874.0	501.7	177	4,522
AM08	All students - American Indian/Alaska Native	0.0	1,292.0	6.3	67	4,410
AMALM08	All students - American Indian/Alaska Native - male	0.0	674.0	3.2	67	4,410

See notes at end of table.

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2008–09—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AMALF08	All students - American Indian/Alaska Native - female	0.0	619.0	3.1	67	4,410
ASIAN08	All students - Asian	0.0	2,690.0	24.0	67	4,410
ASALM08	All students - Asian - male	0.0	1,534.0	12.2	67	4,410
ASALF08	All students - Asian - female	0.0	1,204.0	11.7	67	4,410
HISP08	All students - Hispanic	0.0	4,607.0	110.4	67	4,410
HIALM08	All students - Hispanic - male	0.0	2,413.0	56.5	67	4,410
HIALF08	All students - Hispanic - female	0.0	2,271.0	53.9	67	4,410
BLACK08	All students - Black	0.0	5,145.0	83.1	67	4,410
BLALM08	All students - Black - male	0.0	2,676.0	42.2	67	4,410
BLALF08	All students - Black - female	0.0	2,469.0	40.9	67	4,410
WHITE08	All students - White	0.0	6,624.0	268.8	67	4,410
WHALM08	All students - White - male	0.0	3,065.0	138.3	67	4,410
WHALF08	All students - White - female	0.0	3,559.0	130.5	67	4,410
PACIFIC08	All students - Hawaiian Native/Pacific Islander	0.0	257.0	2.8	67	87,362
PHALM08	All students - Hawaiian Native/Pacific Islander - male	0.0	150.0	1.4	67	87,362
HPALF08	All students - Hawaiian Native/Pacific Islander - female	0.0	111.0	1.4	67	87,362
TR08	All students - Two or more races	0.0	577.0	14.9	67	87,362
TRALM08	All students - Two or more races - male	0.0	280.0	7.6	67	87,362
TRALF08	All students - Two or more races - female	0.0	297.0	7.3	67	87,362
TOTETH08	Total ethnic	0.0	7,691.0	496.6	68	4,631
PUPTCH08	Pupil teacher ratio	0.0	2,380.0	15.5	2,531	6,936

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1a.

Table B-3. Frequencies of categorical variables: School Year 2008–09

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
School type (TYPE08)				
1—Regular	92,474	89.1	92,474	89.1
2—Special education	2,431	2.3	94,905	91.5
3—Vocational	1,467	1.4	96,372	92.9
4—Alternative/other	6,952	6.7	103,324	99.6
5—Reportable program	454	0.4	103,778	100.0
School operational status (STATUS08)				
1—Continuing	98,285	94.7	98,285	94.7
2—Closed	1,973	1.9	100,258	96.6
3—New	1,801	1.7	102,059	98.3
4—Added	290	0.3	102,349	98.6
5—Changed agency	310	0.3	102,659	98.9
6—Inactive	549	0.5	103,208	99.5
7—Future	543	0.5	103,751	100.0
8—Reopened	27	#	103,778	100.0
NCES urban-centric locale code (ULOCAL08)				
11—City, large	13,495	13.0	13,495	13.0
12—City, midsize	6,004	5.8	19,499	18.8
13—City, small	7,391	7.1	26,890	25.9
21—Suburb, large	23,767	22.9	50,657	48.8
22—Suburb, midsize	3,061	3.0	53,718	51.8
23—Suburb, small	2,031	2.0	55,749	53.7
31—Town, fringe	4,457	4.3	60,206	58.0
32—Town, distant	5,886	5.7	66,092	63.7
33—Town, remote	4,487	4.3	70,579	68.0
41—Rural, fringe	13,170	12.7	83,749	80.7
42—Rural, distant	12,099	11.7	95,848	92.4
43—Rural, remote	7,421	7.2	103,269	99.5
N—Not applicable	509	0.5	103,778	100.0

See notes at end of table.

Table B-3. Frequencies of categorical variables: School Year 2008–09—Continued

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
School low grade offered (GSLO08)				
01—1st grade students	1,360	1.3	1,360	1.3
02—2nd grade students	641	0.6	2,001	1.9
03—3rd grade students	1,500	1.5	3,501	3.4
04—4th grade students	1,380	1.3	4,881	4.7
05—5th grade students	2,584	2.5	7,465	7.2
06—6th grade students	11,976	11.5	19,441	18.7
07—7th grade students	6,554	6.3	25,995	25.1
08—8th grade students	875	0.8	26,870	25.9
09—9th grade students	16,023	15.4	42,893	41.3
10—10th grade students	922	0.9	43,815	42.2
11—11th grade students	235	0.2	44,050	42.5
12—12th grade students	151	0.2	44,201	42.6
KG—Kindergarten students	26,120	25.2	70,321	67.8
N—Not applicable	4,415	4.3	74,736	72.0
PK—Prekindergarten students	28,633	27.6	103,369	99.6
UG—Students in ungraded classes	409	0.4	103,778	100.0
School high grade offered (GSHI08)				
01—1st grade students	509	0.5	509	0.5
02—2nd grade students	1,503	1.5	2,012	1.9
03—3rd grade students	1,601	1.5	3,613	3.5
04—4th grade students	3,793	3.7	7,406	7.1
05—5th grade students	26,646	25.7	34,052	32.8
06—6th grade students	14,017	13.5	48,069	46.3
07—7th grade students	650	0.6	48,719	47.0
08—8th grade students	20,662	19.9	69,381	66.9
09—9th grade students	1,483	1.4	70,864	68.3
10—10th grade students	372	0.4	71,236	68.6
11—11th grade students	451	0.4	71,687	69.1
12—12th grade students	25,646	24.7	97,333	93.8
KG—Kindergarten students	600	0.6	97,933	94.4
N—Not applicable	4,415	4.3	102,348	98.6
PK—Prekindergarten students	1,021	1.0	103,369	99.6
UG—Students in ungraded classes	409	0.4	103,778	100.0

See notes at end of table.

Table B-3. Frequencies of categorical variables: School Year 2008–09—Continued

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
School level (LEVEL08)				
1—Primary	54,774	52.8	54,774	52.8
2—Middle	17,071	16.5	71,845	69.2
3—High	20,642	19.9	92,487	89.1
4—Other	8,226	7.9	100,713	97.1
N—Not applicable	3,065	3.0	103,778	100.0
Title I eligible school (TITLEI08)				
1—Yes	63,968	61.6	63,968	61.6
2—No	31,238	30.1	95,206	91.7
M—Missing	1,454	1.4	96,660	93.1
N—Not applicable	7,118	6.9	103,778	100.0
School-wide Title I (STITLI08)				
1—Yes	42,560	41.0	42,560	41.0
2—No	21,408	20.6	63,968	61.6
M—Missing	1,454	1.4	65,422	63.0
N—Not applicable	38,356	37.0	103,778	100.0
Magnet school indicator (MAGNET08)				
1—Yes	3,055	2.9	3,055	2.9
2—No	61,988	59.7	65,043	62.7
M—Missing	11,132	10.7	76,175	73.4
N—Not applicable	27,603	26.6	103,778	100.0
Charter school indicator (CHARTR08)				
1—Yes	5,087	4.9	5,087	4.9
2—No	86,080	83.0	91,167	87.9
N—Not applicable	12,611	12.2	103,778	100.0
Shared time indicator (SHARED08)				
1—Yes	3,182	3.1	3,182	3.1
2—No	82,453	79.5	85,635	82.5
M—Missing	18,143	17.5	103,778	100.0
Race/ethnicities categories indicator (RACECAT08)				
5—5 race/ethnicity categories used in reporting	87,077	83.9	87,077	83.9
7—7 race/ethnicity categories used in reporting	16,701	16.1	103,778	100.0

Rounds to zero

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), "Public Elementary /Secondary School Universe Survey," 2008–09, Version 1a.

Table B-4. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2008–09

State or jurisdiction	School type				Charter	Magnet	Title I[1]	Title I schoolwide
	Regular	Special education	Vocational education	Alternative				
Reporting states[2]	**88,801**	**2,289**	**1,409**	**6,207**	**4,694**	**3,021**	**62,305**	**40,984**
Alabama	1,375	41	73	116	†	27	855	768
Alaska	451	2	3	51	24	13	358	312
Arizona	1,908	20	172	86	477	—	1,188	774
Arkansas	1,089	4	24	12	32	39	818	692
California	8,451	145	76	1,357	751	438	6,032	4,556
Colorado	1,672	10	5	92	148	24	615	372
Connecticut	1,037	48	17	48	18	56	529	158
Delaware	182	19	6	33	18	3	111	101
District of Columbia	206	10	1	13	90	4	216	206
Florida	3,328	173	53	431	399	357	2,538	2,323
Georgia	2,230	73	1	168	63	78	1,320	1,166
Hawaii	286	3	0	1	31	†	182	172
Idaho	629	11	11	84	31	†	508	415
Illinois	4,010	150	53	189	39	337	3,037	1,275
Indiana	1,885	37	29	22	51	26	1,353	889
Iowa	1,423	8	0	59	9	†	940	482
Kansas	1,416	10	1	1	35	33	1,180	712
Kentucky	1,235	11	126	159	†	41	1,062	964
Louisiana	1,262	202	6	173	88	81	1,222	1,123
Maine	633	1	27	2	†	1	—	—
Maryland	1,328	39	24	66	34	87	359	315
Massachusetts	1,771	26	39	19	61	—	1,019	479
Michigan	3,365	317	62	334	283	479	3,514	1,426
Minnesota	1,654	271	12	326	174	75	868	277
Mississippi	921	4	90	62	1	6	709	682
Missouri	2,193	66	63	101	41	37	1,133	523
Montana	823	2	0	5	†	†	662	370
Nebraska	1,081	36	0	5	†	†	485	262
Nevada	579	7	1	30	30	1	319	270
New Hampshire	492	0	0	0	15	†	238	37
New Jersey	2,351	74	55	108	62	—	1,367	379
New Mexico	808	6	1	38	67	2	713	678
New York	4,587	47	28	28	115	318	4,410	2,197
North Carolina	2,417	33	10	88	96	127	1,135	982
North Dakota	484	34	7	0	†	†	310	77
Ohio	3,710	61	72	9	326	†	2,837	1,830
Oklahoma	1,787	4	0	5	16	†	1,123	926
Oregon	1,261	3	0	40	87	—	579	399
Pennsylvania	3,136	12	87	13	127	57	2,425	704
Rhode Island	299	3	10	15	11	†	231	121
South Carolina	1,139	10	39	23	36	57	928	869
South Dakota	687	7	0	27	†	†	621	331
Tennessee	1,689	19	21	26	14	34	1,355	1,275
Texas	7,434	20	0	1,076	499	†	6,411	6,044
Utah	849	81	6	93	67	20	245	193

See notes at end of table.

Table B-4. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide and state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	School type: Regular	Special education	Vocational education	Alternative	Charter	Magnet	Title I[1]	Title I schoolwide
Vermont	312	0	15	1	†	†	223	142
Virginia	1,865	5	32	107	4	158	713	378
Washington	1,883	106	12	320	†	†	1,249	547
West Virginia	697	6	31	28	†	†	357	351
Wisconsin	2,159	9	8	92	221	5	1,517	380
Wyoming	332	3	0	25	3	†	186	80
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas[3]	125	0	0	0	†	†	†	†
DDESS: DoDs Domestic[3]	67	0	0	0	†	†	†	†
Bureau of Indian Education	173	0	0	0	†	†	173	173
American Samoa	29	1	1	0	†	†	—	—
Guam	36	0	0	0	†	†	—	—
Commonwealth of the Northern Marianas Islands	30	0	0	1	†	†	—	—
Puerto Rico	1,446	27	29	9	†	†	1,489	1,402
U.S. Virgin Islands	32	0	1	0	†	1	—	—

— Not available.

† Not applicable. Some states do not have charter school authorization and some states do not designate magnet schools. Department of Defense Dependents schools (DoDDs and DDESS) do not designate Title I and Title I schoolwide eligible schools.

[1] Schools eligible for Title I schoolwide programs are also included in the counts of all Title I eligible schools.

[2] A reporting states total is shown for the 50 states and District of Columbia if data for any item in the table were missing for some of the schools in the United States.

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

NOTE: Every school is assigned a school type based on its instructional emphasis. A school may be included unders the Charter, Magnet, and/or Title I statuses, which are independent of one another and of school type. Numbers and types of schools may differ from those published by states in their own reports.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary /Secondary School Universe Survey,” 2008–09, Version 1a.

Table B-5. Number of students in membership in operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2008–09

State or jurisdiction	Number of students							
	Regular	Special education	Vocational education	Alternative	Charter	Magnet	Title I[1]	Title I schoolwide
Reporting states[2]	**48,168,727**	**164,874**	**156,390**	**563,795**	**1,433,116**	**2,307,712**	**30,329,962**	**20,291,993**
Alabama	739,820	941	54	2,182	†	13,322	396,489	346,655
Alaska	116,603	82	715	13,262	4,847	4,283	69,863	54,214
Arizona	1,070,598	774	2,281	12,169	105,209	—	627,124	445,522
Arkansas	476,911	217	346	1,491	6,989	23,156	316,481	259,898
California	6,030,248	27,377	568	181,991	284,986	508,863	3,726,436	2,892,720
Colorado	801,988	1,073	769	13,775	61,460	9,272	215,705	146,133
Connecticut	545,421	3,052	10,257	3,036	4,536	20,334	253,764	73,904
Delaware	113,741	2,206	6,763	1,258	8,626	1,865	59,184	52,865
District of Columbia	66,463	1,342	119	757	24,279	2,159	68,681	64,248
Florida	2,571,745	17,204	3,619	38,452	117,640	378,761	1,775,463	1,573,121
Georgia	1,653,059	1,700	0	1,033	33,894	75,085	821,395	729,998
Hawaii	179,186	81	0	139	7,328	†	102,985	96,008
Idaho	269,076	104	62	5,430	11,898	†	187,859	151,066
Illinois	2,117,175	860	0	1,672	30,789	229,120	1,516,571	707,564
Indiana	1,042,472	1,232	0	2,443	16,442	13,165	695,198	443,573
Iowa	478,532	621	0	3,582	655	†	285,436	150,523
Kansas	470,679	333	0	48	4,344	13,542	352,122	223,889
Kentucky	661,662	599	0	7,769	†	38,426	542,135	482,043
Louisiana	650,881	1,269	0	32,595	26,012	44,875	561,360	510,328
Maine	187,422	13	0	49	†	118	—	—
Maryland	823,675	3,655	7,915	8,536	9,829	75,682	153,155	132,810
Massachusetts	915,101	5,250	35,089	3,470	26,384	—	482,153	219,133
Michigan	1,554,685	37,957	2,527	34,711	103,606	217,237	1,596,371	572,035
Minnesota	800,881	14,853	5	13,204	29,501	36,092	315,287	88,403
Mississippi	491,780	144	0	0	371	2,351	343,457	329,750
Missouri	908,040	4,601	3,125	2,105	17,165	15,980	372,246	170,395
Montana	141,786	41	0	72	†	†	113,923	54,050
Nebraska	291,297	1,293	0	0	†	†	108,391	65,255
Nevada	427,626	544	74	5,127	8,915	188	205,441	180,481
New Hampshire	197,934	0	0	0	585		83,215	10,699
New Jersey	1,346,946	8,579	21,811	2,537	19,271	—	709,831	203,892
New Mexico	323,292	619	327	4,182	11,735	9	268,367	246,971
New York	2,694,896	1,000	37,270	7,426	34,683	240,351	2,626,345	1,225,434
North Carolina	1,447,416	2,247	550	7,622	35,677	91,004	516,477	437,969
North Dakota	94,706	22	0	0	†	†	49,302	13,280
Ohio	1,806,935	5,268	1,058	738	86,824	†	1,244,127	751,294
Oklahoma	643,830	254	0	1,024	5,418	†	383,272	300,981
Oregon	551,019	170	0	5,191	14,366	—	207,649	149,577
Pennsylvania	1,750,071	1,807	16,520	1,388	73,051	27,883	1,255,030	377,045
Rhode Island	139,814	156	1,600	2,021	3,128	†	115,385	53,537
South Carolina	716,207	822	0	1,084	8,638	42,165	536,250	483,712
South Dakota	125,063	43	0	1,319	†	†	98,805	41,590
Tennessee	966,687	2,037	1,733	1,493	3,103	17,683	710,746	656,280
Texas	4,673,212	1,816	0	75,975	127,637	†	3,573,283	3,343,153
Utah	548,532	5,602	0	5,553	27,117	7,651	112,220	88,266

See notes at end of table.

Table B-5. Number of students in membership in operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	Number of students							
	Regular	Special education	Vocational education	Alternative	Charter	Magnet	Title I[1]	Title I schoolwide
Vermont	90,088		0	18	†	†	53,931	33,031
Virginia	1,232,294	410	0	2,439	250	155,313	316,249	166,037
Washington	986,310	4,201	455	46,052	†	†	526,205	227,760
West Virginia	281,625	266	7	820	†	†	101,923	99,851
Wisconsin	867,409	126	771	5,301	35,624	1,777	537,586	147,531
Wyoming	85,888	11	0	1,254	304	†	39,089	17,519
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas[3]	56,279	0	0	0	†	†	†	†
DDESS: DoDs Domestic[3]	27,384	0	0	0	†	†	†	†
Bureau of Indian Education	40,830	0	0	0	†	†	40,830	40,830
American Samoa	—	—	—	—	†	†	—	—
Guam	—	—	—	—	†	†	—	—
Commonwealth of the Northern Marianas Islands	10,892	0	0	21	†	†	—	—
Puerto Rico	484,446	2,596	16,221	372	†	†	499,965	467,760
U.S. Virgin Islands	15,768	0	0	0	†	1,382	—	—

— Not available.

† Not applicable. Membership reported as not applicable or some states do not have charter school authorization and some states do no designate magnet schools. Department of Defense Dependents schools (DoDDs and DDESS) do not designate Title I and Title I schoolwide eligible schools.

[1] Schools eligible for Title I schoolwide programs are also included in the count of all Title I eligible schools.

[2] A reporting states total is shown for the 50 states and District of Columbia if data for any item in the table were missing for some of the schools in the United States.

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary /Secondary School Universe Survey,” 2008–09, Version 1a.

Table B-6. Median student/teacher ratio for regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2008–09

State or jurisdiction	Total		Primary		Middle		High		Other	
	Number of students	Median student/ teacher ratio	Number of students	Median student/ teacher ratio	Number of students	Median student/ teacher ratio	Number of students	Median student/ teacher ratio	Number of students	Median student/ teacher ratio
United States[1]	**47,899,874**	**15.2**	**23,383,811**	**15.3**	**9,462,540**	**14.9**	**13,715,489**	**15.1**	**1,338,034**	**13.9**
Alabama	739,820	15.4	330,606	14.6	142,598	17.3	199,009	16.1	67,607	15.9
Alaska	116,272	13.9	52,973	15.5	16,093	15.6	30,584	16.7	16,622	10.4
Arizona	965,665	17.6	540,653	17.5	148,934	17.7	265,714	18.9	10,364	17.1
Arkansas	476,911	12.8	226,909	14.5	103,182	11.7	130,540	10.7	16,280	12.0
California	6,028,926	18.9	2,998,935	18.5	1,123,502	20.1	1,796,282	20.0	110,207	18.1
Colorado	801,520	16.4	412,101	16.5	141,845	15.9	213,185	16.4	34,389	15.8
Connecticut	545,222	13.7	266,619	14.2	114,042	12.6	159,924	13.0	4,637	12.1
Delaware	113,741	15.3	54,302	15.3	28,497	15.3	29,916	16.3	1,026	14.9
District of Columbia	51,298	11.3	28,526	11.4	6,105	8.9	12,374	12.4	4,293	9.7
Florida	2,542,158	15.0	1,248,131	14.3	513,750	16.8	711,221	18.1	69,056	15.4
Georgia	1,652,679	14.0	811,120	13.8	365,534	13.8	458,185	15.5	17,840	13.6
Hawaii	178,755	15.7	90,894	15.7	29,171	15.4	52,954	15.8	5,736	15.2
Idaho	269,076	18.0	129,705	18.8	54,505	17.3	69,733	16.5	15,133	15.2
Illinois	2,063,639	15.9	1,064,204	16.4	367,721	14.9	618,843	15.3	12,871	14.3
Indiana	1,042,472	17.3	492,417	17.2	210,151	17.3	315,320	17.5	24,584	16.3
Iowa	478,518	13.4	225,482	13.6	95,624	13.4	145,335	12.9	12,077	11.9
Kansas	466,511	13.3	231,791	14.0	88,679	12.8	136,521	11.4	9,520	10.4
Kentucky	660,158	16.1	330,261	15.8	130,824	16.4	188,021	16.8	11,052	15.3
Louisiana	650,652	14.2	327,962	14.4	121,757	14.0	162,518	14.3	38,415	13.1
Maine	187,422	11.7	86,566	11.7	39,886	11.5	58,150	12.2	2,820	8.9
Maryland	823,553	14.7	403,434	14.5	166,948	14.5	249,688	15.9	3,483	12.0
Massachusetts	915,101	13.9	441,020	14.4	199,641	13.2	257,965	13.5	16,475	12.2
Michigan	1,549,862	17.8	715,207	17.5	316,593	17.7	473,521	19.1	44,541	15.2
Minnesota	800,745	15.6	375,884	15.3	149,948	16.7	260,142	15.6	14,771	13.7
Mississippi	491,780	15.5	223,738	16.2	95,551	13.8	132,699	15.4	39,792	15.4
Missouri	907,468	13.3	436,135	13.2	178,310	13.7	267,463	13.2	25,560	11.8
Montana	141,786	11.4	67,651	12.0	29,196	11.2	44,939	10.3	0	†
Nebraska	290,886	12.6	148,603	13.0	44,795	13.2	97,184	11.0	304	8.5
Nevada	425,125	18.1	213,768	17.5	80,175	22.3	81,820	20.9	49,362	20.3
New Hampshire	197,914	12.1	87,624	12.3	45,334	11.7	63,951	12.2	1,005	11.8
New Jersey	1,345,862	10.3	667,697	9.9	273,894	10.3	392,521	11.6	11,750	10.8
New Mexico	323,233	14.3	159,076	14.3	66,379	14.1	88,006	13.9	9,772	14.3
New York	2,692,872	13.1	1,259,429	13.2	517,560	12.5	781,352	13.7	134,531	11.3
North Carolina	1,447,255	14.7	701,904	14.5	309,382	14.7	404,156	14.9	31,813	16.0
North Dakota	94,706	10.6	46,570	10.8	14,768	12.7	31,928	10.1	1,440	13.4
Ohio	1,802,074	17.8	814,314	18.4	349,503	16.4	550,221	17.6	88,036	16.4
Oklahoma	643,830	14.9	342,971	15.6	123,295	14.7	162,754	13.0	14,810	18.2
Oregon	550,461	18.9	261,268	19.0	109,316	18.9	167,602	18.3	12,275	14.7
Pennsylvania	1,746,310	14.3	793,369	14.5	335,575	13.6	539,175	14.4	78,191	14.3
Rhode Island	139,456	10.2	64,162	10.2	31,891	9.9	41,542	10.7	1,861	9.5
South Carolina	712,683	15.3	343,589	15.2	154,510	14.8	203,486	16.7	11,098	15.2
South Dakota	124,803	12.3	60,804	12.0	26,514	13.5	37,485	11.3	0	†
Tennessee	964,848	15.3	476,413	14.7	188,293	16.2	270,119	16.5	30,023	15.1
Texas	4,664,090	14.5	2,318,530	15.1	1,030,558	13.9	1,180,004	12.6	134,998	11.7
Utah	547,870	20.2	304,608	19.5	103,367	21.0	118,906	21.1	20,989	20.3

See notes at end of table.

Table B-6. Median student/teacher ratio for regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	Total		Primary		Middle		High		Other	
	Number of students	Median student/ teacher ratio	Number of students	Median student/ teacher ratio	Number of students	Median student/ teacher ratio	Number of students	Median student/ teacher ratio	Number of students	Median student/ teacher ratio
Vermont	90,088	10.8	46,562	10.8	8,264	10.9	30,057	10.6	5,205	9.7
Virginia	1,232,294	16.7	592,596	16.4	250,980	16.9	378,397	18.3	10,321	16.7
Washington	967,129	18.8	464,710	18.4	187,659	19.0	280,003	19.9	34,757	18.0
West Virginia	281,625	14.8	139,375	15.1	54,792	13.8	78,448	14.9	9,010	13.4
Wisconsin	866,862	14.4	421,140	14.6	157,319	14.0	272,413	14.6	15,990	12.9
Wyoming	85,888	11.7	41,503	11.9	19,830	12.1	23,213	11.1	1,342	8.7
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas[2]	55,740	12.3	31,124	13.8	7,709	12.4	12,818	10.7	4,089	9.4
DDESS: DoDs Domestic[2]	27,384	13.0	18,897	13.1	5,323	13.3	2,357	11.4	807	10.0
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	10,892	17.0	5,909	17.0	1,720	21.3	3,202	21.0	61	20.3
Puerto Rico	484,446	12.5	224,263	12.0	91,971	13.2	94,976	15.3	73,236	12.3
U.S. Virgin Islands	15,768	11.8	7,800	11.6	2,576	11.4	5,182	13.4	210	7.0

— Not available.

† Not applicable.

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

[2] DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary /Secondary School Universe Survey,” 2008–09, Version 1a.

Table B-7. Average student membership size of regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2008–09

State or jurisdiction	Total[1]		Primary		Middle		High		Other	
	Number of schools	Average student member-ship	Number of schools	Average student member-ship	Number of schools	Average student member-ship	Number of schools	Average student member-ship	Number of schools	Average student member-ship
United States[2]	**88,000**	**547.4**	**52,598**	**447.0**	**16,427**	**577.5**	**15,827**	**870.5**	**3,148**	**442.2**
Alabama	1,350	548.0	709	466.3	267	534.1	271	734.4	103	656.4
Alaska	451	258.5	168	315.3	35	459.8	51	600.5	197	85.8
Arizona	1,888	567.1	1,131	519.9	262	582.5	392	753.0	103	337.5
Arkansas	1,081	441.2	551	411.8	227	454.5	278	469.6	25	651.2
California	8,433	715.1	5,688	527.2	1,362	824.9	1,183	1,519.5	200	551.2
Colorado	1,672	479.7	1,026	402.1	292	485.8	286	745.4	68	505.7
Connecticut	1,015	537.4	653	408.6	192	594.0	158	1,012.2	12	386.4
Delaware	181	628.4	108	502.8	43	662.7	27	1,108.0	3	342.0
District of Columbia	199	334.0	135	283.9	29	297.5	25	569.3	10	527.0
Florida	3,144	818.0	2,004	631.0	581	894.5	444	1,611.5	115	626.8
Georgia	2,213	747.0	1,291	628.3	482	758.4	379	1,209.0	61	297.9
Hawaii	285	628.7	182	499.9	38	767.7	40	1,323.9	25	243.1
Idaho	625	430.5	355	365.4	112	486.7	118	591.0	40	378.3
Illinois	3,985	531.3	2,526	432.2	767	480.1	642	976.1	50	609.6
Indiana	1,879	554.8	1,143	430.8	354	593.6	337	935.7	45	546.3
Iowa	1,414	338.4	768	293.6	290	329.7	316	459.9	40	301.9
Kansas	1,393	337.9	764	306.0	251	356.9	324	425.1	54	177.4
Kentucky	1,230	537.9	763	434.2	233	562.2	215	876.0	19	581.7
Louisiana	1,261	516.2	716	458.4	243	501.1	215	755.9	87	441.6
Maine	633	296.1	398	217.5	112	356.1	109	533.5	14	201.4
Maryland	1,328	620.2	891	452.9	240	695.6	186	1,342.4	11	316.6
Massachusetts	1,768	517.6	1,118	394.5	340	587.2	282	914.8	28	588.4
Michigan	3,286	473.1	1,916	373.6	618	512.5	622	763.1	130	365.5
Minnesota	1,648	486.0	923	407.4	256	585.7	424	613.5	45	328.2
Mississippi	911	539.8	461	485.3	184	519.3	196	677.0	70	568.5
Missouri	2,178	416.9	1,249	349.4	380	469.2	484	553.2	65	393.2
Montana	823	172.3	423	159.9	232	125.8	168	267.5	0	†
Nebraska	1,022	285.0	629	236.9	114	392.9	277	350.8	2	152.0
Nevada	578	739.8	367	583.2	96	852.8	72	1,136.4	43	1160.1
New Hampshire	489	404.8	302	290.2	98	462.6	85	752.4	4	251.3
New Jersey	2,349	573.4	1,548	431.4	445	615.5	333	1,181.5	23	510.9
New Mexico	794	407.2	452	351.9	174	381.5	147	599.1	21	465.3
New York	4,574	589.2	2,532	497.9	849	610.3	868	900.2	325	414.2
North Carolina	2,358	613.8	1,387	506.1	474	652.7	406	995.5	91	351.4
North Dakota	480	197.3	274	170.0	39	378.7	165	193.5	2	720.0
Ohio	3,699	488.5	2,050	397.6	712	492.1	770	718.5	167	528.7
Oklahoma	1,787	360.3	967	354.7	337	365.9	464	350.8	19	779.5
Oregon	1,254	439.4	740	353.7	211	518.1	245	684.5	58	212.2
Pennsylvania	3,128	559.5	1,854	428.4	559	600.8	598	902.8	117	685.0
Rhode Island	299	467.6	196	327.4	55	579.8	46	910.9	2	930.5
South Carolina	1,134	631.6	652	530.4	265	587.2	194	1,049.7	23	483.8
South Dakota	671	186.4	338	179.9	167	158.8	166	227.3	0	†
Tennessee	1,662	581.6	1,009	473.4	319	591.7	280	965.0	54	557.5
Texas	7,385	632.8	4,264	545.1	1,671	617.2	1,119	1,056.7	331	408.1
Utah	836	656.1	543	562.2	132	783.1	127	936.3	34	617.3

See notes at end of table.

Table B-7. Average student membership size of regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	Total[1]		Primary		Middle		High		Other	
	Number of schools	Average student member-ship	Number of schools	Average student member-ship	Number of schools	Average student member-ship	Number of schools	Average student member-ship	Number of schools	Average student member-ship
Vermont	312	288.7	221	210.7	26	317.8	48	626.2	17	306.2
Virginia	1,865	660.7	1,192	497.1	350	717.1	307	1,232.6	16	645.1
Washington	1,871	527.2	1,134	416.6	343	560.5	299	957.2	95	373.1
West Virginia	697	404.1	452	308.4	119	460.4	106	740.1	20	450.5
Wisconsin	2,152	403.1	1,241	339.5	382	411.8	473	576.5	56	286.9
Wyoming	330	260.3	194	213.9	68	291.6	60	386.9	8	167.8
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas[3]	122	461.3	65	478.8	18	428.3	27	474.7	12	385.7
DDESS: DoDs Domestic[3]	66	414.9	46	410.8	13	409.5	5	471.4	2	403.5
Bureau of Indian Education	172	237.4	103	197.2	5	159.4	19	334.5	45	297.0
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	30	363.1	21	281.4	3	573.3	5	640.4	1	61.0
Puerto Rico	1,446	335.0	869	258.1	233	394.7	164	579.1	180	406.9
U.S. Virgin Islands	32	492.8	22	354.5	5	515.2	4	1,295.5	1	210.0

— Not available.

† Not applicable.

[1] Total schools include primary, middle, high, and other schools.

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary /Secondary School Universe Survey," 2008–09, Version 1a.

Table B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2008–09

State or jurisdiction	City						Suburban					
	Large		Midsize		Small		Large		Midsize		Small	
	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students
United States[1]	**12,633**	**15.1**	**5,470**	**6.4**	**6,628**	**7.6**	**21,813**	**29.4**	**2,693**	**3.2**	**1,827**	**2.1**
Alabama	0	0.0	206	13.7	111	7.4	115	11.2	43	4.0	34	2.3
Alaska	79	31.3	0	0.0	13	4.0	0	0.0	0	0.0	9	4.1
Arizona	750	37.1	89	4.9	69	3.4	305	19.1	0	0.0	35	2.2
Arkansas	0	0.0	58	5.7	158	19.6	58	7.4	17	1.8	5	0.5
California	2,160	24.4	873	10.0	857	9.4	2,755	32.5	441	4.6	275	2.7
Colorado	325	22.0	74	4.5	93	6.0	392	28.9	21	1.2	61	4.2
Connecticut	0	0.0	166	14.5	145	12.8	453	43.7	113	10.7	0	0.0
Delaware	0	0.0	0	0.0	36	13.0	79	41.1	0	0.0	14	6.3
District of Columbia	215	99.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Florida	332	7.6	305	7.2	379	9.0	1,429	43.2	263	7.4	65	1.3
Georgia	106	3.1	146	5.0	140	5.7	662	36.8	28	1.3	51	2.1
Hawaii	73	23.0	0	0.0	0	0.0	66	33.2	26	6.9	0	0.0
Idaho	0	0.0	61	11.3	89	16.5	34	8.3	0	0.0	42	8.6
Illinois	615	19.9	189	5.8	210	5.7	1,297	38.7	122	3.5	69	1.6
Indiana	237	13.7	66	3.5	192	10.8	311	20.5	30	2.0	27	1.2
Iowa	0	0.0	95	10.6	153	16.4	55	6.4	16	1.3	8	0.9
Kansas	83	9.5	128	13.3	16	1.6	114	13.4	9	0.9	2	0.1
Kentucky	192	16.6	0	0.0	56	3.6	132	11.5	23	1.5	18	1.4
Louisiana	0	0.0	266	19.5	127	9.0	135	11.2	72	6.2	55	4.9
Maine	0	0.0	0	0.0	50	12.3	0	0.0	37	8.7	25	4.1
Maryland	194	9.8	0	0.0	84	6.9	666	49.4	81	6.5	47	3.8
Massachusetts	153	6.4	111	6.2	145	8.3	1,053	60.3	92	4.9	2	0.1
Michigan	270	7.6	225	5.5	404	11.6	1,001	32.3	124	3.7	126	3.5
Minnesota	260	10.5	0	0.0	171	10.2	455	28.9	10	0.6	14	0.7
Mississippi	0	0.0	56	5.8	46	4.6	35	5.6	20	2.6	16	1.8
Missouri	263	10.5	47	2.2	91	4.9	427	27.7	15	1.0	27	1.6
Montana	0	0.0	27	9.6	33	12.0	0	0.0	4	1.0	8	2.5
Nebraska	128	22.5	54	10.7	0	0.0	56	11.1	6	1.0	0	0.0
Nevada	112	20.7	82	13.2	30	4.9	156	34.9	0	0.0	0	0.0
New Hampshire	0	0.0	22	8.1	20	6.2	27	7.7	43	14.7	37	9.0
New Jersey	91	3.3	0	0.0	176	6.7	1,868	74.5	47	1.9	36	1.6
New Mexico	139	23.3	0	0.0	64	10.3	58	10.7	10	1.6	10	1.5
New York	1,640	38.1	96	2.0	175	3.7	1,383	33.5	48	0.9	51	1.2
North Carolina	191	9.4	262	10.2	162	6.0	145	8.6	142	5.9	24	1.0
North Dakota	0	0.0	0	0.0	55	27.3	0	0.0	7	5.6	6	2.4

See notes at end of table.

Table B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	City						Suburban					
	Large		Midsize		Small		Large		Midsize		Small	
	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students
Ohio	547	12.5	124	2.5	201	4.7	1,099	35.4	67	1.7	96	2.4
Oklahoma	233	19.5	0	0.0	33	2.3	154	16.5	3	0.1	25	2.4
Oregon	123	10.8	92	8.6	114	12.5	174	18.7	50	4.5	7	0.6
Pennsylvania	407	12.6	48	1.8	143	5.0	1,079	38.1	108	3.8	103	3.3
Rhode Island	0	0.0	57	17.3	47	14.7	158	52.5	0	0.0	0	0.0
South Carolina	0	0.0	60	4.3	120	11.8	182	19.0	42	3.5	30	3.3
South Dakota	0	0.0	37	15.4	24	9.6			1	0.3	3	1.1
Tennessee	307	17.6	100	5.6	106	6.8	162	12.6	33	2.0	30	1.7
Texas	1,991	26.8	646	8.3	442	6.2	1,329	22.1	101	1.2	107	1.4
Utah	0	0.0	70	7.1	103	9.6	399	51.8	0	0.0	25	2.6
Vermont	0	0.0	0	0.0	14	6.6	0	0.0	20	10.0	0	0.0
Virginia	81	5.8	245	12.6	113	4.8	522	34.8	29	1.5	47	2.6
Washington	106	4.5	202	9.9	239	12.9	627	33.7	146	7.3	54	2.3
West Virginia	0	0.0	0	0.0	89	13.5	0	0.0	72	11.5	25	4.6
Wisconsin	230	10.3	85	4.7	242	12.6	206	12.9	111	6.7	72	3.9
Wyoming	0	0.0	0	0.0	48	24.1	0	0.0	0	0.0	4	1.3
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
DoDDS: DoDs Overseas[2]	†	†	†	†	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic[2]	†	†	†	†	†	†	†	†	†	†	†	†
Bureau of Indian Education	†	†	†	†	†	†	†	†	†	†	†	†
American Samoa	†	†	†	†	†	†	†	†	†	†	†	†
Guam	†	†	†	†	†	†	†	†	†	†	†	†
Commonwealth of the Northern Marianas Islands	†	†	†	†	†	†	†	†	†	†	†	†
Puerto Rico	131	8.3	29	2.0	110	7.4	687	48.1	210	13.6	86	6.2
U.S. Virgin Islands	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	Town						Rural					
	Fringe		Distant		Remote		Fringe		Distant		Remote	
	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students
United States[1]	**4,077**	**4.3**	**5,249**	**4.7**	**4,006**	**3.2**	**11,983**	**14.1**	**11,424**	**7.2**	**7,017**	**2.4**
Alabama	84	6.8	98	6.1	17	1.2	247	21.3	326	20.4	108	5.7
Alaska	13	4.3	25	7.9	57	11.7	36	14.1	25	3.5	249	19.1
Arizona	37	2.1	59	2.0	171	6.2	263	15.7	137	5.2	128	2.2
Arkansas	44	5.4	100	10.4	67	6.8	204	20.4	228	14.3	158	7.6
California	424	3.5	346	2.3	164	0.7	887	8.2	446	1.4	267	0.4
Colorado	54	4.1	29	1.5	139	5.6	199	14.0	137	4.1	245	3.8
Connecticut	57	4.3	0	0.0	0	0.0	155	12.9	22	1.0	0	0.0
Delaware	28	12.1	8	4.0	0	0.0	35	18.1	12	5.4	0	0.0
District of Columbia	0	0.0	0	0.0	0	0.0	1	0.1	0	0.0	0	0.0
Florida	91	1.9	149	3.2	24	0.4	507	15.7	166	2.8	19	0.3
Georgia	84	4.0	149	5.5	43	1.6	509	24.5	261	8.9	53	1.5
Hawaii	7	1.7	0	0.0	62	22.1	28	8.3	17	3.4	9	1.3
Idaho	23	3.6	73	9.5	63	9.4	100	18.2	99	8.2	118	6.4
Illinois	119	2.5	281	5.1	144	2.8	319	8.2	549	5.3	95	0.9
Indiana	102	5.5	230	11.0	14	0.5	338	17.8	354	13.1	11	0.3
Iowa	48	3.9	148	10.9	182	12.4	125	10.5	403	17.5	243	9.4
Kansas	49	4.3	97	7.1	201	15.3	145	15.1	218	9.2	339	10.0
Kentucky	59	5.2	130	9.3	105	7.8	254	20.4	286	15.9	132	6.8
Louisiana	94	6.3	169	9.8	40	2.3	222	16.4	206	11.3	70	3.1
Maine	31	7.8	39	8.2	29	4.5	95	19.1	215	26.4	115	8.9
Maryland	41	2.8	46	2.9	1	#	179	13.5	76	4.1	6	0.2
Massachusetts	41	1.6	17	0.5	0	0.0	188	10.8	44	0.9	0	0.0
Michigan	228	6.0	138	3.1	151	3.3	460	12.1	484	8.8	182	2.5
Minnesota	114	6.2	152	6.3	182	8.0	193	13.1	246	7.8	316	7.5
Mississippi	19	2.4	49	5.6	210	22.0	138	18.9	225	22.3	101	8.4
Missouri	73	4.5	152	7.0	170	8.3	262	14.1	464	11.5	307	6.7
Montana	4	1.4	0	0.0	133	35.1	40	6.8	133	10.5	446	21.1
Nebraska	6	1.0	38	4.6	159	18.2	72	8.1	137	8.3	380	14.3
Nevada	18	2.1	14	2.0	30	3.4	81	15.9	16	1.3	77	1.6
New Hampshire	28	6.3	28	5.9	36	5.2	93	18.7	115	14.6	40	3.6
New Jersey	65	1.9	0	0.0	0	0.0	243	9.4	30	0.7	0	0.0
New Mexico	19	2.7	48	4.7	167	20.7	95	14.1	49	3.2	175	7.2
New York	218	3.9	147	2.4	63	1.0	337	6.8	417	5.7	61	0.6
North Carolina	169	6.2	184	6.2	9	0.3	627	29.1	478	15.2	78	1.8
North Dakota	0	0.0	10	2.7	54	17.2	19	6.0	63	9.0	268	29.8

See notes at end of table.

Table B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	Town						Rural					
	Fringe		Distant		Remote		Fringe		Distant		Remote	
	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students
Ohio	294	7.6	272	6.6	10	0.3	529	15.6	531	10.6	5	0.1
Oklahoma	56	4.1	167	11.2	160	8.6	208	12.6	436	14.9	321	7.8
Oregon	130	11.8	97	7.4	104	7.2	148	10.0	137	5.2	120	2.7
Pennsylvania	267	8.5	120	3.4	33	0.9	488	14.6	341	7.4	39	0.6
Rhode Island	7	1.8	0	0.0	0	0.0	39	11.6	6	2.1	0	0.0
South Carolina	48	3.9	124	10.1	11	0.6	294	29.6	224	13.3	12	0.6
South Dakota	6	2.9	19	5.7	65	19.7	29	9.4	106	9.7	401	26.1
Tennessee	81	4.9	139	7.6	40	2.5	351	23.5	311	13.3	50	1.9
Texas	287	3.1	519	4.5	379	3.3	1,148	15.6	924	5.6	481	1.8
Utah	42	4.8	39	4.1	61	4.6	86	9.6	42	2.8	97	2.9
Vermont	3	2.8	32	16.5	15	7.8	49	17.6	123	27.1	57	11.5
Virginia	50	2.4	107	4.6	10	0.4	323	18.5	291	10.2	64	1.9
Washington	128	5.5	117	4.7	63	2.2	244	10.3	208	4.7	134	1.9
West Virginia	40	6.3	88	14.6	30	4.5	116	17.5	193	20.0	77	7.5
Wisconsin	147	8.3	247	11.6	38	1.2	214	10.6	432	11.6	225	5.5
Wyoming	0	0.0	9	3.8	100	38.7	21	8.0	35	6.1	138	18.0
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
DoDDS: DoDs Overseas[2]	†	†	†	†	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic[2]	†	†	†	†	†	†	†	†	†	†	†	†
Bureau of Indian Education	†	†	†	†	†	†	†	†	†	†	†	†
American Samoa	†	†	†	†	†	†	†	†	†	†	†	†
Guam	†	†	†	†	†	†	†	†	†	†	†	†
Commonwealth of the Northern Marianas Islands	†	†	†	†	†	†	†	†	†	†	†	†
Puerto Rico	48	3.0	8	0.3	0	0.0	189	11.0	1	#	0	0.0
U.S. Virgin Islands	†	†	†	†	†	†	†	†	†	†	†	†

† Not applicable.

Rounds to zero.

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary /Secondary School Universe Survey," 2008–09, Version 1a.

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Appendix C—Glossary for the Common Core of Data: School Year 2008–09

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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)

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 Federal Information Processing Standard (FIPS) provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States.

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

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

Core Based Statistical Area (CBSA)

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 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 county in which a school is located.

County Number

Five digit code, assigned by the Federal Information Processing Standards (FIPS) that uniquely identifies every county in the United States. Digits 1 and 2 are the state FIPS 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.

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.

Federal Information Processing Standards (FIPST) Code

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

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.

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

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) 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 FIPS 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 has been 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 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 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.

School Identification (ID) Number

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

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.

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, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments—and that adapts curriculum, materials, or instruction for students served.

State Education Agency (SEA)

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

State, 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.

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 2008–09

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

Alabama

Anomalies: Not Applicable: Sch – Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Teachers of Ungraded Classes, Ungraded Students; St – Teachers of Ungraded Classes, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Alaska

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

Arizona

Anomalies: Missing Data: Sch – Magnet School. Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Teachers of Ungraded Classes, Other Guidance Counselors; St – Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Arkansas

Anomalies: Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Other Guidance Counselors; St – Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

California

Anomalies: Missing Data: Sch –Prekindergarten Students; Agn – Prekindergarten Teachers, Library Media Support Staff; St – Prekindergarten Teachers, Library Media Support Staff, Prekindergarten Students. Not Applicable: Agn – Other Guidance Counselors; St – Other Guidance Counselors.

Colorado

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Connecticut

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Other Guidance Counselors, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Delaware

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

District of Columbia

Anomalies: Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Hawaiian Native/Pacific Islander membership, Two or more races membership.

Florida

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Georgia

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership, Other Guidance Counselors; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Hawaii

Anomalies: Not Applicable: Sch – Magnet School, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Other Guidance Counselors; St – Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Idaho

Anomalies: Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Illinois

Anomalies: Missing Data: Sch – Shared Time School; Agn – Instructional Aides, Library Media Support Staff, Other Support staff; St – Instructional Aides, Library Media Support Staff, Other Support Staff. Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Comments: State reported the number of students participating in the Free Lunch and Reduced-Price Lunch programs under the National School Lunch Act instead of the number of students eligible to participate in the free and reduced-price lunch program. Therefore, the number of students eligible to participate in these programs may be undercounted, and counts may not be comparable to other states that reported eligibility data.

Indiana

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Iowa

Anomalies: Missing Data: Sch – Shared Time School. Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Kansas

Anomalies: Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Other Guidance Counselors; St – Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Kentucky

Anomalies: Missing Data: Agn – Elementary Guidance Counselors, Secondary Guidance Counselors; St – Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Charter School, Hawaiian Native/Pacific Islander membership, Two or more races membership; St – Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Louisiana

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students,

Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Maine

Anomalies: Missing Data: Sch –Title I, School-wide Title I. Not Applicable: Sch – Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Maryland

Anomalies: Missing Data: Agn – English Language Learner Students. Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Massachusetts

Anomalies: Missing Data: Sch – Magnet School. Not Applicable: Agn – Teachers of Ungraded Classes, Other Guidance Counselors; St – Teachers of Ungraded Classes, Other Guidance Counselors.

Michigan

Anomalies: Missing Data: Sch – Prekindergarten Students. Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; St – Hawaiian Native/Pacific Islander membership, Two or more races membership.

Minnesota

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Mississippi

Anomalies: None.

Missouri

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Montana

Anomalies: Missing Data: Agn – Prekindergarten Teachers, Kindergarten Teachers, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff; St – Prekindergarten Teachers, Kindergarten Teachers, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Teachers of Ungraded Classes; St – Teachers of Ungraded Classes, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Nebraska

Anomalies: Missing Data: Agn – Prekindergarten Teachers, Kindergarten Teachers; St – Prekindergarten Teachers, Kindergarten Teachers. Not Applicable: Sch – Charter School, Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Nevada

Anomalies: Missing Data: Agn – Instructional Aides, Instructional Coordinators, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff; St – Instructional Aides, Instructional Coordinators, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff. Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; St – Hawaiian Native/Pacific Islander membership, Two or more races membership.

New Hampshire

Anomalies: Missing Data: Agn – Instructional Coordinators; St – Instructional Coordinators, Student Support Staff. Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teacher of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teacher of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

New Jersey

Anomalies: Missing Data: Sch – Magnet School; Agn – Elementary Guidance Counselors, Secondary Guidance Counselors, Library Support Staff; St – Elementary Guidance Counselors, Secondary Guidance Counselors, Library Support Staff. Not Applicable: St – Other Guidance Counselors.

Comments: State reported the number of students participating in the Free Lunch and Reduced-Price Lunch programs under the National School Lunch Act instead of the number of students eligible to participate in the free and reduced-price lunch program. Therefore, the number of students eligible to participate in these programs

may be undercounted, and counts may not be comparable to other states that reported eligibility data.

New Mexico

Anomalies: Missing Data: Agn – English Language Learners. Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

New York

Anomalies: Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Other Guidance Counselors; St – Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

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

North Carolina

Anomalies: Missing Data: Sch – Prekindergarten Students; Agn – Prekindergarten Teachers, Kindergarten Teachers; St – Kindergarten Teachers. Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

North Dakota

Anomalies: Not Applicable: Sch – Magnet School, Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guisance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Ohio

Anomalies: Missing Data: Agn – Elementary Guidance Counselors, Secondary Guidance Counselors; St – Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Oklahoma

Anomalies: Missing Data: Agn – English Language Learners. Not Applicable: Sch – Magnet School, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn– Teachers of Ungraded Students, Other Guidance Counselors; St – Teachers of Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Oregon

Anomalies: Missing Data: Sch – Magnet School; Agn – Elementary Guidance Counselors, Secondary Guidance Counselors; St – Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Pennsylvania

Anomalies: Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Other Guidance Counselors; St – Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Rhode Island

Anomalies: Missing Data: Agn – English Language Learners. Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

South Carolina

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

South Dakota

Anomalies: Not Applicable: Sch – Magnet School, Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Comments: State reported the number of students participating in the Free Lunch and Reduced-Price Lunch programs under the National School Lunch Act instead of the number of students eligible to participate in the free and reduced-price lunch

program. Therefore, the number of students eligible to participate in these programs may be undercounted, and counts may not be comparable to other states that reported eligibility data.

Tennessee

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Texas

Anomalies: Missing Data: Sch – Shared Time School; Agn – Elementary Guidance Counselors, Secondary Guidance Counselors; St – Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Utah

Anomalies: Missing Data: Sch – Shared Time School. Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Vermont

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

Virginia

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Washington

Anomalies: Not Applicable: Sch – Magnet School, Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

West Virginia

Anomalies: Missing Data: Agn – Library/Media Support Staff; St – Library/Media Support Staff. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Wisconsin

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Wyoming

Anomalies: Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Bureau of Indian Education (BIE)

Anomalies: Missing Data: Sch – FTE Teachers; Agn – English Language Learner Students, Students with Individualized Education Programs, All Staff Counts; St – All Staff Counts. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Department of Defense Dependents (overseas) Schools

Anomalies: Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students, Shared Time School; Agn – Library Media Support Staff; St – Library Media Support Staff. Not Applicable: Sch – Magnet School, Charter School, Title I, School-wide Title I, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Department of Defense Dependents (domestic) Schools

Anomalies: Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students, Shared Time School; Agn – Library Media Support Staff; St – Library Media Support Staff. Not Applicable: Sch – Magnet School, Charter School, Title I, School-wide Title I, Ungraded

Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

American Samoa

Anomalies: Missing Data: Sch – FTE Teachers, All Student Membership, All Program Participation data; Agn – All Student Membership, All Program Participation data; All Staff Counts; St – All Student Membership, All Staff Counts.

Guam

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

Northern Marianas

Anomalies: Missing Data: Sch – Title I, School-wide Title I, Membership by race/ethnicity; Agn – Prekindergarten Teachers, Librarians/Media Specialists; St – Prekindergarten Teachers, Librarians/Media Specialists, Membership by race/ethnicity. Not Applicable: Sch – Magnet School, Charter School; Agn – Other Guidance Counselors; St – Other Guidance Counselors.

Puerto Rico

Anomalies: Missing Data: Agn – English Language Learners, Kindergarten Teachers, Elementary Guidance Counselors, Secondary Guidance Counselors; St – Kindergarten Teachers, Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Magnet School, Charter School, Hawaiian Native/Pacific Islander membership, Two or more races membership; St – Hawaiian Native/Pacific Islander membership, Two or more races membership.

Virgin Islands

Anomalies: Missing Data: Sch – Title I, School-wide Title I, Prekindergarten Students; Agn – English Language Learners, Prekindergarten Teachers; St – Prekindergarten Students, Prekindergarten Teachers. Not Applicable: Sch – Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

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