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U.S. DEPARTMENT OF EDUCATION

Documentation to the NCES Common Core of Data Public Elementary/ Secondary School Universe Survey: School Year 2010-11

Version 1a

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

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July 2012

Patrick Keaton
National Center for Education Statistics

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CCD
COMMON CORE OF DATA

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

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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 2010-11, Version 1a 1

II. User's Guide 3

A. Methodology 3

B. User Guidelines for Processing the Public Elementary/Secondary School Universe Survey Data Files.....20

C. Guidelines for Using the Flat ASCII Data File 20

Appendixes

Appendix A—Record Layout for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2010-11..... 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 2010-11 .....B-1

Appendix C—Glossary for the Common Core of Data: School Year 2010-11.....C-1

Appendix D—State Notes for the Common Core of Data: School Year 2010-11 ..... D-1

List of Tables

Table **Page**

1. Due dates for CCD Data File Groups ……...4

2. American National Standards Institute (ANSI) state codes and abbreviations used in CCD datasets……...18

3 List of schools with mailing address in another state: School year 2010–11 19

B-1. Distribution of responses of character variable data, by response value: School year 2010–11.....B-3

B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2010–11.....B-4

B-3. Frequencies of categorical variables: School year 2010–11 .....B-14

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 2010–11 .....B-20

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 2010–11 .....B-22

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 2010–11.....B-24

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 2010–11.....B-26

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 2010–11.....B-28

D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2010–11..... D-3

D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD) Local Education Agency (LEA) Universe Survey, by variable: School year 2010–11..... D-7

D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2010–11..... D-13

D-4. Local education agency identification numbers (LEAID) used in the Common Core

of Data (CCD) for the 33 geographic districts associated with the New York City Public Schools district: School year 2010–11 ..... D-22

I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2010–11, Version 1a

The Common Core of Data (CCD) nonfiscal surveys consist of data submitted annually to the National Center for Education Statistics (NCES) by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four U.S. Island Areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Department of Defense Education Activity (DoDEA), and the Bureau of Indian Education (BIE). In order to provide data comparable across states to the maximum extent feasible, NCES and SEAs have worked since the 1950s to develop and accept common data items and definitions. SEAs report school-, agency-, and state-level education data for the CCD through the U.S. Department of Education's ED*Facts* collection system. CCD survey staff[1] edits the data to produce a clean data file, which NCES uses to construct general-purpose publications and specialized reports. The principal users of CCD nonfiscal data are the federal government; the education research community; state and local government officials, including school boards and 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. As defined in the ED*Facts* file specifications, a school is an institution that provides educational services and:

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

In the 2010–11 CCD Public Elementary/Secondary School Universe Survey, there are 103,813 records—one for each public elementary and secondary school in the 50 states, the District of Columbia, Puerto Rico, the four U.S. Island Areas, the DoDEA schools, and the BIE. Schools coded as being open in the 2009-10 file, but coded as closed in the 2010–11 file (2,076 schools), will be kept on the file for one year, and then removed (i.e., they do not appear in files for subsequent years). Closed schools are indicated by a value of '2' for the variable STATUS. Excluding closed schools, there are 101,737 schools on the 2010–11 file—including new, added, changed agency, inactive, future, and reopened schools. Of these 101,737 schools, 91,366 are regular elementary and secondary, 2,240 are special education, 1,529 are vocational/technical, and 6,602 are other/alternative schools. The DoDEA and American Samoa did not report data for the 2010–11 school year. CCD staff updated their school universe data using information from

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

the SEAs' websites[2] and all the other data items were left as missing.

The organizational structures of public elementary/secondary school systems vary widely. The CCD system is designed to capture that complexity. In 2010-11, 90 percent of schools provided a conventional curriculum and are classified in CCD as "regular" schools; the other 10 percent of schools provided special education, vocational education or other, alternative curricula. At the school district[3] level in 2010-11, 75 percent of school districts were local education agencies or members of supervisory unions; CCD tabulates these as "regular" districts. The other 25 percent of districts include supervisory unions; regional, state and federal agencies; charter and unclassified ("other") districts. Both the school and agency files include type variables that make these distinctions. See the glossary in this document (Appendix C) for the complete typologies.

The 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, a shared time school, a BIE school[4], which grades are offered at the school and if the school was reconstituted due to Annual Yearly Progress (AYP) reasons.

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, Field Frequencies, and Data Tables** 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] The DoDEA website is http://www.am.dodea.edu//ddessasc/districts/schools.html; American Samoa's SEA web site is: http://www.doe.as/index.jsp.
[3] Although school districts may be regional, state or federal agencies, the terms "school district" and "local education agency", and "LEA" are used interchangeably in this report.
[4] Starting with the 2009-10 school year, the variable "BIES" was added to the school file to indicate a state-reported school that was also reported by the Bureau of Indian Education.

II. User's Guide

A. Methodology

The ED*Facts* data collection system is the primary collection tool for the CCD. NCES works collaboratively with the Department of Education's Performance Information Management Service to develop the CCD collection procedures and data definitions. Coordinators from State Education Agencies (SEAs) submit the CCD data at different levels (school, agency, and state) to the ED*Facts* collection system. Prior to submitting CCD files to ED*Facts*, SEAs must collect and compile information from their respective Local Education Agencies (LEAs) via established administrative records systems within their state or jurisdiction. Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the CCD for quality assurance. CCD survey staff routinely verified data through SEA coordinators and did not contact LEAs or individual schools to verify data except in unusual circumstances. In some cases CCD survey staff used SEAs', LEAs' or schools' public web sites to verify data. After performing edit and consistency checks, CCD survey staff referred discrepancies to SEA coordinators for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency. SEAs may submit corrected data to ED*Facts* for up to 3 years after their initial submissions.

In the context of the CCD, a school is an organization composed of students and staff.[5] The CCD school definition recognizes that this organization may encompass several locations but must have a single contact point, which is the mailing address entered on the CCD school record. There may be situations in which students are attending two schools at the same time (e.g., a regular school and a vocational school). In these situations, the student is counted where he/she receives education for the majority of the time.

States report data to the ED*Facts* collection system through multiple file groups that are submitted on a reporting schedule at different dates throughout the year. The requested reporting schedule is summarized in the table below.

[5] Schools in the CCD may have no reported enrollment but still serve students because students can only be reported among the membership of one school. For example, a vocational school may serve students who are dually enrolled in a regular school and the regular school reports their membership. This vocational school serves students, but would have no reported enrollment in the CCD because the students are included in the membership of the regular school. (See ED*Facts* Membership File Specifications (N052), page 6.)

Table 1: Due dates for CCD Data File Groups

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

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

Once the CCD collection was closed, geographic elements (latitude, longitude, locale, congressional district, and county) were derived from the school location address by the Census Bureau and added to the 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 . 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 58 responding units: the 50 states, the District of Columbia, Puerto Rico, the Bureau of Indian Education, the Department of Defense Education Activity (DoDEA) and the four U.S. Island Areas. The DoDEA and American Samoa did not report data for the 2010–11 school year. Their school directory information was taken from their SEAs' websites

and all the other data items were left as missing. Starting with the 2010-11 CCD, the DoDEA schools were combined into one reporting entity identified in the file by an ANSI value of 63.

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

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

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

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

Longitudinal consistency. Although longitudinal consistency is a key principle of the CCD, it is impossible for NCES to guarantee that state 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.

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

```
data new;
set sc101a;
array remove (*) _numeric_;
do i = 1 to dim (remove);
   if remove (i) < 0 then remove (i) = .;
end;
drop i;
run;
```

In the 2010–11 collection, ED*Facts* allowed states to report null values (i.e., no value at all for a cell), which are not accepted by the CCD. CCD survey staff edited null values to missing, not applicable, or zero as appropriate. Appendix D identifies missing and not applicable data items for each state.

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

New York City Schools. New York City is shown in NCES reports as a single school district. However, "New York City Public Schools" is reported in CCD as a supervisory union

comprising 32 "geographic districts" and an additional "special schools" district. To aggregate NYC school data to the supervisory union, researchers must first merge the UNION variable from the agency file onto the school file (by LEAID), then select schools with a state ANSI code equal to 36 and a supervisory union ID equal to 300.

Comments About 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) ANSI[6] State Codes. Each record contains an American National Standards Institute (ANSI) state code. A list of ANSI codes for each state and jurisdiction is presented in table 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 ANSI 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.

(STID) 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.

(SEASCH) 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.

(LEANM) 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 edited the agency name to improve readability (i.e., applied standard abbreviations).

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

(MSTREE) 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 4 records in the data file and "M" for 1 record. If mailing

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

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

(MCITY) 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.

(MSTATE) 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 12 schools that have a mailing state code different from their ANSI state code is included at the end of this document (see table 2).

(MZIP, MZIP4) Mailing ZIP Code +4. Each record displays a mailing ZIP Code in this field. The +4 may be left blank if it is unknown.

(PHONE) Area Code + Telephone Number. If a valid phone number was not provided for a school for the 2010–11 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 2010–11 data file. After completing this editing process, phone numbers are missing ("M") for 135 records and not applicable ("N") for 10.

(LSTREE) 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 nonlocation 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 2010–11 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 2010–11 data file. After completing this editing process, 174 schools have missing location street values.

(LCITY) Location City. 125 schools in DoDEA are missing location city. All other records have a value in this field.

(LSTATE) Location State (PO Abbreviation). 125 schools in DoDEA are missing location state. All other records have a value in this field.

(LZIP, LZIP4) Location ZIP Code + 4. Each record displays a location ZIP Code in this field. The +4 may be left blank if it is unknown

(TYPE) 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 edits the reported school type if it does not agree with the CCD definition. For example, if a school name indicated that it focused primarily on the needs of students with disabilities or if the state reported that at least 80 percent of the students enrolled in the school had special education individual education programs (IEPs), NCES reclassified the school as a special education school. (The number of students with IEPs was reported to ED*Facts* collection system at the school and LEA level, but the CCD only contained IEP data at the LEA level.) Similarly, if a school name suggested that it was a vocational or alternative school, NCES researched the school through different resources (e.g., school website or education association) or by calling the school to determine if the school should be reclassified as a vocational or alternative school. NCES asked CCD Coordinators to review these reclassifications, and if they provided evidence that a school met the CCD criteria for the originally reported type, the school type was not changed.

(STATUS) Operational Status Code. Each record contains a status code to reflect the school's operational status for the 2010–11 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.

(ULOCAL) Urban-centric Locale Code. The locale code is an indication of a 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 Education Activity schools were assigned a locale code as not applicable (N) because the geographic and governmental structures of these entities do not fit the definitional scheme used to derive the code. ULOCAL is missing (M) for 77 schools in the jurisdictions of Arizona (5 schools), the District of Columbia (7 schools), Idaho (5 schools), Massachusetts (11 schools), Michigan (9 schools), Mississippi (2 schools), Nebraska (1 school), New Jersey (8 schools), and North Carolina (29 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing.

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.

(CDCODE) 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 ANSI code provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States. CDCODE is shown as missing (M) for 77 schools in the jurisdictions of Arizona (5 schools), the District of Columbia (7 schools), Idaho (5 schools), Massachusetts (11 schools), Michigan (9 schools), Mississippi (2 schools), Nebraska (1 school), New Jersey (8 schools), and North Carolina (29 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing. See appendix C for more information.

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

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

(CONAME) 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. CONAME is shown as missing (M) for 77 schools in the jurisdictions of Arizona (5 schools), the

District of Columbia (7 schools), Idaho (5 schools), Massachusetts (11 schools), Michigan (9 schools), Mississippi (2 schools), Nebraska (1 school), New Jersey (8 schools), and North Carolina (29 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing.

(CONUM) ANSI 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 an ANSI county code that differs from the county in which the school is physically located. CONUM is missing (M) for 77 schools in the jurisdictions of Arizona (5 schools), the District of Columbia (7 schools), Idaho (5 schools), Massachusetts (11 schools), Michigan (9 schools), Mississippi (2 schools), Nebraska (1 school), New Jersey (8 schools), and North Carolina (29 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing.

(FTE) 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 but no teacher FTE. These are valid records indicating situations in which more than one school provides services to pupils, but the pupils are attributed to a single school to avoid double counting, or where a teacher provides services to pupils at multiple schools. An example of the former situation might be a vocational school whose pupil membership is attributed to the high school that sends its pupils to obtain vocational services.

Because teacher counts are collected at all three levels of the CCD files (school, agency, and state), one data anomaly is that the sum of teacher counts aggregated from the lower level to the state level may exceed the sum of teacher counts from a higher level aggregated to the state level (i.e., 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 edited on one or more of the three levels. School-level FTE aggregated to the agency level is allowed to exceed agency-level FTE reports.

(GSLO, GSHI) Low/High Grade Span Offered. The lowest and highest grades offered in each school was calculated by NCES using two types of information reported by states: (1) binary 'grade offered' flags that indicate whether a given grade (e.g., prekindergarten, kindergarten, grade 1) was offered by the school; and (2) reports of enrollment by grade.

(LEVEL) 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)
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 nonapplicable grade spans)

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

1 = Yes
2 = No

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

1 = Yes
2 = No

(SHARED) 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

(BIES) Bureau of Indian Education (BIE) School Flag. This field indicates whether or not a school was also reported by the Bureau of Indian Education in their submission of school data. This field was added to the school file starting in 2009-10.

1 = Yes.
2 = No.

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

(FRELCH) 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 within a given school. In some states, a single school may provide the free lunch program for a cluster of schools; thus, the free lunch eligible count for the school providing

services may overrepresent the school's total membership. To avoid identifying specific students as eligible for free lunch, the reported number may have been edited.

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

(TOTFRL) Total Free and Reduced-Price Lunch Eligible Students. If not reported, this total field was calculated using reported free and reduced-price lunch detail. To avoid identifying specific students as eligible for free lunch, the reported number may have been edited.

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

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

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

(TITLEISTAT) Title I School Status. This flag was added to the school file starting in 2010-11. It indicates whether and in which Title I program a school is eligible for participation under authorization of Title I of Public Law 103-382. There are two types of Title I programs: Targeted Assistance (TAS) and Schoolwide (SWP). Eligibility for either programs means the school is Title I eligible, regardless of whether they decide to provide a program to their students.

> 1 = School is eligible for Title I Targeted Assistance (TAS) but provides no program
>
> 2 = School is eligible for Title I Targeted Assistance (TAS) and provides TAS program
>
> 3 = School is eligible for Title I Schoolwide program (SWP) and provides TAS program
>
> 4 = School is eligible for Title I Schoolwide program (SWP) but provides no program

5 = School is eligible for Title I Schoolwide program (SWP) and provides Title I Schoolwide program

6 = School is not eligible for either Title I Targeted Assistance (TAS) or Schoolwide program

The following table shows how TITLEISTAT translates to TITLEI and STITLI.

TITLEISTAT	TITLEI	STITLI
1	1(Yes)	2 (No)
2	1(Yes)	2 (No)
3	1(Yes)	1(Yes)
4	1(Yes)	1(Yes)
5	1(Yes)	1(Yes)
6	2 (No)	N (Not Applicable)

(TITLEI) Title I Eligible School. This flag indicates whether a school is eligible for participation in either TAS or SWP program authorized by Title I of Public Law 103-382.

1 = Yes

2 = No

(STITLI) School-wide Title I. This flag indicates whether a school is eligible for participation in Schoolwide program authorized by Title I of Public Law 103-382.

1 = Yes

2 = No

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

1= Yes
2 = No

(RECONSTF) Reconstituted Flag. This flag indicates that the school was restructured, transformed, or otherwise substantially changed as a consequence of the state's accountability system, or as a result of a School Improvement Grant (SIG), but is not recognized as a new school for the CCD.

1= Yes
2 = No

(RECONSTY) Reconstituted Year. This indicates the latest year that the school was reported as reconstituted.

Student membership (MEMBER), students by Grade (PK–12), by Race/Ethnicity, and by Sex. Membership is the count of students enrolled on October 1st of the school year. CCD collects membership counts at three levels: school, agency, and state. The total student membership reported by states at one level may often be different than what was reported at one or both of the other levels. In general, the total student membership on lower level file should be less than or equal to the total membership on higher level files. A common reason for these differences is that SEAs report a student membership in the school the student attends, but report a student's membership in the LEA that is financially responsible for the student. For example, a regular school district may not be able to provide services to students with special needs and may instead pay tuition for students to attend private schools that provide services to students with special needs. These students are then counted in the regular school district, but not in any of the schools in CCD school file. In school year 2008–09, CCD survey staff began editing student membership at one or more levels to ensure that the sum of the lower level membership does not exceed the sum of the higher level membership. For states with membership discrepancies that exceed five percent of the lower level membership, CCD survey staff routinely follows up with SEAs and asks SEAs to verify the reported membership and provide explanations of the differences.

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

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

Locale Code Methodology

Locale code is a geographic indicator 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 density. School locale codes are assigned by the Census Bureau from school addresses in the CCD files. Definitions of locale codes are contained in the "Comments About the Data Fields" section appearing 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 Areas (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 spatial relationships of the various thematic layers included in the locale criteria. 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. Distances used to define locale subtypes are multiples of the basic distance unit of 2.5 miles (i.e., 2.5, 5, 10, and 25 miles for rural; 10 and 35 miles for towns).

The U.S. Island Areas, Hawaii, and Puerto Rico were classified according to the proposed locale and subtype criteria that define the four locale types and three locale subtypes. 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 2. American National Standards Institute (ANSI) state codes and abbreviations used in CCD datasets

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

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

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

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

SOURCE: Geography Division, Geographic Standards and Criteria Branch. (2011). "Codes for the Identification of the States, the District of Columbia, Puerto Rico, and the Insular Areas of the United States (INCITS 38:20)." Washington, DC: U.S. Census Bureau.

Table 3. List of schools with mailing address in another state: School year 2010-11

Administration state	NCES ID	School Name	City	State
Arizona				
	040081102855	OMBUDSMAN - CHARTER EAST II	LIBERTYVILLE	IL
District of Columbia				
	110007800213	NEW BEGINNINGS FORMERLY OAK HILL	LAUREL	MD
Idaho				
	160261000459	PLEASANT VALLEY ELEM-JR HIGH	JORDAN VALLEY	OR
New Jersey				
	340073903053	EXCELLENCE CS	PHILADELPHIA	PA
North Dakota				
	380567000826	SQUAW GAP SCHOOL	SIDNEY	MT
	382034000714	EAST FAIRVIEW ELEMENTARY SCHOOL	FAIRVIEW	MT
Ohio				
	390501203842	BROOKFIELD ELEMENTARY SCHOOL	SHARON	PA
South Dakota				
	467209000503	KLEIN ELEMENTARY - 08	VALENTINE	NE
	467209000504	LAKEVIEW ELEMENTARY - 09	CROOKSTON	NE
	467209000506	LITTLEBURG ELEMENTARY - 12	VALENTINE	NE
Utah				
	490090000491	NAVAJO MOUNTAIN HIGH	TONALEA	AZ
Vermont				
	500002400180	RIVENDELL ACADEMY	ORFORD	NH

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2010-11, Version 1a.

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

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2010–11 Public Elementary/Secondary School Universe Survey SAS file is called SC101A.SD2. The flat ASCII file is called SC101A.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 (10 = 2010–11 CCD collection), and the fifth and sixth characters indicate the version number (1 = final file; a = first version). The record layout for the file is contained in appendix A.

If errors are discovered in the published 1a files (final file, first version), or if states report new or corrected data, NCES may revise the file. The revised file is labeled 1b, 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 2010–11

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

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

The file contains data for the school year 2010–11 sorted by the NCES assigned school identification code (NCESSCH). Data presented in this release are available in two formats—SAS datasets (.sas7bdat) and tab.

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

Variable Name	Order	Data Type	Description
SURVYEAR	1	AN	Year Corresponding to Survey Record.
NCESSCH	2	AN	Unique NCES public school ID (7-digit NCES agency ID (LEAID) + 5-digit NCES school ID (SCHNO).
FIPST	3	AN	American National Standards Institute (ANSI) state code. 01 = Alabama 02 = Alaska 04 = Arizona 05 = Arkansas 06 = California 08= Colorado 09 = Connecticut 10 = Delaware 11 = District of Columbia 12 = Florida 13 = Georgia 15 = Hawaii 16 = Idaho 17 = Illinois 18 = Indiana 19 = Iowa 20 = Kansas 21 = Kentucky 22 = Louisiana 23 = Maine 24 = Maryland 25 = Massachusetts 26 = Michigan 27 = Minnesota 28 = Mississippi 29 = Missouri 30 = Montana 31 = Nebraska 32 = Nevada 33 = New Hampshire 34 = New Jersey 35 = New Mexico 36 = New York 37 = North Carolina 38 = North Dakota 39 = Ohio 40 = Oklahoma 41 = Oregon 42 = Pennsylvania 44 = Rhode Island 45 = South Carolina 46 = South Dakota 47 = Tennessee 48 = Texas 49 = Utah 50 = Vermont 51 = Virginia 53 = Washington 54 = West Virginia 55 = Wisconsin 56 = Wyoming 59 = Bureau of Indian Education 60 = American Samoa 63 = Department of Defense Education Activity (DoDEA) 66 = Guam 69 = Commonwealth of the Northern Mariana Islands 72 = Puerto Rico 78 = Virgin Islands
LEAID	4	AN	NCES local education agency (LEA) ID.
SCHNO	5	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).
STID	6	AN	State's own ID for the education agency.
SEASCH	7	AN	State's own ID for the school.
LEANM	8	AN	Name of the education agency that operates this school.
SCHNAM	9	AN	Name of the school.
PHONE	10	AN	Telephone number of school.

Variable Name	Order	Data Type	Description
MSTREE	11	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."
MCITY	12	AN	School mailing address city.
MSTATE	13	AN	Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see ANSI state codes and abbreviations used in CCD dataset).
MZIP	14	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP4	15	AN	Four-digit ZIP+4, if assigned; if none, field is blank.
LSTREE	16	AN	School location street address.
LCITY	17	AN	School location city.
LSTATE	18	AN	Location state (two-letter postal abbreviation).
LZIP	19	AN	Location 5-digit ZIP Code.
LZIP4	20	AN	Location +4 ZIP Code.
TYPE	21	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)

Variable Name	Order	Data Type	Description
STATUS	22	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
ULOCAL	23	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.
LATCOD	24	N	Latitude. Based on the location of the administrative office, the value of LATCOD ranges from 14 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.
LONCOD	25	N	Longitude. Based on the location of the administrative office, the value of LONCOD ranges from -177 to 146. 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
CONUM	26	AN	ANSI county number (two digit ANSI state numeric code + three digits ANSI county code) based on the location of the school.
CONAME	27	AN	County name based on the location of the school.
CDCODE	28	AN	Congressional district code based on location of administrative office. ANSI numeric code for the congressional districts that are legislatively defined subdivision of the state for the purpose of electing representatives to the House of Representative of the United States Congress. The first two digits are the ANSI state numeric code, which makes the congressional district code unique across states (see Appendix C Glossary for detail).
BIES	29	AN	Bureau of Indian Education (BIE) school. Indicator of whether or not a school was also reported by the Bureau of Indian Education in their submission of school data. Only states or jurisdictions other than BIE can contain a value of "1" ("Yes") for this flag. 1 = Yes. 2 = No.
RECONSTY	30	AN	Reconstituted Year. This indicates the latest year that the school was reported as reconstituted.
RECONSTF	31	AN	Reconstituted Flag. This flag indicates that the school was restructured, transformed, or otherwise substantially changed as a consequence of the state's accountability system, or as a result of a School Improvement Grant (SIG), but is not recognized as a new school for the CCD.
FTE	32 *	N	Total full-time-equivalent classroom teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
GSLO	33	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.

Variable Name	Order	Data Type	Description
GSHI	34	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.
PKOFFRD	35	AN	Prekindergarten offered. 1 = Yes 2 = No
KGOFFRD	36	AN	Kindergarten offered. 1 = Yes 2 = No
G01OFFRD	37	AN	First grade offered. 1 = Yes 2 = No
G02OFFRD	38	AN	Second grade offered. 1 = Yes 2 = No
G03OFFRD	39	AN	Third grade offered. 1 = Yes 2 = No
G04OFFRD	40	AN	Fourth grade offered. 1 = Yes 2 = No

Variable Name	Order	Data Type	Description
G05OFFRD	41	AN	Fifth grade offered. 1 = Yes 2 = No
G06OFFRD	42	AN	Sixth grade offered. 1 = Yes 2 = No
G07OFFRD	43	AN	Seventh grade offered. 1 = Yes 2 = No
G08OFFRD	44	AN	Eighth grade offered. 1 = Yes 2 = No
G09OFFRD	45	AN	Ninth grade offered. 1 = Yes 2 = No
G10OFFRD	46	AN	Tenth grade offered. 1 = Yes 2 = No
G11OFFRD	47	AN	Eleventh grade offered. 1 = Yes 2 = No
G12OFFRD	48	AN	Twelfth grade offered. 1 = Yes 2 = No
UGOFFRD	49	AN	Ungraded offered. 1 = Yes 2 = No

Variable Name	Order	Data Type	Description
LEVEL	50	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)
TITLEISTAT	51	AN	Title I School Status. This flag was added to the school file starting in 2010-11. It indicates whether and in which Title I program a school is eligible for participation under authorization of Title I of Public Law 103-382. There are two types of Title I programs: Targeted Assistance (TAS) and Schoolwide (SWP). Eligibility for either programs means the school is Title I eligible, regardless of whether they decide to provide a program to their students. 1 = School is eligible for Title I Targeted Assistance (TAS) but provides no program 2 = School is eligible for Title I Targeted Assistance (TAS) and provides TAS program 3 = School is eligible for Title I Schoolwide program (SWP) and provides TAS program 4 = School is eligible for Title I Schoolwide program (SWP) but provides no program 5 = School is eligible for Title I Schoolwide program (SWP) and provides Title I Schoolwide program 6 = School is not eligible for either Title I Targeted Assistance (TAS) or Schoolwide program The following table shows how TITLEISTAT translates to TITLEI and STITLE. TITLEISTAT — TITLEI — STITLI 1 — 1(Yes) — 2 (No) 2 — 1(Yes) — 2 (No) 3 — 1(Yes) — 1(Yes) 4 — 1(Yes) — 1(Yes) 5 — 1(Yes) — 1(Yes) 6 — 2 (No) — N (Not Applicable)
TITLEI	52	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

Variable Name	Order	Data Type	Description
STITLI	53	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
MAGNET	54	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
CHARTR	55	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
SHARED	56	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
FRELCH	57	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
REDLCH	58	N	Count of students eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.
TOTFRL	59	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.
RACECAT	60	N	Race/ethnicities categories indicator. Indicates whether state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. 5 = State reported student enrollment counts in the following five race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black, non-Hispanic; and (e) White, non-Hispanic. 7 = State reported student enrollment counts in the following seven race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian; (c) Hispanic; (d) Black; (e) White; (f) Hawaiian Native/Pacific Islander; and (g) Two or more races.
PK	61	N	Total prekindergarten students.
AMPKM	62	N	Prekindergarten students - American Indian/Alaska Native - male.

Variable Name	Order	Data Type	Description
AMPKF	63	N	Prekindergarten students - American Indian/Alaska Native - female.
ASPKM	64	N	Prekindergarten students - Asian - male.
ASPKF	65	N	Prekindergarten students - Asian - female.
HIPKM	66	N	Prekindergarten students - Hispanic - male.
HIPKF	67	N	Prekindergarten students - Hispanic - female.
BLPKM	68	N	Prekindergarten students - Black, non-Hispanic - male.
BLPKF	69	N	Prekindergarten students - Black, non-Hispanic - female.
WHPKM	70	N	Prekindergarten students - White, non-Hispanic - male.
WHPKF	71	N	Prekindergarten students - White, non-Hispanic - female.
HPPKM	72	N	Prekindergarten students - Hawaiian Native/Pacific Islander - male.
HPPKF	73	N	Prekindergarten students - Hawaiian Native/Pacific Islander - female.
TRPKM	74	N	Prekindergarten students - Two or more races - male.
TRPKF	75	N	Prekindergarten students - Two or more races - female.
KG	76	N	Total kindergarten students.
AMKGM	77	N	Kindergarten students - American Indian/Alaska Native - male.
AMKGF	78	N	Kindergarten students - American Indian/Alaska Native - female.
ASKGM	79	N	Kindergarten students - Asian - male.
ASKGF	80	N	Kindergarten students - Asian - female.
HIKGM	81	N	Kindergarten students - Hispanic - male.
HIKGF	82	N	Kindergarten students - Hispanic - female.
BLKGM	83	N	Kindergarten students - Black, non-Hispanic - male.
BLKGF	84	N	Kindergarten students - Black, non-Hispanic - female.
WHKGM	85	N	Kindergarten students - White, non-Hispanic - male.
WHKGF	86	N	Kindergarten students - White, non-Hispanic - female.
HPKGM	87	N	Kindergarten students - Hawaiian Native/Pacific Islander - male.
HPKGF	88	N	Kindergarten students - Hawaiian Native/Pacific Islander - female.
TRKGM	89	N	Kindergarten students - Two or more races - male.
TRKGF	90	N	Kindergarten students - Two or more races - female.

Variable Name	Order	Data Type	Description
G01	91	N	Total grade 1 students.
AM01M	92	N	Grade 1 students - American Indian/Alaska Native - male.
AM01F	93	N	Grade 1 students - American Indian/Alaska Native - female.
AS01M	94	N	Grade 1 students - Asian - male.
AS01F	95	N	Grade 1 students - Asian - female.
HI01M	96	N	Grade 1 students - Hispanic - male.
HI01F	97	N	Grade 1 students - Hispanic - female.
BL01M	98	N	Grade 1 students - Black, non-Hispanic - male.
BL01F	99	N	Grade 1 students - Black, non-Hispanic - female.
WH01M	100	N	Grade 1 students - White, non-Hispanic - male.
WH01F	101	N	Grade 1 students - White, non-Hispanic - female.
HP01M	102	N	Grade 1 students - Hawaiian Native/Pacific Islander - male.
HP01F	103	N	Grade 1 students - Hawaiian Native/Pacific Islander - female.
TR01M	104	N	Grade 1 students - Two or more races - male.
TR01F	105	N	Grade 1 students - Two or more races - female.
G02	106	N	Total grade 2 students.
AM02M	107	N	Grade 2 students - American Indian/Alaska Native - male.
AM02F	108	N	Grade 2 students - American Indian/Alaska Native - female.
AS02M	109	N	Grade 2 students - Asian - male.
AS02F	110	N	Grade 2 students - Asian - female.
HI02M	111	N	Grade 2 students - Hispanic - male.
HI02F	112	N	Grade 2 students - Hispanic - female.
BL02M	113	N	Grade 2 students - Black, non-Hispanic - male.
BL02F	114	N	Grade 2 students - Black, non-Hispanic - female.
WH02M	115	N	Grade 2 students - White, non-Hispanic - male.
WH02F	116	N	Grade 2 students - White, non-Hispanic - female.
HP02M	117	N	Grade 2 students - Hawaiian Native/Pacific Islander - male.
HP02F	118	N	Grade 2 students - Hawaiian Native/Pacific Islander - female.

Variable Name	Order	Data Type	Description
TR02M	119	N	Grade 2 students - Two or more races - male.
TR02F	120	N	Grade 2 students - Two or more races - female.
G03	121	N	Total grade 3 students.
AM03M	122	N	Grade 3 students - American Indian/Alaska Native - male.
AM03F	123	N	Grade 3 students - American Indian/Alaska Native - female.
AS03M	124	N	Grade 3 students - Asian - male.
AS03F	125	N	Grade 3 students - Asian - female.
HI03M	126	N	Grade 3 students - Hispanic - male.
HI03F	127	N	Grade 3 students - Hispanic - female.
BL03M	128	N	Grade 3 students - Black, non-Hispanic - male.
BL03F	129	N	Grade 3 students - Black, non-Hispanic - female.
WH03M	130	N	Grade 3 students - White, non-Hispanic - male.
WH03F	131	N	Grade 3 students - White, non-Hispanic - female.
HP03M	132	N	Grade 3 students - Hawaiian Native/Pacific Islander - male.
HP03F	133	N	Grade 3 students - Hawaiian Native/Pacific Islander - female.
TR03M	134	N	Grade 3 students - Two or more races - male.
TR03F	135	N	Grade 3 students - Two or more races - female.
G04	136	N	Total grade 4 students.
AM04M	137	N	Grade 4 students - American Indian/Alaska Native - male.
AM04F	138	N	Grade 4 students - American Indian/Alaska Native - female.
AS04M	139	N	Grade 4 students - Asian - male.
AS04F	140	N	Grade 4 students - Asian - female.
HI04M	141	N	Grade 4 students - Hispanic - male.
HI04F	142	N	Grade 4 students - Hispanic - female.
BL04M	143	N	Grade 4 students - Black, non-Hispanic - male.
BL04F	144	N	Grade 4 students - Black, non-Hispanic - female.
WH04M	145	N	Grade 4 students - White, non-Hispanic - male.
WH04F	146	N	Grade 4 students - White, non-Hispanic - female.

Variable Name	Order	Data Type	Description
HP04M	147	N	Grade 4 students - Hawaiian Native/Pacific Islander - male.
HP04F	148	N	Grade 4 students - Hawaiian Native/Pacific Islander - female.
TR04M	149	N	Grade 4 students - Two or more races - male.
TR04F	150	N	Grade 4 students - Two or more races - female.
G05	151	N	Total grade 5 students.
AM05M	152	N	Grade 5 students - American Indian/Alaska Native - male.
AM05F	153	N	Grade 5 students - American Indian/Alaska Native - female.
AS05M	154	N	Grade 5 students - Asian - male.
AS05F	155	N	Grade 5 students - Asian - female.
HI05M	156	N	Grade 5 students - Hispanic - male.
HI05F	157	N	Grade 5 students - Hispanic - female.
BL05M	158	N	Grade 5 students - Black, non-Hispanic - male.
BL05F	159	N	Grade 5 students - Black, non-Hispanic - female.
WH05M	160	N	Grade 5 students - White, non-Hispanic - male.
WH05F	161	N	Grade 5 students - White, non-Hispanic - female.
HP05M	162	N	Grade 5 students - Hawaiian Native/Pacific Islander - male.
HP05F	163	N	Grade 5 students - Hawaiian Native/Pacific Islander - female.
TR05M	164	N	Grade 5 students - Two or more races - male.
TR05F	165	N	Grade 5 students - Two or more races - female.
G06	166	N	Total grade 6 students.
AM06M	167	N	Grade 6 students - American Indian/Alaska Native - male.
AM06F	168	N	Grade 6 students - American Indian/Alaska Native - female.
AS06M	169	N	Grade 6 students - Asian - male.
AS06F	170	N	Grade 6 students - Asian - female.
HI06M	171	N	Grade 6 students - Hispanic - male.
HI06F	172	N	Grade 6 students - Hispanic - female.
BL06M	173	N	Grade 6 students - Black, non-Hispanic - male.
BL06F	174	N	Grade 6 students - Black, non-Hispanic - female.

Variable Name	Order	Data Type	Description
WH06M	175	N	Grade 6 students - White, non-Hispanic - male.
WH06F	176	N	Grade 6 students - White, non-Hispanic - female.
HP06M	177	N	Grade 6 students - Hawaiian Native/Pacific Islander - male.
HP06F	178	N	Grade 6 students - Hawaiian Native/Pacific Islander - female.
TR06M	179	N	Grade 6 students - Two or more races - male.
TR06F	180	N	Grade 6 students - Two or more races - female.
G07	181	N	Total grade 7 students.
AM07M	182	N	Grade 7 students - American Indian/Alaska Native - male.
AM07F	183	N	Grade 7 students - American Indian/Alaska Native - female.
AS07M	184	N	Grade 7 students - Asian - male.
AS07F	185	N	Grade 7 students - Asian - female.
HI07M	186	N	Grade 7 students - Hispanic - male.
HI07F	187	N	Grade 7 students - Hispanic - female.
BL07M	188	N	Grade 7 students - Black, non-Hispanic - male.
BL07F	189	N	Grade 7 students - Black, non-Hispanic - female.
WH07M	190	N	Grade 7 students - White, non-Hispanic - male.
WH07F	191	N	Grade 7 students - White, non-Hispanic - female.
HP07M	192	N	Grade 7 students - Hawaiian Native/Pacific Islander - male.
HP07F	193	N	Grade 7 students - Hawaiian Native/Pacific Islander - female.
TR07M	194	N	Grade 7 students - Two or more races - male.
TR07F	195	N	Grade 7 students - Two or more races - female.
G08	196	N	Total grade 8 students.
AM08M	197	N	Grade 8 students - American Indian/Alaska Native - male.
AM08F	198	N	Grade 8 students - American Indian/Alaska Native - female.
AS08M	199	N	Grade 8 students - Asian - male.
AS08F	200	N	Grade 8 students - Asian - female.
HI08M	201	N	Grade 8 students - Hispanic - male.
HI08F	202	N	Grade 8 students - Hispanic - female.

Variable Name	Order	Data Type	Description
BL08M	203	N	Grade 8 students - Black, non-Hispanic - male.
BL08F	204	N	Grade 8 students - Black, non-Hispanic - female.
WH08M	205	N	Grade 8 students - White, non-Hispanic - male.
WH08F	206	N	Grade 8 students - White, non-Hispanic - female.
HP08M	207	N	Grade 8 students - Hawaiian Native/Pacific Islander - male.
HP08F	208	N	Grade 8 students - Hawaiian Native/Pacific Islander - female.
TR08M	209	N	Grade 8 students - Two or more races - male.
TR08F	210	N	Grade 8 students - Two or more races - female.
G09	211	N	Total grade 9 students.
AM09M	212	N	Grade 9 students - American Indian/Alaska Native - male.
AM09F	213	N	Grade 9 students - American Indian/Alaska Native - female.
AS09M	214	N	Grade 9 students - Asian - male.
AS09F	215	N	Grade 9 students - Asian - female.
HI09M	216	N	Grade 9 students - Hispanic - male.
HI09F	217	N	Grade 9 students - Hispanic - female.
BL09M	218	N	Grade 9 students - Black, non-Hispanic - male.
BL09F	219	N	Grade 9 students - Black, non-Hispanic - female.
WH09M	220	N	Grade 9 students - White, non-Hispanic - male.
WH09F	221	N	Grade 9 students - White, non-Hispanic - female.
HP09M	222	N	Grade 9 students - Hawaiian Native/Pacific Islander - male.
HP09F	223	N	Grade 9 students - Hawaiian Native/Pacific Islander - female.
TR09M	224	N	Grade 9 students - Two or more races - male.
TR09F	225	N	Grade 9 students - Two or more races - female.
G10	226	N	Total grade 10 students.
AM10M	227	N	Grade 10 students - American Indian/Alaska Native - male.
AM10F	228	N	Grade 10 students - American Indian/Alaska Native - female.
AS10M	229	N	Grade 10 students - Asian - male.
AS10F	230	N	Grade 10 students - Asian - female.

Variable Name	Order	Data Type	Description
HI10M	231	N	Grade 10 students - Hispanic - male.
HI10F	232	N	Grade 10 students - Hispanic - female.
BL10M	233	N	Grade 10 students - Black, non-Hispanic - male.
BL10F	234	N	Grade 10 students - Black, non-Hispanic - female.
WH10M	235	N	Grade 10 students - White, non-Hispanic - male.
WH10F	236	N	Grade 10 students - White, non-Hispanic - female.
HP10M	237	N	Grade 10 students - Hawaiian Native/Pacific Islander - male.
HP10F	238	N	Grade 10 students - Hawaiian Native/Pacific Islander - female.
TR10M	239	N	Grade 10 students - Two or more races - male.
TR10F	240	N	Grade 10 students - Two or more races - female.
G11	241	N	Total grade 11 students.
AM11M	242	N	Grade 11 students - American Indian/Alaska Native - male.
AM11F	243	N	Grade 11 students - American Indian/Alaska Native - female.
AS11M	244	N	Grade 11 students - Asian - male.
AS11F	245	N	Grade 11 students - Asian - female.
HI11M	246	N	Grade 11 students - Hispanic - male.
HI11F	247	N	Grade 11 students - Hispanic - female.
BL11M	248	N	Grade 11 students - Black, non-Hispanic - male.
BL11F	249	N	Grade 11 students - Black, non-Hispanic - female.
WH11M	250	N	Grade 11 students - White, non-Hispanic - male.
WH11F	251	N	Grade 11 students - White, non-Hispanic - female.
HP11M	252	N	Grade 11 students - Hawaiian Native/Pacific Islander - male.
HP11F	253	N	Grade 11 students - Hawaiian Native/Pacific Islander - female.
TR11M	254	N	Grade 11 students - Two or more races - male.
TR11F	255	N	Grade 11 students - Two or more races - female.
G12	256	N	Total grade 12 students.
AM12M	257	N	Grade 12 students - American Indian/Alaska Native - male.
AM12F	258	N	Grade 12 students - American Indian/Alaska Native - female.

Variable Name	Order	Data Type	Description
AS12M	259	N	Grade 12 students - Asian - male.
AS12F	260	N	Grade 12 students - Asian - female.
HI12M	261	N	Grade 12 students - Hispanic - male.
HI12F	262	N	Grade 12 students - Hispanic - female.
BL12M	263	N	Grade 12 students - Black, non-Hispanic - male.
BL12F	264	N	Grade 12 students - Black, non-Hispanic - female.
WH12M	265	N	Grade 12 students - White, non-Hispanic - male.
WH12F	266	N	Grade 12 students - White, non-Hispanic - female.
HP12M	267	N	Grade 12 students - Hawaiian Native/Pacific Islander - male.
HP12F	268	N	Grade 12 students - Hawaiian Native/Pacific Islander - female.
TR12M	269	N	Grade 12 students - Two or more races - male.
TR12F	270	N	Grade 12 students - Two or more races - female.
UG	271	N	Total ungraded students.
AMUGM	272	N	Ungraded students - American Indian/Alaska Native - male.
AMUGF	273	N	Ungraded students - American Indian/Alaska Native - female.
ASUGM	274	N	Ungraded students - Asian - male.
ASUGF	275	N	Ungraded students - Asian - female.
HIUGM	276	N	Ungraded students - Hispanic - male.
HIUGF	277	N	Ungraded students - Hispanic - female.
BLUGM	278	N	Ungraded students - Black, non-Hispanic - male.
BLUGF	279	N	Ungraded students - Black, non-Hispanic - female.
WHUGM	280	N	Ungraded students - White, non-Hispanic - male.
WHUGF	281	N	Ungraded students - White, non-Hispanic - female.
HPUGM	282	N	Ungraded students - Hawaiian Native/Pacific Islander - male.
HPUGF	283	N	Ungraded students - Hawaiian Native/Pacific Islander - female.
TRUGM	284	N	Ungraded students - Two or more races - male.
TRUGF	285	N	Ungraded students - Two or more races - female.
MEMBER	286	N	Total students, all grades: The reported total membership of the school.

Variable Name	Order	Data Type	Description
AM	287	N	American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM and AMALF fields.
AMALM	288	N	Total students, all grades - American Indian/Alaska Native - male.
AMALF	289	N	Total students, all grades - American Indian/Alaska Native - female.
ASIAN	290	N	Asian students. If not reported, this field was calculated by summing the ASALM and ASALF fields.
ASALM	291	N	Total students, all grades - Asian - male.
ASALF	292	N	Total students, all grades - Asian - female.
HISP	293	N	Hispanic students. If not reported, this field was calculated by summing the HIALM and HIALF fields.
HIALM	294	N	Total students, all grades - Hispanic - male.
HIALF	295	N	Total students, all grades - Hispanic - female.
BLACK	296	N	Black, non-Hispanic students. If not reported, this field was calculated by summing the BLALM and BLALF fields.
BLALM	297	N	Total students, all grades - Black, non-Hispanic - male.
BLALF	298	N	Total students, all grades - Black, non-Hispanic - female.
WHITE	299	N	White, non-Hispanic students. If not reported, this field was calculated by summing the WHALM and WHALF fields.
WHALM	300	N	Total students, all grades - White, non-Hispanic - male.
WHALF	301	N	Total students, all grades - White, non-Hispanic - female.
PACIFIC	302	N	Hawaiian Native/Pacific Islander students. If not reported, this field was calculated by summing the HPALM and HPALF fields.
HPALM	303	N	Total students, all grades - Hawaiian Native/Pacific Islander - male.
HPALF	304	N	Total students, all grades - Hawaiian Native/Pacific Islander - female.
TR	305	N	Two or more races students. If not reported, this field was calculated by summing the TRALM and TRALF fields.
TRALM	306	N	Total students, all grades - Two or more races - male.
TRALF	307	N	Total students, all grades - Two or more races - female.
TOTETH	308	N	Calculated school race/ethnicity membership: The sum of the fields AM, ASIAN, HISP, BLACK, WHITE, PACIFIC, and TR. Students belonging to an unknown or non-CCD race category are not captured in this field.
PUPTCH	309 *	N	Calculated pupil/teacher ratio: Total reported students (MEMBER) divided by FTE classroom teachers (FTE). Reported to the nearest hundredth; field includes two explicit decimal places.

Appendix B—Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2010–11

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

variable	Variable Label	Missing	Not applicable	Reported
NCESSCH	Unique School ID	0	0	103,813
LEAID	NCES Agency Identification Number	0	0	103,813
FIPST	ANSI State Code	0	0	103,813
SCHNO	NCES School Identifier	0	0	103,813
STID	State Local Education Number	0	0	103,813
SEASCH	State School Identifier	5	0	103,808
LEANM	LEA Name	0	0	103,813
SCHNAM	School Name	0	0	103,813
PHONE	School Phone Number	135	10	103,668
MSTREE	School Mailing Address 1	1	4	103,808
MCITY	School Mailing City	0	0	103,813
MSTATE	School Mailing USPS State Abbreviation	0	0	103,813
MZIP	School Mailing Zip	0	0	103,813
MZIP4	School Mailing Zip Plus 4	24,589	0	79,224
LSTREE	School Location Address 1	178	0	103,635
LCITY	School Location City	125	0	103,688
LSTATE	School Location USPS State Abbreviation	125	0	103,688
LZIP	School Location Zip	1	0	103,812
LZIP4	School Location Zip Plus 4	24,989	0	78,824
CONUM	ANSI County Code	77	324	103,412
CONAME	County Name	77	324	103,412
CDCODE	Congressional District Code	77	324	103,412
LATCOD	Latitude	0	0	103,813
LONCOD	Longitude	0	0	103,813

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

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

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
FTE	Classroom Teachers	0.0	999.5	32.0	13,037	3,024
FRELCH	Free Lunch Eligible Students	0.0	3955.0	209.3	713	4,501
REDLCH	Reduced-Price Lunch Eligible Students	0.0	1340.0	35.1	917	4,501
TOTFRL	Total of Free and Reduced-Lunch Eligible Students	0.0	4412.0	244.3	710	4,501
PK	PK Students - Total	0.0	1939.0	37.3	260	73,555
AMPKM	PK Students - American Indian/Alaska Native - Male	0.0	92.0	0.3	260	73,555
AMPKF	PK Students - American Indian/Alaska Native - Female	0.0	89.0	0.3	260	73,555
ASPKM	PK Students - Asian - Male	0.0	83.0	0.6	260	73,555
ASPKF	PK Students - Asian - Female	0.0	63.0	0.5	260	73,555
HIPKM	PK Students - Hispanic - Male	0.0	611.0	5.6	260	73,555
HIPKF	PK Students - Hispanic - Female	0.0	572.0	5.1	260	73,555
BLPKM	PK Students - Black - Male	0.0	541.0	3.9	260	73,555
BLPKF	PK Students - Black - Female	0.0	508.0	3.5	260	73,555
WHPKM	PK Students - White - Male	0.0	684.0	9.2	260	73,555
WHPKF	PK Students - White - Female	0.0	509.0	7.2	260	73,555
HPPKM	PK Students - Hawaiian Native/Pacific Islander - Male	0.0	22.0	0.1	408	73,407
HPPKF	PK Students - Hawaiian Native/Pacific Islander - Female	0.0	30.0	0.0	408	73,407
TRPKM	PK Students - Two or More Races - Male	0.0	49.0	0.5	408	73,407
TRPKF	PK Students - Two or More Races - Female	0.0	47.0	0.4	408	73,407
KG	KG Students - Total	0.0	1001.0	69.3	74	50,142
AMKGM	KG Students - American Indian/Alaska Native - Male	0.0	89.0	0.4	74	50,142
AMKGF	KG Students - American Indian/Alaska Native - Female	0.0	104.0	0.4	74	50,142
ASKGM	KG Students - Asian - Male	0.0	116.0	1.5	74	50,142
ASKGF	KG Students - Asian - Female	0.0	106.0	1.5	74	50,142
HIKGM	KG Students - Hispanic - Male	0.0	276.0	9.3	74	50,142
HIKGF	KG Students - Hispanic - Female	0.0	241.0	8.8	74	50,142
BLKGM	KG Students - Black - Male	0.0	233.0	5.3	74	50,142
BLKGF	KG Students - Black - Female	0.0	247.0	5.0	74	50,142
WHKGM	KG Students - White - Male	0.0	312.0	18.0	74	50,142
WHKGF	KG Students - White - Female	0.0	287.0	16.5	74	50,142

See notes at end of table.

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

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
HPKGM	KG Students - Hawaiian Native/Pacific Islander - Male	0.0	61.0	0.2	231	50,130
HPKGF	KG Students - Hawaiian Native/Pacific Islander - Female	0.0	63.0	0.2	231	50,130
TRKGM	KG Students - Two or More Races - Male	0.0	56.0	1.1	231	50,130
TRKGF	KG Students - Two or More Races - Female	0.0	87.0	1.1	231	50,130
G01	Grade 1 Students - Total	0.0	816.0	70.1	74	49,596
AM01M	Grade 1 Students - American Indian/Alaska Native - Male	0.0	89.0	0.4	74	49,596
AM01F	Grade 1 Students - American Indian/Alaska Native - Female	0.0	93.0	0.4	74	49,596
AS01M	Grade 1 Students - Asian - Male	0.0	165.0	1.7	74	49,596
AS01F	Grade 1 Students - Asian - Female	0.0	135.0	1.6	74	49,596
HI01M	Grade 1 Students - Hispanic - Male	0.0	202.0	9.3	74	49,596
HI01F	Grade 1 Students - Hispanic - Female	0.0	207.0	8.8	74	49,596
BL01M	Grade 1 Students - Black - Male	0.0	248.0	5.4	74	49,596
BL01F	Grade 1 Students - Black - Female	0.0	255.0	5.1	74	49,596
WH01M	Grade 1 Students - White - Male	0.0	285.0	18.1	74	49,596
WH01F	Grade 1 Students - White - Female	0.0	281.0	16.9	74	49,596
HP01M	Grade 1 Students - Hawaiian Native/Pacific Islander - Male	0.0	56.0	0.2	231	49,585
HP01F	Grade 1 Students - Hawaiian Native/Pacific Islander - Female	0.0	54.0	0.1	231	49,585
TR01M	Grade 1 Students - Two or More Races - Male	0.0	52.0	1.0	231	49,585
TR01F	Grade 1 Students - Two or More Races - Female	0.0	54.0	1.0	231	49,585
G02	Grade 2 Students - Total	0.0	758.0	68.9	72	49,523
AM02M	Grade 2 Students - American Indian/Alaska Native - Male	0.0	92.0	0.4	72	49,523
AM02F	Grade 2 Students - American Indian/Alaska Native - Female	0.0	74.0	0.4	72	49,523
AS02M	Grade 2 Students - Asian - Male	0.0	158.0	1.7	72	49,523
AS02F	Grade 2 Students - Asian - Female	0.0	140.0	1.6	72	49,523
HI02M	Grade 2 Students - Hispanic - Male	0.0	244.0	8.9	72	49,523
HI02F	Grade 2 Students - Hispanic - Female	0.0	218.0	8.5	72	49,523
BL02M	Grade 2 Students - Black - Male	0.0	254.0	5.4	72	49,523
BL02F	Grade 2 Students - Black - Female	0.0	264.0	5.1	72	49,523

See notes at end of table.

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

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
WH02M	Grade 2 Students - White - Male	0.0	267.0	17.9	72	49,523
WH02F	Grade 2 Students - White - Female	0.0	200.0	16.8	72	49,523
HP02M	Grade 2 Students - Hawaiian Native/Pacific Islander - Male	0.0	62.0	0.2	230	49,511
HP02F	Grade 2 Students - Hawaiian Native/Pacific Islander - Female	0.0	58.0	0.1	230	49,511
TR02M	Grade 2 Students - Two or More Races - Male	0.0	57.0	1.0	230	49,511
TR02F	Grade 2 Students - Two or More Races - Female	0.0	53.0	0.9	230	49,511
G03	Grade 3 Students - Total	0.0	768.0	68.7	73	49,502
AM03M	Grade 3 Students - American Indian/Alaska Native - Male	0.0	77.0	0.4	73	49,502
AM03F	Grade 3 Students - American Indian/Alaska Native - Female	0.0	87.0	0.4	73	49,502
AS03M	Grade 3 Students - Asian - Male	0.0	129.0	1.6	73	49,502
AS03F	Grade 3 Students - Asian - Female	0.0	141.0	1.6	73	49,502
HI03M	Grade 3 Students - Hispanic - Male	0.0	249.0	8.8	73	49,502
HI03F	Grade 3 Students - Hispanic - Female	0.0	235.0	8.4	73	49,502
BL03M	Grade 3 Students - Black - Male	0.0	268.0	5.5	73	49,502
BL03F	Grade 3 Students - Black - Female	0.0	265.0	5.3	73	49,502
WH03M	Grade 3 Students - White - Male	0.0	266.0	17.9	73	49,502
WH03F	Grade 3 Students - White - Female	0.0	280.0	16.8	73	49,502
HP03M	Grade 3 Students - Hawaiian Native/Pacific Islander - Male	0.0	56.0	0.1	232	49,488
HP03F	Grade 3 Students - Hawaiian Native/Pacific Islander - Female	0.0	55.0	0.1	232	49,488
TR03M	Grade 3 Students - Two or More Races - Male	0.0	48.0	0.9	232	49,488
TR03F	Grade 3 Students - Two or More Races - Female	0.0	48.0	0.9	232	49,488
G04	Grade 4 Students - Total	0.0	862.0	69.4	68	49,674
AM04M	Grade 4 Students - American Indian/Alaska Native - Male	0.0	78.0	0.4	68	49,674
AM04F	Grade 4 Students - American Indian/Alaska Native - Female	0.0	75.0	0.4	68	49,674
AS04M	Grade 4 Students - Asian - Male	0.0	137.0	1.6	68	49,674
AS04F	Grade 4 Students - Asian - Female	0.0	133.0	1.6	68	49,674
HI04M	Grade 4 Students - Hispanic - Male	0.0	232.0	8.7	68	49,674

See notes at end of table.

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

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
HI04F	Grade 4 Students - Hispanic - Female	0.0	229.0	8.3	68	49,674
BL04M	Grade 4 Students - Black - Male	0.0	263.0	5.6	68	49,674
BL04F	Grade 4 Students - Black - Female	0.0	285.0	5.3	68	49,674
WH04M	Grade 4 Students - White - Male	0.0	332.0	18.2	68	49,674
WH04F	Grade 4 Students - White - Female	0.0	304.0	17.2	68	49,674
HP04M	Grade 4 Students - Hawaiian Native/Pacific Islander - Male	0.0	67.0	0.1	230	49,657
HP04F	Grade 4 Students - Hawaiian Native/Pacific Islander - Female	0.0	57.0	0.1	230	49,657
TR04M	Grade 4 Students - Two or More Races - Male	0.0	58.0	0.9	230	49,657
TR04F	Grade 4 Students - Two or More Races - Female	0.0	62.0	0.9	230	49,657
G05	Grade 5 Students - Total	0.0	959.0	70.8	62	50,634
AM05M	Grade 5 Students - American Indian/Alaska Native - Male	0.0	82.0	0.4	62	50,634
AM05F	Grade 5 Students - American Indian/Alaska Native - Female	0.0	71.0	0.4	62	50,634
AS05M	Grade 5 Students - Asian - Male	0.0	137.0	1.7	62	50,634
AS05F	Grade 5 Students - Asian - Female	0.0	132.0	1.6	62	50,634
HI05M	Grade 5 Students - Hispanic - Male	0.0	226.0	8.7	62	50,634
HI05F	Grade 5 Students - Hispanic - Female	0.0	258.0	8.3	62	50,634
BL05M	Grade 5 Students - Black - Male	0.0	284.0	5.7	62	50,634
BL05F	Grade 5 Students - Black - Female	0.0	273.0	5.5	62	50,634
WH05M	Grade 5 Students - White - Male	0.0	354.0	18.8	62	50,634
WH05F	Grade 5 Students - White - Female	0.0	350.0	17.7	62	50,634
HP05M	Grade 5 Students - Hawaiian Native/Pacific Islander - Male	0.0	61.0	0.1	230	50,607
HP05F	Grade 5 Students - Hawaiian Native/Pacific Islander - Female	0.0	55.0	0.1	230	50,607
TR05M	Grade 5 Students - Two or More Races - Male	0.0	64.0	0.9	230	50,607
TR05F	Grade 5 Students - Two or More Races - Female	0.0	69.0	0.8	230	50,607
G06	Grade 6 Students - Total	0.0	1120.0	96.1	49	65,057
AM06M	Grade 6 Students - American Indian/Alaska Native - Male	0.0	93.0	0.6	50	65,057
AM06F	Grade 6 Students - American Indian/Alaska Native - Female	0.0	89.0	0.6	50	65,057

See notes at end of table.

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

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
AS06M	Grade 6 Students - Asian - Male	0.0	198.0	2.2	50	65,057
AS06F	Grade 6 Students - Asian - Female	0.0	180.0	2.1	50	65,057
HI06M	Grade 6 Students - Hispanic - Male	0.0	378.0	11.6	50	65,057
HI06F	Grade 6 Students - Hispanic - Female	0.0	449.0	11.1	50	65,057
BL06M	Grade 6 Students - Black - Male	0.0	277.0	7.8	50	65,057
BL06F	Grade 6 Students - Black - Female	0.0	261.0	7.5	50	65,057
WH06M	Grade 6 Students - White - Male	0.0	368.0	25.8	50	65,057
WH06F	Grade 6 Students - White - Female	0.0	328.0	24.3	50	65,057
HP06M	Grade 6 Students - Hawaiian Native/Pacific Islander - Male	0.0	154.0	0.2	229	65,021
HP06F	Grade 6 Students - Hawaiian Native/Pacific Islander - Female	0.0	136.0	0.2	229	65,021
TR06M	Grade 6 Students - Two or More Races - Male	0.0	125.0	1.1	229	65,021
TR06F	Grade 6 Students - Two or More Races - Female	0.0	146.0	1.1	229	65,021
G07	Grade 7 Students - Total	0.0	1380.0	117.4	41	72,100
AM07M	Grade 7 Students - American Indian/Alaska Native - Male	0.0	137.0	0.7	42	72,100
AM07F	Grade 7 Students - American Indian/Alaska Native - Female	0.0	129.0	0.7	42	72,100
AS07M	Grade 7 Students - Asian - Male	0.0	240.0	2.7	42	72,100
AS07F	Grade 7 Students - Asian - Female	0.0	234.0	2.6	42	72,100
HI07M	Grade 7 Students - Hispanic - Male	0.0	672.0	14.0	42	72,100
HI07F	Grade 7 Students - Hispanic - Female	0.0	654.0	13.3	42	72,100
BL07M	Grade 7 Students - Black - Male	0.0	256.0	9.5	42	72,100
BL07F	Grade 7 Students - Black - Female	0.0	248.0	9.1	42	72,100
WH07M	Grade 7 Students - White - Male	0.0	384.0	31.7	42	72,100
WH07F	Grade 7 Students - White - Female	0.0	355.0	29.9	42	72,100
HP07M	Grade 7 Students - Hawaiian Native/Pacific Islander - Male	0.0	188.0	0.2	228	72,038
HP07F	Grade 7 Students - Hawaiian Native/Pacific Islander - Female	0.0	155.0	0.2	228	72,038
TR07M	Grade 7 Students - Two or More Races - Male	0.0	160.0	1.3	228	72,038
TR07F	Grade 7 Students - Two or More Races - Female	0.0	157.0	1.3	228	72,038
G08	Grade 8 Students - Total	0.0	1397.0	115.2	41	71,679

See notes at end of table.

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

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
AM08M	Grade 8 Students - American Indian/Alaska Native - Male	0.0	117.0	0.7	42	71,679
AM08F	Grade 8 Students - American Indian/Alaska Native - Female	0.0	116.0	0.7	42	71,679
AS08M	Grade 8 Students - Asian - Male	0.0	257.0	2.7	42	71,679
AS08F	Grade 8 Students - Asian - Female	0.0	252.0	2.6	42	71,679
HI08M	Grade 8 Students - Hispanic - Male	0.0	665.0	13.5	42	71,679
HI08F	Grade 8 Students - Hispanic - Female	0.0	641.0	13.0	42	71,679
BL08M	Grade 8 Students - Black - Male	0.0	232.0	9.3	42	71,679
BL08F	Grade 8 Students - Black - Female	0.0	220.0	8.9	42	71,679
WH08M	Grade 8 Students - White - Male	0.0	390.0	31.4	42	71,679
WH08F	Grade 8 Students - White - Female	0.0	379.0	29.6	42	71,679
HP08M	Grade 8 Students - Hawaiian Native/Pacific Islander - Male	0.0	173.0	0.2	228	71,618
HP08F	Grade 8 Students - Hawaiian Native/Pacific Islander - Female	0.0	147.0	0.2	228	71,618
TR08M	Grade 8 Students - Two or More Races - Male	0.0	184.0	1.2	228	71,618
TR08F	Grade 8 Students - Two or More Races - Female	0.0	384.0	1.2	228	71,618
G09	Grade 9 Students - Total	0.0	2272.0	148.6	25	76,596
AM09M	Grade 9 Students - American Indian/Alaska Native - Male	0.0	215.0	1.0	27	76,596
AM09F	Grade 9 Students - American Indian/Alaska Native - Female	0.0	190.0	0.9	27	76,596
AS09M	Grade 9 Students - Asian - Male	0.0	519.0	3.4	27	76,596
AS09F	Grade 9 Students - Asian - Female	0.0	347.0	3.2	27	76,596
HI09M	Grade 9 Students - Hispanic - Male	0.0	847.0	17.8	27	76,596
HI09F	Grade 9 Students - Hispanic - Female	0.0	746.0	16.5	27	76,596
BL09M	Grade 9 Students - Black - Male	0.0	447.0	13.2	27	76,596
BL09F	Grade 9 Students - Black - Female	0.0	489.0	12.1	27	76,596
WH09M	Grade 9 Students - White - Male	0.0	687.0	39.8	27	76,596
WH09F	Grade 9 Students - White - Female	0.0	656.0	37.1	27	76,596
HP09M	Grade 9 Students - Hawaiian Native/Pacific Islander - Male	0.0	397.0	0.3	235	76,453
HP09F	Grade 9 Students - Hawaiian Native/Pacific Islander - Female	0.0	373.0	0.3	235	76,453

See notes at end of table.

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

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
TR09M	Grade 9 Students - Two or More Races - Male	0.0	184.0	1.6	235	76,453
TR09F	Grade 9 Students - Two or More Races - Female	0.0	342.0	1.6	235	76,453
G10	Grade 10 Students - Total	0.0	2015.0	145.1	25	77,393
AM10M	Grade 10 Students - American Indian/Alaska Native - Male	0.0	180.0	0.9	27	77,393
AM10F	Grade 10 Students - American Indian/Alaska Native - Female	0.0	162.0	0.9	27	77,393
AS10M	Grade 10 Students - Asian - Male	0.0	452.0	3.5	27	77,393
AS10F	Grade 10 Students - Asian - Female	0.0	367.0	3.3	27	77,393
HI10M	Grade 10 Students - Hispanic - Male	0.0	671.0	16.4	27	77,393
HI10F	Grade 10 Students - Hispanic - Female	0.0	632.0	15.7	27	77,393
BL10M	Grade 10 Students - Black - Male	0.0	701.0	12.0	27	77,393
BL10F	Grade 10 Students - Black - Female	0.0	758.0	11.7	27	77,393
WH10M	Grade 10 Students - White - Male	0.0	508.0	39.7	27	77,393
WH10F	Grade 10 Students - White - Female	0.0	577.0	37.7	27	77,393
HP10M	Grade 10 Students - Hawaiian Native/Pacific Islander - Male	0.0	293.0	0.3	236	77,246
HP10F	Grade 10 Students - Hawaiian Native/Pacific Islander - Female	0.0	294.0	0.3	236	77,246
TR10M	Grade 10 Students - Two or More Races - Male	0.0	142.0	1.4	236	77,246
TR10F	Grade 10 Students - Two or More Races - Female	0.0	310.0	1.4	236	77,246
G11	Grade 11 Students - Total	0.0	1931.0	136.2	24	77,598
AM11M	Grade 11 Students - American Indian/Alaska Native - Male	0.0	154.0	0.8	26	77,598
AM11F	Grade 11 Students - American Indian/Alaska Native - Female	0.0	134.0	0.8	26	77,598
AS11M	Grade 11 Students - Asian - Male	0.0	401.0	3.4	26	77,598
AS11F	Grade 11 Students - Asian - Female	0.0	351.0	3.2	26	77,598
HI11M	Grade 11 Students - Hispanic - Male	0.0	534.0	14.5	26	77,598
HI11F	Grade 11 Students - Hispanic - Female	0.0	519.0	14.2	26	77,598
BL11M	Grade 11 Students - Black - Male	0.0	276.0	10.5	26	77,598
BL11F	Grade 11 Students - Black - Female	0.0	317.0	10.7	26	77,598
WH11M	Grade 11 Students - White - Male	0.0	676.0	38.3	26	77,598
WH11F	Grade 11 Students - White - Female	0.0	877.0	36.7	26	77,598

See notes at end of table.

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

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
HP11M	Grade 11 Students - Hawaiian Native/Pacific Islander - Male	0.0	203.0	0.3	235	77,451
HP11F	Grade 11 Students - Hawaiian Native/Pacific Islander - Female	0.0	211.0	0.2	235	77,451
TR11M	Grade 11 Students - Two or More Races - Male	0.0	93.0	1.2	235	77,451
TR11F	Grade 11 Students - Two or More Races - Female	0.0	276.0	1.3	235	77,451
G12	Grade 12 Students - Total	0.0	1786.0	134.7	25	77,869
AM12M	Grade 12 Students - American Indian/Alaska Native - Male	0.0	143.0	0.8	27	77,869
AM12F	Grade 12 Students - American Indian/Alaska Native - Female	0.0	134.0	0.8	27	77,869
AS12M	Grade 12 Students - Asian - Male	0.0	396.0	3.4	27	77,869
AS12F	Grade 12 Students - Asian - Female	0.0	344.0	3.2	27	77,869
HI12M	Grade 12 Students - Hispanic - Male	0.0	869.0	13.8	27	77,869
HI12F	Grade 12 Students - Hispanic - Female	0.0	605.0	13.7	27	77,869
BL12M	Grade 12 Students - Black - Male	0.0	462.0	10.0	27	77,869
BL12F	Grade 12 Students - Black - Female	0.0	438.0	10.6	27	77,869
WH12M	Grade 12 Students - White - Male	0.0	511.0	38.6	27	77,869
WH12F	Grade 12 Students - White - Female	0.0	765.0	37.1	27	77,869
HP12M	Grade 12 Students - Hawaiian Native/Pacific Islander - Male	0.0	191.0	0.3	236	77,722
HP12F	Grade 12 Students - Hawaiian Native/Pacific Islander - Female	0.0	177.0	0.2	236	77,722
TR12M	Grade 12 Students - Two or More Races - Male	0.0	133.0	1.1	236	77,722
TR12F	Grade 12 Students - Two or More Races - Female	0.0	131.0	1.1	236	77,722
UG	Ungraded Students - Total	0.0	641.0	13.2	0	94,501
AMUGM	Ungraded Students - American Indian/Alaska Native - Male	0.0	14.0	0.1	0	94,501
AMUGF	Ungraded Students - American Indian/Alaska Native - Female	0.0	10.0	0.0	0	94,501
ASUGM	Ungraded Students - Asian - Male	0.0	72.0	0.3	0	94,501
ASUGF	Ungraded Students - Asian - Female	0.0	32.0	0.2	0	94,501
HIUGM	Ungraded Students - Hispanic - Male	0.0	253.0	3.1	0	94,501
HIUGF	Ungraded Students - Hispanic - Female	0.0	145.0	1.5	0	94,501
BLUGM	Ungraded Students - Black - Male	0.0	228.0	2.2	0	94,501

See notes at end of table.

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

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
BLUGF	Ungraded Students - Black - Female	0.0	138.0	1.0	0	94,501
WHUGM	Ungraded Students - White - Male	0.0	234.0	3.1	0	94,501
WHUGF	Ungraded Students - White - Female	0.0	83.0	1.6	0	94,501
HPUGM	Ungraded Students - Hawaiian Native/Pacific Islander - Male	0.0	17.0	0.0	222	94,279
HPUGF	Ungraded Students - Hawaiian Native/Pacific Islander - Female	0.0	14.0	0.0	222	94,279
TRUGM	Ungraded Students - Two or More Races - Male	0.0	10.0	0.1	222	94,279
TRUGF	Ungraded Students - Two or More Races - Female	0.0	13.0	0.0	222	94,279
MEMBER	All Students - Total	0.0	9651.0	502.0	128	4,501
AM	All Students - American Indian/Alaska Native	0.0	1307.0	6.1	221	4,517
AMALM	All Students - American Indian/Alaska Native - Male	0.0	687.0	3.1	221	4,517
AMALF	All Students - American Indian/Alaska Native - Female	0.0	620.0	3.0	221	4,517
AS	All Students - Asian	0.0	3107.0	23.1	221	4,517
ASALM	All Students - Asian - Male	0.0	1768.0	11.8	221	4,517
ASALF	All Students - Asian - Female	0.0	1339.0	11.3	221	4,517
HI	All Students - Hispanic	0.0	4237.0	119.5	221	4,517
HIALM	All Students - Hispanic - Male	0.0	2162.0	61.2	221	4,517
HIALF	All Students - Hispanic - Female	0.0	2142.0	58.3	221	4,517
BL	All Students - Black	0.0	5984.0	79.6	221	4,517
BLALM	All Students - Black - Male	0.0	2913.0	40.6	221	4,517
BLALF	All Students - Black - Female	0.0	3071.0	39.0	221	4,517
WH	All Students - White	0.0	8204.0	260.4	221	4,517
WHALM	All Students - White - Male	0.0	3854.0	134.4	221	4,517
WHALF	All Students - White - Female	0.0	4398.0	126.0	221	4,517
HP	All Students - Hawaiian Native / Pacific Islander	0.0	2139.0	2.0	349	4,562
HPALM	All Students - Hawaiian Native/Pacific Islander - Male	0.0	1084.0	1.0	349	4,562
HPALF	All Students - Hawaiian Native/Pacific Islander - Female	0.0	1055.0	1.0	349	4,562
TR	All Students - Two or More Races	0.0	1320.0	11.7	349	4,562
TRALM	All Students - Two or More Races - Male	0.0	552.0	5.9	349	4,562

See notes at end of table.

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

Variable	Label	MIN	MAX	MEAN	Missing	Not applicable
TRALF	All Students - Two or More Races - Female	0.0	1312.0	5.8	349	4,562
TOTETH	Total Ethnic	0.0	9651.0	502.5	221	4,517
PUPTCH	Pupil Teacher Ratio	0.0	3200.0	15.4	12,919	4,502

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," 2010–11, Version 1a.

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

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
School type (TYPE)				
1—Regular	92,892	89.5	92,892	89.5
2—Special education	2,314	2.2	95,206	91.7
3—Vocational	1,536	1.5	96,742	93.2
4—Other/Alternative School	6,967	6.7	103,709	99.9
5—Reportable program	104	0.1	103,813	100.0
School operational status (STATUS)				
1—Continuing	98,770	95.1	98,770	95.1
2—Closed	2,076	2.0	100,846	97.1
3—New	1,667	1.6	102,513	98.7
4—Added	80	0.1	102,593	98.9
5—Changed agency	86	0.1	102,679	99.0
6—Inactive	564	0.5	103,243	99.5
7—Future	378	0.4	103,621	99.9
8—Reopened	192	0.2	103,813	100.0
NCES urban-centric locale code (ULOCAL)				
11—City, large	13,883	13.4	13,883	13.4
12—City, midsize	5,977	5.8	19,860	19.1
13—City, small	7,196	6.9	27,056	26.1
21—Suburb, large	23,589	22.7	50,645	48.8
22—Suburb, midsize	3,033	2.9	53,678	51.7
23—Suburb, small	2,026	2.0	55,704	53.7
31—Town, fringe	2,021	2.0	57,725	55.6
32—Town, distant	7,290	7.0	65,015	62.6
33—Town, remote	5,144	5.0	70,159	67.6
41—Rural, fringe	14,014	13.5	84,173	81.1
42—Rural, distant	11,951	11.5	96,124	92.6
43—Rural, remote	7,350	7.1	103,474	99.7
M—Missing	77	0.1	103,551	99.8
N—Not applicable	262	0.3	103,813	100.0

See notes at end of table.

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

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
School low grade offered (GSLO)				
01—1st grade students	1,298	1.3	1,298	1.3
02—2nd grade students	707	0.7	2,005	1.9
03—3rd grade students	1,619	1.6	3,624	3.5
04—4th grade students	1,448	1.4	5,072	4.9
05—5th grade students	2,911	2.8	7,983	7.7
06—6th grade students	12,326	11.9	20,309	19.6
07—7th grade students	6,493	6.3	26,802	25.8
08—8th grade students	1,261	1.2	28,063	27.0
09—9th grade students	16,304	15.7	44,367	42.7
10—10th grade students	1,137	1.1	45,504	43.8
11—11th grade students	339	0.3	45,843	44.2
12—12th grade students	168	0.2	46,011	44.3
KG—Kindergarten students	26,636	25.7	72,647	70.0
N—Not applicable	1,964	1.9	74,611	71.9
PK—Prekindergarten students	29,028	28.0	103,639	99.8
UG—Students in ungraded classes	174	0.2	103,813	100.0
School high grade offered (GSHI)				
01—1st grade students	563	0.5	563	0.5
02—2nd grade students	1,572	1.5	2,135	2.1
03—3rd grade students	1,615	1.6	3,750	3.6
04—4th grade students	3,953	3.8	7,703	7.4
05—5th grade students	27,042	26.1	34,745	33.5
06—6th grade students	13,532	13.0	48,277	46.5
07—7th grade students	759	0.7	49,036	47.2
08—8th grade students	21,009	20.2	70,045	67.5
09—9th grade students	1,779	1.7	71,824	69.2
10—10th grade students	473	0.5	72,297	69.6
11—11th grade students	533	0.5	72,830	70.2
12—12th grade students	26,950	26.0	99,780	96.1
KG—Kindergarten students	604	0.6	100,384	96.7
N—Not applicable	1,964	1.9	102,348	98.6
PK—Prekindergarten students	1,291	1.2	103,639	99.8
UG—Students in ungraded classes	174	0.2	103,813	100.0

See notes at end of table.

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

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
School level (LEVEL)				
1—Primary	54,576	52.6	54,576	52.6
2—Middle	17,049	16.4	71,625	69.0
3—High	21,022	20.3	92,647	89.2
4—Other	7,089	6.8	99,736	96.1
N—Not applicable	4,077	3.9	103,813	100.0
Title I eligible school (TITLEI)				
1—Yes	68,284	65.8	68,284	65.8
2—No	28,226	27.2	96,510	93.0
M—Missing	516	0.5	97,026	93.5
N—Not applicable	6,787	6.5	103,813	100.0
School-wide Title I (STITLI)				
1—Yes	50,543	48.7	50,543	48.7
2—No	17,741	17.1	68,284	65.8
M—Missing	516	0.5	68,800	66.3
N—Not applicable	35,013	33.7	103,813	100.0
Magnet school indicator (MAGNET)				
1—Yes	2,770	2.7	2,770	2.7
2—No	72,387	69.7	75,157	72.4
M—Missing	10,455	10.1	85,612	82.5
N—Not applicable	18,201	17.5	103,813	100.0
Charter school indicator (CHARTR)				
1—Yes	5,731	5.5	5,731	5.5
2—No	85,740	82.6	91,471	88.1
M—Missing	71	0.1	91,542	88.2
N—Not applicable	12,271	11.8	103,813	100.0
Shared time indicator (SHARED)				
1—Yes	2,177	2.1	2,177	2.1
2—No	78,634	75.8	80,811	77.8
M—Missing	23,002	22.2	103,813	100.0

See notes at end of table.

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

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
BIE school flag (BIES)				
1—Yes	11	0.0	11	0.0
2—No	103,802	100.0	103,813	100.0
Race/ethnicities categories indicator (RACECAT)				
5—5 race/ethnicity categories used in reporting	395	0.4	395	0.4
7—7 race/ethnicity categories used in reporting	103,418	99.6	103,813	100.0
Reconstituted Year (RECONSTY)				
2010	609	0.6	609	0.6
N—Not applicable	103,204	99.4	103,813	100.0
Reconstituted Flag (RECONSTF)				
1—Yes	609	0.6	609	0.6
2—No	100,204	96.5	100,813	97.1
N—Not applicable	3,000	2.9	103,813	100.0
PK Grade Offered (PKOFFRD)				
1—Yes	29,161	28.1	29,161	28.1
2—No	74,652	71.9	103,813	100.0
KG Grade Offered (KGOFFRD)				
1—Yes	53,730	51.8	53,730	51.8
2—No	50,083	48.2	103,813	100.0
Grade 01 Offered (G01OFFRD)				
1—Yes	54,322	52.3	54,322	52.3
2—No	49,491	47.7	103,813	100.0
Grade 02 Offered (G02OFFRD)				
1—Yes	54,404	52.4	54,404	52.4
2—No	49,409	47.6	103,813	100.0
Grade 03 Offered (G03OFFRD)				
1—Yes	54,412	52.4	54,412	52.4
2—No	49,401	47.6	103,813	100.0

See notes at end of table.

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

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
Grade 04 Offered (G04OFFRD)				
1—Yes	54,230	52.2	54,230	52.2
2—No	49,583	47.8	103,813	100.0
Grade 05 Offered (G05OFFRD)				
1—Yes	53,187	51.2	53,187	51.2
2—No	50,626	48.8	103,813	100.0
Grade 06 Offered (G06OFFRD)				
1—Yes	38,520	37.1	38,520	37.1
2—No	65,293	62.9	103,813	100.0
Grade 07 Offered (G07OFFRD)				
1—Yes	31,576	30.4	31,576	30.4
2—No	72,237	69.6	103,813	100.0
Grade 08 Offered (G08OFFRD)				
1—Yes	32,020	30.8	32,020	30.8
2—No	71,793	69.2	103,813	100.0
Grade 09 Offered (G09OFFRD)				
1—Yes	27,390	26.4	27,390	26.4
2—No	76,423	73.6	103,813	100.0
Grade 10 Offered (G10OFFRD)				
1—Yes	26,825	25.8	26,825	25.8
2—No	76,988	74.2	103,813	100.0
Grade 11 Offered (G11OFFRD)				
1—Yes	26,719	25.7	26,719	25.7
2—No	77,094	74.3	103,813	100.0
Grade 12 Offered (G12OFFRD)				
1—Yes	26,438	25.5	26,438	25.5
2—No	77,375	74.5	103,813	100.0
UG Grade Offered (UGOFFRD)				
1—Yes	8,347	8.0	8,347	8.0
2—No	95,466	92.0	103,813	100.0

See notes at end of table.

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

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
Title I School Status (TITLEISTAT)				
1—School is eligible for Title I Targeted Assistance (TAS) but provides no program	5,419	5.2	5,419	5.2
2—School is eligible for Title I Targeted Assistance (TAS) and provides TAS program	12,234	11.8	17,653	17.0
3—School is eligible for Title I Schoolwide program (SWP) and provides TAS program	5,230	5.0	22,883	22.0
4—School is eligible for Title I Schoolwide program (SWP) but provides no program	6,352	6.1	29,235	28.2
5—School is eligible for Title I Schoolwide program (SWP) and provides Title I Schoolwide program	38,877	37.5	68,112	65.6
6—School is not eligible for either Title I Targeted Assistance (TAS) or Schoolwide program	28,072	27.0	96,184	92.7
M—Missing	891	0.9	97,075	93.5
N—Not applicable	6,738	6.5	103,813	100.0

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary /Secondary School Universe Survey," 2010–11, 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 2010–11

State or jurisdiction	School type: Regular	Special education	Vocational education	Alternative	Charter	Magnet	Title I[1]	Title I schoolwide
Reporting states[2]	**88,929**	**2,206**	**1,485**	**6,197**	**5,274**	**2,722**	**66,646**	**48,990**
Alabama	1,372	41	72	115	†	30	924	897
Alaska	441	3	3	62	27	19	366	335
Arizona	1,950	21	217	77	519	—	1,764	1,224
Arkansas	1,069	4	26	11	40	38	810	710
California	8,526	147	86	1,365	908	282	6,028	4,878
Colorado	1,694	8	6	88	168	24	658	447
Connecticut	1,046	54	16	41	18	54	532	186
Delaware	183	19	6	6	19	3	171	155
District of Columbia	204	10	4	10	97	7	184	177
Florida	3,468	182	53	428	458	414	2,935	2,649
Georgia	2,265	66	1	117	67	78	1,566	1,399
Hawaii	285	3	0	1	31	†	205	183
Idaho	637	15	11	85	40	2	547	519
Illinois	4,012	146	53	150	50	104	3,272	1,575
Indiana	1,862	34	28	12	60	26	1,460	1,095
Iowa	1,390	6	0	40	7	†	978	519
Kansas	1,365	10	1	2	25	36	1,148	804
Kentucky	1,249	10	126	169	0	41	1,090	1,040
Louisiana	1,265	34	6	166	78	72	1,245	1,207
Maine	601	3	27	0	†	1	526	400
Maryland	1,322	40	24	63	44	90	412	312
Massachusetts	1,748	23	39	19	63	—	1,017	521
Michigan	3,257	279	62	279	300	464	2,836	1,672
Minnesota	1,641	277	11	463	176	73	854	284
Mississippi	925	3	90	65	0	20	877	837
Missouri	2,172	65	66	107	53	30	1,165	622
Montana	821	2	0	4	†	†	692	430
Nebraska	1,067	24	0	5	†	†	524	298
Nevada	598	12	1	34	34	24	374	328
New Hampshire	480	0	0	0	14	†	415	119
New Jersey	2,355	71	56	125	76	—	1,488	416
New Mexico	815	7	1	39	81	0	750	728
New York	4,576	124	29	28	170	118	4,418	2,535
North Carolina	2,449	30	1	87	99	106	2,044	1,909
North Dakota	468	33	10	5	†	†	303	93
Ohio	3,621	59	72	6	339	†	2,913	2,116
Oklahoma	1,775	4	0	6	18	†	1,191	1,049
Oregon	1,252	2	0	42	108	†	600	446
Pennsylvania	3,125	9	86	13	145	52	2,373	1,491
Rhode Island	297	3	11	6	16	†	232	129
South Carolina	1,144	10	39	21	44	104	1,000	942
South Dakota	658	11	4	37	†	†	601	350
Tennessee	1,730	15	17	22	29	32	1,480	1,398
Texas	7,635	26	0	1,071	561	219	6,802	6,508
Utah	875	87	6	48	78	24	288	224

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 2010–11—Continued

State or jurisdiction	School type				Charter	Magnet	Title I[1]	Title I schoolwide
	Regular	Special education	Vocational education	Alternative				
Vermont	304	0	15	1	†	†	243	183
Virginia	1,882	55	49	189	4	131	741	442
Washington	1,898	104	16	320	†	†	1,518	1,205
West Virginia	691	3	31	32	†	†	366	366
Wisconsin	2,131	9	7	91	207	4	1,535	547
Wyoming	333	3	0	24	3	†	185	91
Department of Defense schools, Bureau of Indian Education, and other jurisdictions								
Department of Defense (DoDEA)	191	0	0	0	0	0	—	—
Bureau of Indian Education	173	0	0	0	†	—	173	173
American Samoa	27	0	1	0	—	—	—	—
Guam	40	0	0	0	—	—	†	†
Commonwealth of the Northern Mariana Islands	30	0	0	0	†	†	0	†
Puerto Rico	1,411	24	30	8	†	†	1,456	1,371
U.S. Virgin Islands	31	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.

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Every school is assigned a school type based on its instructional emphasis. A school may be included under 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,” 2010–11, 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 2010–11

State or jurisdiction	Number of students							
	Regular	Special education	Vocational education	Alternative	Charter	Magnet	Title I[1]	Title I schoolwide
Reporting states[2]	**48,291,615**	**191,677**	**164,074**	**565,217**	**1,789,496**	**2,057,769**	**33,471,665**	**24,862,616**
Alabama	746,003	984	26	2,802	†	15,662	452,560	439,402
Alaska	113,484	585	786	17,249	5,751	6,951	74,829	66,954
Arizona	1,056,796	910	2,209	10,105	124,467	—	1,023,950	651,532
Arkansas	480,303	224	†	1,587	10,209	21,668	322,613	275,471
California	6,005,125	25,467	4,470	172,897	363,916	284,446	3,722,019	3,119,140
Colorado	827,731	1,064	778	13,291	74,685	10,638	239,656	183,487
Connecticut	543,392	2,712	10,643	3,165	5,139	22,982	251,815	88,169
Delaware	119,134	1,455	7,195	1,151	9,525	2,106	102,887	91,422
District of Columbia	67,967	1,436	1,083	777	26,910	2,843	62,745	59,242
Florida	2,581,668	17,894	3,983	39,737	155,227	447,497	2,160,615	1,892,529
Georgia	1,663,442	10,097	†	3,528	41,981	72,661	1,019,836	911,468
Hawaii	179,409	78	†	114	8,289	†	121,108	104,039
Idaho	270,907	112	†	4,840	15,330	1,017	205,701	191,085
Illinois	2,064,025	9,555	428	8,194	43,089	75,252	1,613,536	813,434
Indiana	1,045,416	612	†	1,204	22,472	12,942	784,111	584,149
Iowa	481,650	557	†	2,642	298	†	318,190	174,136
Kansas	479,451	486	1	136	4,618	14,629	362,109	268,299
Kentucky	665,064	597	†	7,467	†	36,931	566,112	530,013
Louisiana	658,227	997	†	36,548	29,199	40,542	594,172	566,860
Maine	183,427	50	†	†	†	103	152,922	106,282
Maryland	831,573	4,200	8,188	8,241	14,492	81,050	183,151	139,970
Massachusetts	911,866	4,730	35,384	3,583	28,422	—	494,068	256,257
Michigan	1,495,750	27,062	1,314	33,546	111,984	213,508	1,262,993	704,210
Minnesota	807,005	15,528	174	15,223	37,253	36,998	324,783	97,072
Mississippi	490,526	†	†	†	†	4,378	477,623	443,868
Missouri	908,337	3,921	4,504	1,877	20,076	14,630	400,420	222,448
Montana	141,577	34	†	82	†	†	113,661	68,959
Nebraska	297,911	589	†	†	†	†	138,568	73,886
Nevada	432,471	839	236	3,603	14,074	35,672	256,960	224,845
New Hampshire	194,001	†	†	†	983	†	165,115	35,757
New Jersey	1,319,636	6,580	24,548	2,051	24,591	—	800,173	248,241
New Mexico	331,126	681	281	3,917	15,290	†	293,324	282,323
New York	2,668,188	25,284	35,073	6,410	54,443	73,101	2,614,438	1,454,547
North Carolina	1,478,603	2,739	277	6,702	42,141	69,500	1,102,689	1,009,791
North Dakota	93,691	17	†	565	†	†	49,682	15,836
Ohio	1,745,614	5,641	905	886	97,537	†	1,317,787	909,015
Oklahoma	658,502	254	†	1,072	6,585	†	431,449	369,670
Oregon	547,851	132	†	5,634	20,372	†	220,645	171,333
Pennsylvania	1,743,583	1,134	18,344	798	90,613	26,478	1,243,690	742,229
Rhode Island	139,261	146	1,783	1,385	3,971	†	117,125	59,489
South Carolina	723,328	813	†	770	16,390	79,630	599,310	544,065
South Dakota	123,650	236	22	1,975	†	†	91,064	45,757
Tennessee	984,153	1,796	18	1,455	6,517	18,337	801,374	737,028
Texas	4,856,643	1,970	†	76,860	165,326	191,597	3,897,469	3,689,658
Utah	574,798	6,194	4	4,556	39,862	11,100	138,502	105,139

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 2010–11—Continued

State or jurisdiction	Number of students							
	Regular	Special education	Vocational education	Alternative	Charter	Magnet	Title I[1]	Title I schoolwide
Vermont	85,131	†	†	13	†	†	61,613	44,713
Virginia	1,247,696	377	†	2,133	348	131,339	334,691	198,558
Washington	990,425	4,553	679	47,815	†	†	679,354	526,328
West Virginia	281,823	142	12	902	†	†	107,119	107,119
Wisconsin	866,602	206	726	4,630	36,863	1,581	559,884	196,745
Wyoming	87,673	7	†	1,099	258	†	41,455	20,647
Department of Defense schools, Bureau of Indian Education, and other jurisdictions								
Department of Defense (DoDEA)	—	—	—	—	—	—	—	—
Bureau of Indian Education	41,962	†	†	†	†	—	41,962	41,962
American Samoa	—	—	—	—	—	—	—	—
Guam	31,618	†	†	†	—	—	†	†
Commonwealth of the Northern Mariana Islands	11,105	†	†	†	†	†	0	†
Puerto Rico	454,120	2,316	16,950	349	†	†	472,235	442,844
U.S. Virgin Islands	15,495	†	†	†	†	1,399	—	—

— Not available.

† Not applicable. Membership reported as not applicable or 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 1 and Title 1 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.

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Every school is assigned a school type based on its instructional emphasis. A school may be included under 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,” 2010-11, 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 2010–11

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]	**42,008,487**	**15.2**	**20,552,231**	**15.4**	**8,367,226**	**15.2**	**11,818,495**	**15.0**	**1,270,535**	**13.9**
Alabama	736,067	15.1	329,187	14.6	137,239	15.4	202,953	16.1	66,688	14.4
Alaska	113,484	13.7	51,338	15.4	16,542	15.3	28,845	15.4	16,759	10.1
Arizona	930,948	18.6	514,830	18.4	136,850	19.1	269,907	20.2	9,361	17.0
Arkansas	480,303	14.0	230,879	15.0	102,542	13.9	133,559	11.5	13,323	14.3
California	—	—	—	—	—	—	—	—	—	—
Colorado	827,306	16.8	425,404	16.9	142,621	16.6	217,296	17.1	41,985	16.3
Connecticut	543,008	13.4	264,742	13.9	115,585	12.6	155,814	12.9	6,867	12.3
Delaware	119,134	15.5	59,327	15.2	27,630	16.0	29,836	15.7	2,341	14.8
District of Columbia	65,181	11.9	39,389	11.9	8,305	12.7	13,367	11.7	4,120	10.3
Florida	2,573,238	15.1	1,276,919	14.4	513,435	17.2	716,413	18.7	66,471	15.8
Georgia	1,663,086	15.0	814,571	14.8	372,182	15.1	456,731	16.1	19,602	13.9
Hawaii	179,409	15.7	92,726	15.9	28,758	15.8	51,212	15.8	6,713	13.1
Idaho	269,088	17.3	126,714	18.5	55,911	16.7	69,803	15.4	16,660	16.2
Illinois	2,063,494	16.2	1,060,295	16.8	364,098	15.2	602,665	15.2	36,436	14.1
Indiana	1,044,329	18.2	488,220	18.5	209,301	18.3	317,521	17.7	29,287	16.6
Iowa	481,650	14.2	229,312	14.5	99,698	15.0	140,215	12.8	12,425	12.3
Kansas	478,369	13.7	237,438	14.4	92,865	13.2	140,609	12.5	7,457	10.9
Kentucky	663,123	16.0	336,720	15.9	130,963	16.1	184,278	16.6	11,162	13.5
Louisiana	658,001	14.6	333,645	14.6	121,615	14.8	157,928	14.7	44,813	13.3
Maine	183,356	11.9	86,448	12.1	39,343	11.9	55,299	12.1	2,266	8.8
Maryland	831,470	15.0	418,836	15.0	160,840	14.6	245,606	16.0	6,188	12.7
Massachusetts	911,839	14.2	438,993	14.9	199,136	13.5	253,540	13.3	20,170	12.8
Michigan	1,489,102	18.3	679,681	17.8	307,027	18.7	448,063	19.8	54,331	16.5
Minnesota	807,000	15.7	383,431	15.4	148,615	16.9	256,094	15.7	18,860	14.1
Mississippi	490,526	16.1	223,174	16.9	100,920	14.7	134,913	15.7	31,519	15.5
Missouri	908,337	13.9	439,447	13.9	180,761	14.5	264,027	13.4	24,102	13.1
Montana	141,577	11.7	69,547	12.3	28,921	12.2	43,109	9.9	†	†
Nebraska	297,901	12.7	152,759	13.4	48,847	13.1	96,295	10.5	†	†
Nevada	430,645	18.7	206,665	17.9	92,470	21.2	123,484	21.6	8,026	14.9
New Hampshire	193,930	12.0	87,180	12.1	43,913	11.5	62,320	12.3	517	7.5
New Jersey	1,319,340	14.8	661,250	15.1	265,452	14.3	372,493	14.1	20,145	12.3
New Mexico	330,550	14.8	166,059	14.9	67,204	14.7	89,661	14.3	7,626	14.5
New York	2,667,868	13.1	1,270,675	12.9	502,494	13.0	765,591	14.0	129,108	12.7
North Carolina	1,478,425	15.3	714,086	15.1	318,662	15.6	412,283	15.8	33,394	14.9
North Dakota	93,691	10.8	47,457	11.0	14,849	12.9	29,911	9.5	1,474	12.4
Ohio	1,742,017	17.5	791,562	18.4	358,320	16.7	509,254	16.3	82,881	17.7
Oklahoma	658,502	15.5	354,050	16.3	126,355	15.3	163,513	13.3	14,584	17.7
Oregon	547,542	20.3	260,477	20.4	107,979	20.3	165,331	20.2	13,755	14.4
Pennsylvania	1,743,503	14.2	800,389	14.5	331,259	13.5	526,497	14.0	85,358	14.1
Rhode Island	139,011	13.2	63,873	13.8	31,918	12.6	42,533	12.4	687	8.3
South Carolina	723,138	16.2	351,040	16.0	155,353	16.2	200,603	16.6	16,142	14.9
South Dakota	123,613	11.9	61,005	11.8	26,612	13.4	35,996	11.3	†	†
Tennessee	981,163	15.1	489,554	14.7	181,948	16.1	269,324	15.9	40,337	14.8
Texas	4,848,974	14.8	2,414,126	15.4	1,064,594	14.3	1,210,074	12.7	160,180	11.7
Utah	572,976	23.7	310,790	24.1	108,776	23.8	124,259	22.9	29,151	23.3

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 2010–11—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	85,131	10.6	46,204	10.8	8,062	10.4	26,097	10.4	4,768	9.6
Virginia	1,247,696	17.3	605,877	16.9	253,653	17.4	376,824	18.4	11,342	17.3
Washington	984,561	19.2	478,751	18.8	205,783	19.7	286,320	20.3	13,707	13.3
West Virginia	281,823	14.1	141,209	14.3	55,126	13.9	80,940	14.3	4,548	12.6
Wisconsin	864,062	14.7	425,980	14.8	155,894	14.4	259,289	14.7	22,899	13.3
Wyoming	—	—	—	—	—	—	—	—	—	—
Department of Defense schools, Bureau of Indian Education, and other jurisdictions										
Department of Defense (DoDEA)	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Mariana Islands	11,105	17.0	5,805	17.0	1,756	18.1	3,491	18.6	53	17.7
Puerto Rico	454,120	12.8	213,121	12.4	86,140	13.7	87,610	14.8	67,249	12.5
U.S. Virgin Islands	15,495	11.3	7,773	11.9	2,545	10.0	4,944	11.3	233	6.7

— Not available.

† Not applicable.

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

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Every school is assigned a school type based on its instructional emphasis. 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," 2010-11, 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 2010–11

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]	**88,088**	**548.2**	**52,283**	**453.2**	**16,350**	**575.6**	**16,006**	**846.4**	**3,449**	**476.0**
Alabama	1,340	556.7	696	477.1	258	531.9	271	751.7	115	634.7
Alaska	441	257.3	166	309.3	36	459.5	48	600.9	191	87.7
Arizona	1,896	557.4	1,128	505.7	249	567.7	405	743.8	114	383.4
Arkansas	1,068	449.7	551	419.0	219	468.2	274	487.4	24	555.1
California	8,504	706.2	5,633	534.5	1,299	779.5	1,136	1462.5	436	734.2
Colorado	1,694	488.6	1,035	411.4	290	491.8	287	757.1	82	512.1
Connecticut	1,034	525.5	650	407.7	199	581.1	167	933.2	18	384.4
Delaware	183	651.0	112	529.7	39	708.5	27	1105.0	5	468.2
District of Columbia	197	345.0	134	311.4	27	307.6	26	515.6	10	453.1
Florida	3,291	784.5	2,058	622.5	590	870.8	468	1533.8	175	394.7
Georgia	2,259	736.4	1,321	616.6	493	754.9	392	1165.5	53	373.2
Hawaii	285	629.5	181	512.3	39	737.4	39	1313.1	26	258.2
Idaho	629	430.7	351	362.7	113	495.8	121	582.4	44	388.9
Illinois	3,998	516.3	2,520	420.9	771	472.3	647	931.6	60	607.5
Indiana	1,846	566.3	1,112	439.7	343	610.8	336	945.2	55	535.0
Iowa	1,382	348.5	743	308.6	287	347.4	306	458.2	46	270.1
Kansas	1,364	351.5	755	314.9	249	373.0	327	432.0	33	228.1
Kentucky	1,240	536.3	763	443.1	232	565.3	216	854.6	29	386.8
Louisiana	1,264	520.7	716	466.0	242	502.5	212	746.0	94	476.7
Maine	601	305.2	371	233.2	109	360.9	110	502.7	11	206.0
Maryland	1,322	629.0	891	470.2	229	702.4	187	1313.4	15	412.5
Massachusetts	1,748	521.7	1,095	400.9	336	592.7	283	895.9	34	593.8
Michigan	3,120	479.4	1,766	386.4	583	528.2	621	724.8	150	369.3
Minnesota	1,622	497.5	902	425.1	246	604.1	423	605.4	51	369.8
Mississippi	902	543.8	453	492.7	193	522.9	200	674.6	56	562.8
Missouri	2,154	421.7	1,235	355.8	380	475.7	486	543.3	53	454.8
Montana	821	172.4	424	164.0	229	126.3	168	256.6	†	†
Nebraska	1,011	294.7	609	250.9	127	384.6	275	350.2	†	†
Nevada	597	724.4	376	550.8	110	847.8	98	1260.0	13	663.6
New Hampshire	478	405.9	292	298.7	97	452.7	87	716.8	2	258.5
New Jersey	2,342	563.5	1,534	431.1	444	597.9	332	1122.0	32	637.1
New Mexico	813	407.3	459	362.2	172	391.3	157	572.0	25	311.1
New York[2]	4,571	583.7	2,539	500.5	850	591.4	890	860.2	292	442.5
North Carolina	2,423	610.2	1,403	509.0	488	653.1	464	888.6	68	492.6
North Dakota	464	201.9	268	177.1	38	390.8	156	191.7	2	737.0
Ohio	3,616	482.7	1,958	405.0	726	494.6	783	651.6	149	558.8
Oklahoma	1,773	371.4	964	367.3	332	380.6	455	359.4	22	662.9
Oregon	1,250	438.3	734	354.9	210	514.2	245	675.9	61	226.0
Pennsylvania	3,111	560.5	1,840	435.0	549	603.4	608	866.1	114	748.8
Rhode Island	294	473.7	187	341.7	58	550.9	46	926.9	3	256.0
South Carolina	1,142	633.4	663	529.6	257	604.5	197	1018.7	25	647.0
South Dakota	656	188.5	334	182.6	162	164.3	160	225.2	†	†
Tennessee	1,703	577.9	1,019	482.1	309	591.3	294	918.0	81	498.0
Texas	7,588	640.0	4,362	554.4	1,714	621.7	1,150	1053.8	362	444.3
Utah	864	665.3	551	565.4	134	811.8	134	927.3	45	672.2

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 2010–11—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	304	280.0	217	212.9	26	310.1	45	579.9	16	298.0
Virginia	1,864	669.4	1,192	508.3	346	733.1	308	1223.5	18	630.1
Washington	1,871	529.4	1,148	420.1	359	574.5	315	914.5	49	282.6
West Virginia	690	408.4	448	315.2	119	463.2	109	742.6	14	324.9
Wisconsin	2,127	407.4	1,231	347.8	375	415.7	454	571.2	67	348.1
Wyoming	331	264.9	193	221.6	68	293.4	61	385.5	9	160.1
Department of Defense schools, Bureau of Indian Education, and other jurisdictions										
Department of Defense (DoDEA)	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	173	242.6	104	204.1	5	170.2	17	329.2	47	304.1
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	40	790	27	516	8	905	5	2,088	†	†
Commonwealth of the Northern Mariana Islands	30	370.2	21	276.4	3	585.3	5	698.2	1	53.0
Puerto Rico	1,411	321.8	842	253.1	231	372.9	163	537.5	175	384.3
U.S. Virgin Islands	31	499.8	20	388.7	6	424.2	4	1236.0	1	233.0

— 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.

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Every school is assigned a school type based on its instructional emphasis. 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," 2010–11, 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 2010–11

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]	**12,939**	**15.3**	**5,474**	**6.5**	**6,530**	**7.5**	**21,846**	**29.0**	**2,731**	**3.2**	**1,807**	**2.0**
Alabama	†	†	196	13.6	110	8.4	112	10.7	43	4.0	36	2.4
Alaska	80	31.4	†	†	13	3.7	†	†	†	†	11	4.5
Arizona	740	36.5	141	8.8	74	3.5	247	14.7	†	†	38	2.1
Arkansas	†	†	61	5.8	159	20.1	60	7.4	17	1.9	5	0.5
California	2,211	24.3	906	10.4	837	9.1	2,760	31.9	422	4.5	274	2.7
Colorado	337	22.2	75	4.5	103	6.9	384	27.4	23	1.1	61	4.2
Connecticut	†	†	170	14.7	148	13.1	469	43.7	114	10.4	†	†
Delaware	†	†	†	†	36	13.0	75	40.3	†	†	13	6.6
District of Columbia	216	100.0	†	†	†	†	†	†	†	†	†	†
Florida	344	7.5	282	6.7	455	10.4	1,440	42.1	272	7.4	68	1.3
Georgia	111	3.0	149	5.0	140	5.6	696	36.1	28	1.0	53	2.2
Hawaii	63	19.8	†	†	†	†	76	36.7	26	6.7	†	†
Idaho	†	†	59	11.3	93	16.4	35	7.8	†	†	41	7.9
Illinois	639	19.4	210	6.1	231	5.7	1,370	38.8	127	3.4	73	1.6
Indiana	233	14.3	63	3.5	174	10.7	309	20.5	31	1.9	26	1.4
Iowa	†	†	97	10.5	145	16.2	55	6.6	18	1.4	9	1.0
Kansas	91	9.9	125	13.0	17	1.7	111	12.8	9	1.0	2	0.1
Kentucky	195	16.7	†	†	56	3.7	128	11.0	23	1.6	21	1.6
Louisiana	92	5.7	178	14.1	123	8.8	145	11.7	74	6.6	52	4.8
Maine	†	†	†	†	49	12.6	†	†	34	8.2	23	4.1
Maryland	193	9.9	†	†	93	7.3	661	49.8	79	6.4	54	4.0
Massachusetts	147	6.5	113	6.5	142	8.3	1,041	60.5	94	4.8	2	0.1
Michigan	227	6.7	220	5.6	367	11.5	959	33.2	134	4.0	116	3.4
Minnesota	264	10.9	35	1.6	147	8.5	465	28.1	13	0.6	15	0.8
Mississippi	†	†	54	5.6	44	4.7	33	5.1	21	2.6	11	1.1
Missouri	227	10.2	69	3.6	65	3.6	429	27.6	20	1.1	29	1.7
Montana	†	†	28	10.0	33	12.4	†	†	4	1.0	8	2.0
Nebraska	181	33.7	†	†	†	†	57	10.9	6	1.0	†	†
Nevada	114	20.5	90	14.2	31	4.7	153	32.0	†	†	†	†
New Hampshire	†	†	21	8.1	18	6.3	28	7.5	42	15.1	36	9.1
New Jersey	90	3.1	†	†	119	4.0	1,912	77.6	48	2.0	32	1.4
New Mexico	146	22.4	†	†	60	9.9	56	9.2	9	1.2	9	1.3
New York	1,743	39.1	108	2.2	176	3.6	1,362	32.9	47	0.9	52	1.3
North Carolina	256	11.7	227	8.7	140	5.2	136	7.9	149	5.9	25	1.0
North Dakota	†	†	20	11	35	16.4	†	†	8	5.7	6	3.1

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 2010–11—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	527	12.5	114	2.5	197	4.8	1,076	35.7	68	1.7	91	2.3
Oklahoma	228	19.3	†	†	32	2.1	163	17.4	2	0.1	24	2.2
Oregon	121	10.9	89	8.8	113	12.3	185	18.9	53	4.5	8	0.7
Pennsylvania	406	12.8	50	1.8	141	5.0	1,065	38.3	111	4.0	103	3.4
Rhode Island	†	†	55	17.6	46	14.4	155	53.0	†	†	†	†
South Carolina	†	†	62	4.6	129	12.6	179	18.3	41	3.5	27	2.7
South Dakota	†	†	48	16.3	25	9.4	†	†	†	†	2	0.7
Tennessee	316	17.3	121	6.9	84	5.1	163	12.9	31	1.9	31	1.6
Texas	2,016	26.5	646	8.2	466	6.2	1,363	21.8	109	1.3	99	1.3
Utah	†	†	70	7.0	101	9.7	400	50.0	†	†	25	2.5
Vermont	†	†	†	†	14	7.1	†	†	18	8.9	†	†
Virginia	80	5.7	220	11.3	132	6.0	522	35.3	29	1.4	47	2.6
Washington	103	4.7	217	11.1	243	13.1	594	31.9	150	7.3	45	1.8
West Virginia	†	†	†	†	86	13.3	†	†	73	11.7	26	4.6
Wisconsin	202	10.1	85	4.7	240	12.7	217	13.5	111	6.7	74	3.8
Wyoming	†	†	†	†	48	23.3	†	†	†	†	4	1.3
Department of Defense schools, Bureau of Indian Education, and other jurisdictions												
Department of Defense (DoDEA)	—	—	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	1	1	1	1	2	2	2	2	1	0	2	1
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—
Guam	†	†	†	†	†	†	†	†	†	†	†	†
Commonwealth of the Northern Mariana Islands	†	†	†	†	†	†	†	†	†	†	23	90
Puerto Rico	130	8.3	28	1.9	86	5.8	638	45.9	167	11.3	75	5.3
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 2010–11—Continued

	Town						Rural					
	Fringe		Distant		Remote		Fringe		Distant		Remote	
State or jurisdiction	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]	**1,841**	**1.9**	**6,645**	**6.2**	**4,587**	**3.7**	**12,728**	**15.1**	**11,258**	**7.0**	**6,797**	**2.3**
Alabama	29	2.8	135	9.2	33	2.2	257	21.9	316	19.4	107	5.4
Alaska	†	†	31	10.7	59	12.5	39	15.0	24	3.9	251	18.4
Arizona	30	1.4	68	2.3	170	6.3	283	16.9	136	5.7	121	1.9
Arkansas	25	2.8	100	10.8	84	8.2	216	21.7	216	13.9	139	6.9
California	239	2.2	467	3.3	160	0.7	934	9.1	416	1.3	246	0.3
Colorado	37	2.6	41	2.0	144	5.7	216	16.1	132	3.7	241	3.7
Connecticut	48	3.4	8	0.6	†	†	157	13.1	23	1.0	†	†
Delaware	8	3.7	26	11.7	†	†	35	19.7	11	5.0	†	†
District of Columbia	†	†	†	†	†	†	†	†	†	†	†	†
Florida	38	0.7	186	3.7	52	0.8	561	16.5	164	2.6	21	0.3
Georgia	38	1.7	171	6.7	62	2.2	564	26.6	257	8.4	54	1.5
Hawaii	†	†	8	2.6	69	23.6	25	6.9	13	2.6	8	1.2
Idaho	15	2.1	59	7.2	78	11.9	115	21.7	97	7.7	111	5.9
Illinois	66	1.4	308	5.1	225	3.9	362	8.6	559	5.1	99	0.9
Indiana	44	2.3	260	13.0	16	0.7	344	18.9	354	12.7	12	0.4
Iowa	13	1.5	138	10.7	192	14.3	133	11.7	401	17.3	224	8.9
Kansas	21	1.9	119	9.2	200	15.9	154	15.9	208	8.8	320	9.7
Kentucky	20	1.8	159	11.5	126	8.8	272	21.3	281	15.4	124	6.6
Louisiana	21	1.5	223	13.5	47	2.8	228	16.7	204	11.2	62	2.6
Maine	9	2.1	41	9.3	37	6.8	106	21.8	203	26.7	102	8.4
Maryland	34	2.4	37	2.6	†	†	181	13.5	79	4.2	1	#
Massachusetts	25	1.1	28	0.9	†	†	188	10.5	44	0.9	†	†
Michigan	106	2.8	216	5.6	160	3.5	464	12.4	458	8.7	171	2.5
Minnesota	66	3.3	188	7.8	221	8.8	224	14.4	247	7.8	319	7.3
Mississippi	10	1.6	55	6.4	197	21.1	156	22.5	224	21.6	97	7.9
Missouri	31	2.0	182	9.0	178	8.7	272	14.8	451	10.8	322	6.8
Montana	4	1.3	†	†	130	34.4	44	8.1	132	10.5	443	20.2
Nebraska	7	1.2	37	4.6	154	18.2	72	8.4	139	8.2	362	13.7
Nevada	8	0.9	19	2.1	42	4.2	94	18.7	18	1.4	73	1.3
New Hampshire	6	1.1	47	10.7	29	4.6	97	19.6	114	14.3	40	3.5
New Jersey	58	1.7	10	0.3	†	†	249	9.4	26	0.7	†	†
New Mexico	9	1.3	32	3.9	187	21.1	123	19.6	54	3.4	169	6.6
New York	107	2.1	236	4.0	82	1.4	332	6.5	405	5.5	61	0.6
North Carolina	47	2.1	284	9.5	28	0.9	657	29.8	484	14.9	79	1.8
North Dakota	†	†	3	0.4	60	20.5	21	7.1	60	8.3	257	27.7

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 2010–11—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	123	3.2	402	10.3	15	0.4	530	16.0	538	10.4	5	0.1
Oklahoma	15	1.1	194	12.8	161	9.6	207	12.5	444	15.4	313	7.6
Oregon	71	6.3	132	10.8	135	8.9	150	10.3	124	4.9	112	2.6
Pennsylvania	94	2.8	276	8.6	43	1.1	489	14.5	339	7.1	36	0.6
Rhode Island	6	1.6	†	†	†	†	37	11.3	6	2.1	†	†
South Carolina	22	1.9	138	10.6	23	1.5	307	31.3	215	12.4	12	0.6
South Dakota	8	3.6	18	4.4	73	20.4	31	9.1	110	10.3	385	25.6
Tennessee	17	0.8	188	10.2	56	3.4	364	24.5	317	13.3	51	1.9
Texas	114	1.2	619	5.6	443	3.8	1,309	17.2	905	5.3	470	1.7
Utah	11	1.1	66	7.3	57	4.4	106	12.6	41	2.6	101	2.9
Vermont	†	†	22	12.2	26	13.4	51	19.9	122	27.6	52	10.8
Virginia	11	0.5	127	5.5	27	1.1	331	19.0	293	9.9	63	1.9
Washington	58	2.5	145	6.1	102	4.0	259	11.2	199	4.3	137	1.9
West Virginia	6	0.9	91	15.1	49	7.3	130	20.9	199	19.9	66	6.3
Wisconsin	66	3.7	305	14.7	51	1.8	220	11.5	427	11.4	222	5.3
Wyoming	†	†	†	†	104	40.6	32	11.5	29	5.1	136	18.1
Department of Defense schools, Bureau of Indian Education, and other jurisdictions												
Department of Defense (DoDEA)	—	—	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	†	†	3	1	9	7	24	13	26	16	102	56
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—
Guam	†	†	†	†	†	†	†	†	†	†	†	†
Commonwealth of the Northern Mariana Islands	†	†	1	2	†	†	2	3	†	†	4	5
Puerto Rico	53	3.8	†	†	†	†	284	17.6	2	0.0	†	†
U.S. Virgin Islands	†	†	†	†	28	92.8	2	6.5	1	0.7	†	†

— Not available.

† Not applicable.

Rounds to zero.

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

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. 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," 2010–11, Version 1a.

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

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

Agency Charter Status

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

Alternative Education School

A public elementary/secondary school that (1) addresses needs of students that typically cannot be met in a regular school, (2) provides nontraditional education, (3) serves as an adjunct to a regular school, or (4) falls outside the categories of regular, special education, or vocational education.

American Indian/Alaska Native

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment (OMB directive, 1977, 1997).

American National Standards Institute (ANSI) Code

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

Asian

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

Asian/Pacific Islander

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, Vietnam, Guam, the Philippine Islands, Samoa, and other Pacific Islands (OMB directive, 1977).

Black or African American

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

Boundary Change

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

Charter School

A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school.

City Locale

See “Locale, Urban-Centric.”

Classroom Teacher

See “Teacher.”

Combined Statistical Area (CSA)

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

Congressional District Code

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

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

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

Core Based Statistical Area (CBSA)

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

County Name, Local Education Agency (LEA) File

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

County Name, School File

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

County Number

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

Diploma Recipient

A student who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance.) (See also "Graduate, High School.")

Diploma, High School

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

District Locale Code, Metro-Centric

See "District Locale, Metro-Centric."

District Locale Code, Urban-Centric

See "District Locale, Urban-Centric."

District Locale, Metro-Centric

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

District Locale, Urban-Centric

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

Dropout

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

Education Agency

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

Elementary

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

Elementary Teacher

Teacher of a group or class that is within a general level of instruction classified by state and local practice as elementary. Preschool or kindergarten are included only if it is an integral part of an elementary school or a regularly established school system.

English Language Learner (ELL)

"English language learner (ELL)" was formerly referred to as "limited English proficient (LEP)." Refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also, ELL students are individuals who were not born in the United States or whose native languages are languages other than English; individuals who are migratory, whose native language are languages other than English, and who come from environments where a language other than English is dominant; individuals who are Native Americans or Alaska Natives, or native residents of the outlying areas and who come from environments where languages other than English have a significant impact on their level of English language proficiency; and individuals who have sufficient difficulties in speaking, reading, writing, or understanding the English language to deny such individuals the ability to meet the State's proficient level or achievement on State assessments, or the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. Item was first collected in 1998–99.

Federally-Operated Education Agency

A federally operated agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services.

Free Lunch Eligible Student

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

Full-time Equivalency (FTE)

The amount of time required to perform an assignment stated as a proportion of a full-time position and computed by dividing the amount of time employed by the time normally required for a full-time position.

General Educational Development (GED) Test

A comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate through achievement of satisfactory scores.

Grade Span Offered

The span of grades intended to be served by a school or agency, whether or not there are students currently enrolled in all grades. If a high school also has a prekindergarten program, the grade span of the high school is reported as a high school, not as a PK–12 school. Also, the ungraded designation (UG) cannot be used in a grade span unless the whole school consists of ungraded students, and in this case the grade span is reported as UGUG. "Grade span" was calculated from school membership through 1997–98 and first collected as a separate item in 1998–99.

Graduate, High School

A student who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance). (See also, "Diploma Recipient.")

Guidance Counselor/Director

Professional staff assigned specific duties and school time for counseling students and parents, addressing learning problems, evaluating student abilities, and assisting students in career and personal development. The state applies its own standards in apportioning the aggregate of guidance counselors/directors into the elementary and secondary level components.

Head Start Program

A federally funded program that provides comprehensive educational, social, health, and nutritional services to low-income preschool children and their families, and children from ages 3 to school entry age (i.e., the age of compulsory school attendance). Head Start students and teachers are reported on the CCD only when the program is administered by a local education agency.

High School Completion Count

A count of diploma recipients and other high school completers. Does not include high school equivalency recipients.

High School Equivalency Certificate

A formal document certifying that an individual met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination, and meeting other performance requirements (if any) set by a state education agency or other appropriate body.

High School Equivalency Recipient

Individual who received a high school equivalency certificate during the previous school year or subsequent summer. The CCD reports only equivalency recipients who are 19 years of age or younger. Item was last reported on the Local Education Agency Survey in 1990–91, but was collected by the State Nonfiscal Survey through 2002–03. Beginning with the 2003–04 collection, the item was replaced by the number of individuals age 19 or younger who passed the GED examination, as reported by the GED Testing Service.

High School Graduate, Other Programs

A student who received a high school diploma, equivalency diploma, or other completion credential during the previous school year or subsequent summer school; the credential is based upon completion of other than the standard high school requirements or is achieved through nontraditional means. Term was last used in 1986–87. See "Other Diploma Recipient," "High School Equivalency Recipient," and "Other High School Completer."

High School Graduate, Regular Day School

A student who received a high school diploma during the previous school year or subsequent summer school; the diploma is based upon completion of high school requirements through traditional means. Term was last used in 1986–87. See "Regular Diploma Recipient."

Hispanic

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race (OMB directive, 1977, 1997).

Individualized Educational Program (IEP)

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

Instructional Aide

Staff assigned to assist a teacher with routine activities associated with teaching (i.e., activities requiring minor decisions regarding students), such as monitoring, conducting rote exercises, operating equipment, and clerking. Includes only paid staff, and excludes volunteer aides.

Instructional Coordinator and Supervisor

Staff supervising instructional programs at the school district or subdistrict level, including supervisors of educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and supervisory staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

Kindergarten

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

Kindergarten Teacher

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

Large City Locale

See "Locale, Metro-Centric."

Large Town Locale

See "Locale, Metro-Centric."

Latitude

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

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

Librarian or Media Specialist

A professional staff member or supervisor assigned specific duties and school time for professional library services activities. These include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers, and instructional staff; and guiding individuals in the use of library books and material maintained separately or as a part of an instructional materials center.

Library and Media Support Staff

Staff member who renders other professional library and media services; also includes library aides and those involved in library/media support. Duties include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials maintained separately or as part of an instructional materials center. Also include activities in the audiovisual center, TV studio, related work-study areas, and services provided by audiovisual personnel.

Limited-English Proficient (LEP)

See "English Language Learner (ELL)."

Local Education Agency (LEA)

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

Local Education Agency (LEA) Administrative Support Staff

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

Local Education Agency (LEA) Administrator

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

Local Education Agency ID

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

Local Education Agency Type

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

Locale Code, Metro-Centric

See “Locale, Metro-Centric.”

Locale Code, Urban-Centric

See “Locale, Urban-Centric.”

Locale, Metro-Centric

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

The locale code categories are defined below.

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

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

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

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

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

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

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

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

Locale, Urban-Centric

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

The locale code categories are defined below.

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

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

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

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

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

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

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

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

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

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

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

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

Longitude

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

Magnet School or Program

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

Media Specialist

See "Library and Media Support Staff."

Membership

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

Metropolitan Statistical Area (MSA)

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

Metropolitan Status (Metro Status)

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

Micropolitan Statistical Area

A core based statistical area associated with at least one urban cluster that has a population of at least 10,000 but less than 50,000. The micropolitan statistical area comprises the central county or counties that contain the core, plus

adjacent outlying counties having a high degree of social and economic integration with the central county as measured through commuting.

Midsize City Locale

See “Locale, Metro-Centric.”

Migrant Student

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

Native Hawaiian or Other Pacific Islander

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

Officials and Administrators

See “Local Education Agency Administrator.”

Operational Status, Agency

Classification of the operational conditions or changes in an education agency’s boundaries or jurisdiction. Classifications include currently operational; closed; new; added; changed boundry; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years; and reopened. Prior to 1998–99, the term “Boundary Change” was used.

Operational Status, School

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

Other Diploma Recipient

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

Other High School Completer

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

Other Support Staff

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

Prekindergarten Student

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

Prekindergarten Teacher

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

Public School

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

Reduced-Price-Lunch Eligible Student

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

Regional Education Service Agency

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

Regular Diploma Recipient

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

Regular School

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

Reportable Program

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

Rural Locale

See "Locale, Urban-Centric."

Rural, Inside CBSA

See "Locale, Metro-Centric."

Rural, Outside CBSA

See "Locale, Metro-Centric."

School

An institution that provides educational services and:

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

School Administrative Support Staff

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

School Administrator

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

School District

An education agency or administrative unit that operates under a public board of education. Also referred to as a Local Education Agency (LEA).

School Identification (ID) Number

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

School Type

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

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

Schoolwide Title I Eligible School

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

Secondary

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

Secondary Teacher

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

Shared Time School

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

Small Town Locale

See "Locale, Metro-Centric."

Special Education School

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

State Education Agency (SEA)

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

State, Federal, and Other Agencies

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

State-Operated Agency

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

Student

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

Student Support Services Staff

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

Suburb Locale

See "Locale, Urban-Centric."

Supervisory Union

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

Teacher

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

Teacher of Ungraded Class

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

Title I Eligible School

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

Town Locale

See “Locale, Urban-Centric.”

Two or More Races

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

Ungraded Student

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

Urban Fringe of a Large City Locale

See “Locale, Metro-Centric.”

Urbanized Area

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

Vocational Education School

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

White

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (OMB directive, 1977, 1997).

Appendix D – State Notes for the Common Core of Data: School Year 2010-11

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

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

See notes at end of table.

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

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

See notes at end of table.

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

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

See notes at end of table.

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

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

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

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

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

See notes at end of table.

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

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

See notes at end of table.

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

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

See notes at end of table.

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

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

See notes at end of table.

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

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

See notes at end of table.

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

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

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

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

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

See notes at end of table.

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

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

See notes at end of table.

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

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

See notes at end of table.

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

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

See notes at end of table.

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

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

See notes at end of table.

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

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

See notes at end of table.

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

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

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

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

Alabama
None.

Alaska
None.

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

Arkansas
None.

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

Colorado
None.

Connecticut
None.

Delaware
None.

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

Florida
None.

Georgia
None.

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

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

Illinois
None.

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

Iowa
None.

Kansas
None.

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

Louisiana
None.

Maine
None.

Maryland
None.

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

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

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

Minnesota
None.

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

Missouri
None.

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

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

Nevada
None.

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

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

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

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

New Mexico
None.

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

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

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

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

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

North Carolina

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

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

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

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

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

Oklahoma
None.

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

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

Rhode Island
None.

South Carolina
None.

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

Tennessee
None.

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

Utah
None.

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

Virginia
None.

Washington
None.

West Virginia
None.

Wisconsin
None.

Wyoming
None.

Bureau of Indian Education (BIE)
None.

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

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

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

Commonwealth of the Northern Mariana Islands
None.

Puerto Rico
None.

U.S. Virgin Islands
None.

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