

# Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2009–10

Version Provisional 2a

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August 2012

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## **I. Introduction to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2009–10, Version Provisional 2a**

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 (DoD) dependents schools (overseas and domestic), and the Bureau of Indian Education (BIE). In order to provide data comparable across states, NCES and representatives of SEAs have worked since the 1950s to develop and accept common data items and definitions. SEAs report school-, agency-, and state-level education data for the CCD through the U.S. Department of Education’s *EDFacts* collection system. CCD survey staff<sup>1</sup> edits the data to produce a clean data file, which NCES uses to construct general-purpose publications and specialized reports. The principal users of CCD nonfiscal data are the federal government; the education research community; state and local government officials, including school boards and LEA administrators; and the general public.

The purpose of the CCD nonfiscal surveys is to provide a listing of all schools (101,822 in 2009–10) and agencies (18,141 in 2009–10)<sup>2</sup> that provide free public elementary and secondary education in the United States and its jurisdictions, along with basic descriptive statistical information on each school and agency listed. The CCD includes all settings in which free public education is provided to children. However, some SEAs do not provide information on education outside of the traditional public school system—such as schools that reside in correctional facilities or hospitals—while others do provide this information.

In the 2009–10 CCD Local Education Agency Universe Survey, there are 18,439 records, one for each public elementary and secondary education agency in the 50 states, the District of Columbia, Puerto Rico, the DoD schools (overseas and domestic), the BIE, and the four U.S. Island Areas. Agencies that were coded as open in last year’s (2008–09) files, but that are coded as closed for the 2009–10 school year (298 agencies), are kept in the file for one year and then removed (i.e., they do not appear in files for subsequent years). Their status is indicated by a value of “2” for the variable BOUND09. Once these closed agencies are removed from the count, 18,141 agencies remain. Of these 18,141 agencies, 13,851 are regular local school districts, 1,545 are supervisory unions or regional educational centers, 263 are state-operated agencies, 2,308 are charter school agencies, and 174 are federally operated or other agencies. For a count of all agency types, including closed agencies, see Table B-3. The DoD dependent schools (overseas and domestic), American Samoa, and Guam did not report data for the 2009–10 school year. Their agency universes were based on information from the SEAs’ websites<sup>3</sup> and

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<sup>1</sup> 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 2009–10 these organizations included staff at the U.S. Census Bureau and the American Institutes for Research.

<sup>2</sup> These counts of schools and agencies exclude those that closed during the reported year and include schools and agencies that are currently operational, are temporarily inoperable, or that plan to open in the near future. In addition, the counts in the text may be different than those in tables B-1 through B-9, where New York City Public Schools, New York, is treated as a regular school district for analytic purposes.

<sup>3</sup> DDESS: <http://www.am.dodea.edu/ddessasc/districts/schools.html>

DODEA Pacific –Guam: <http://www.guam.pac.dodea.edu/>

American Samoa: <http://www.doe.as/index.jsp>

all the other data items were left as missing.

The CCD system is designed to be inclusive rather than exclusive. Definitions and categories used in the CCD are deliberately generic so that they may accommodate the many and varied organizational structures used in the provision of public elementary and secondary education across the nation. Thus, CCD files contain a substantial number of records representing administrative and operating units that are unlike typical public schools and school districts—for example, regional administrative service centers without students. In 2009–10, 24 percent of all open school districts were unlike typical districts (i.e., non-typical districts are types 3, 4, 5, 6, 7, or 8).<sup>4</sup>

The CCD system provides variables that enable the data provider and the data user to identify and select records according to the categories of interest to them. The Local Education Agency Universe data file includes the following variables: NCES agency ID number, state agency ID number, agency name, phone number, mailing address, physical location address, agency type code, supervisory union number, American National Standards Institute (ANSI) state and county code, county name, core based statistical area (CBSA) code, metropolitan/micropolitan code, metropolitan status code, district locale code, congressional district code, operational status code, BIE agency status, low/high grade span offered, agency charter status, number of schools, number of full-time-equivalent (FTE) teachers, number of ungraded students, number of PK–12 students, number of special education/Individualized Education Program (IEP) students, number of English language learner (ELL) students, instructional staff fields, support staff fields, and a flag indicating whether student counts by race/ethnicity were reported by five or seven racial/ethnic categories.

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

- **Appendix A—Record Layout** gives the variable names and labels of the data elements discussed throughout the documentation, as well as their location in the data file.
- **Appendix B—Value Distribution, Field Frequencies, and Data Tables** lists the minimum, maximum, and mean value of each numeric variable as well as the total number of agencies and the number of agencies for which data are missing. Appendix B also lists the frequency of responses by option for each of the categorical values. Additionally, data tables are provided for select statistics by state or jurisdiction.

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Guam: <http://www.gdoe.net>

<sup>4</sup>Type codes for school districts (TYPE09) are as follows: 1—local school district that is not a component of a supervisory union; 2—local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts; 3—supervisory union administrative center, or a county superintendent serving the same purpose; 4—regional education services agency, or a county superintendent serving the same purpose; 5—state-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population; 6—federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population; 7—charter school agencies; and 8—other education agencies that do not fit into the first seven categories.

- **Appendix C—Glossary** defines all of the CCD data items.
- **Appendix D—State Notes** provides comments for data users on individual states.

## **II. User’s Guide**

### **A. Methodology**

The *EDFacts* 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 *EDFacts* collection system. Prior to submitting CCD files to *EDFacts*, SEAs must collect and compile information from their respective Local Education Agencies (LEAs) via established administrative records systems within their state or jurisdiction. Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the CCD for quality assurance. CCD survey staff routinely verifies data through SEA coordinators and do not contact LEAs or individual schools to verify data except in unusual circumstances. After performing edit and consistency checks, CCD survey staff refers discrepancies to SEA coordinators for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

States report data to *EDFacts* through multiple file groups that are submitted on a reporting schedule at different dates throughout the year. States may report data outside the collection period and may revise their reported data at any time. The 2009–10 school year *EDFacts* collection of CCD data opened in January 2010. NCES extracted data from *EDFacts* between April 29th, 2010 and January 3rd, 2011. In addition, NCES extracted data for the updated Provisional 2a file on July 18, 2012. 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.

Although every public school must be administered by an education agency, it is not true that every education agency must operate schools. Some agencies provide support to other agencies and do not have teachers or students permanently assigned to them. When a student is served by more than one agency, there may be some question about where to count the student's membership. CCD asks states to report a headcount and not an FTE student count, which means that a student should be counted in the LEA that is financially responsible for him or her.

#### ***Special collection effort to improve data quality***

This revised data file includes corrections that were provided to NCES as a result of a special collection effort designed to address data quality issues found in the 1a release of this file. In May 2012, NCES became aware of data errors for key data items for several schools on the published version of the SY 2009–10 school file; in some cases these errors also affected district level data on the published 1a version of the LEA universe files for SY 2010–11. As a result, NCES conducted an in depth quality review of both the school and LEA universes for both the



published SY 2009–10 school and LEA universe files and not yet published SY 2010–11 school and LEA universe files. During this review, NCES developed a revised editing strategy that more accurately identified data items that were likely to have errors. The review focused on school and school district enrollment, grade 12 enrollment, and free and reduced price lunch variables and related ratios such as pupil/teacher ratio, percent of enrollment from grade 12, and percent of students eligible for free and reduced price lunch. In the past data items were only compared to the reported data from the prior year for each school or LEA. The revised methodology used data from multiple years and was applied to both the reported data items and related ratios. Specifically, an average variation over the prior 4 years was computed based on the differences between each year and the other 3 years. Then, the average variation between the target year and the four preceding years was computed based on the differences between target year and each of the 4 prior years. The average variation for the target year was compared to the average variation among the prior years; cases with large differences were flagged as potential errors. Additionally, a requirement was added that in order for an item to be identified as a potential error, both the count and a related ratio must be identified as potential errors. For example, for total student membership to be flagged as a potential error, both total membership and a related ratio, such as pupil/teacher ratio, must be flagged.

NCES subsequently applied this revised editing methodology to both the SY 2009–10 and SY 2010–11 school and LEA universe files. This resulted in identification of over 1,000 questionable data items in the school and LEA universe files for both school years. In June 2012, NCES generated edit reports for each state with affected data items and provided these to the SEA *EDFacts* coordinators asking them to submit corrected data or provide a justification for the large variation in the reported data. In most cases, SEAs provided corrections of the data items in question or provided an acceptable explanation for the apparent data anomaly. CCD survey staff reviewed the revised data and explanations submitted by SEAs to ensure that revised data were of acceptable quality and that any unchanged items were adequately explained. For data items that were not adequately resolved CCD survey staff applied suppression codes indicating that these items did not meet NCES data quality standards. This report is based on the 2009–10 Version Provisional 2a data file, which contains revisions to only the data items that NCES identified as potential errors during this process.

### **Comments About the Local Education Agency Universe Data File**

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

*Coverage.* The coverage of the Local Education Agency Universe Survey includes all school districts and administrative units providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. There are 59 responding units: the 50 states, the District of Columbia, Puerto Rico, the Bureau of Indian Education, and the four U.S. Island Areas. The DoD Dependents schools (overseas and domestic), American Samoa, and Guam did not report 2009–10 CCD data.

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

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

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

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

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

*Missing value options.* All data elements are either completed by the state or have been filled with a “0,” “-1,” “-2,” “-9,” “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.)
- -9 – The submitted data item does not meet NCES data quality standards. This value would only occur with numeric values.

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. Starting with the 2009–10 2A file, the numeric fields contain a -9 to indicate that the data do not meet NCES data quality standards.

In the 2009–10 collection, *EDFacts* 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.

### **Comments about Selected Variables**

Data users should also take note of certain conditions regarding some variables in the file. The code in parentheses before the variable description indicates the variable name, which is also referenced in appendix A. Counts exclude closed agencies (BOUND09=2), and do not match counts in appendix B, which include all agencies.

(FIPST) ANSI State Codes.<sup>5</sup> 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.

(STID09) State Education Agency ID. Each record contains a State Local Education Agency ID. State Local Education Agency ID numbers are assigned by SEAs and may not be unique across states.

(NAME09) Name of Education Agency. Each record contains the name of the local education agency. CCD survey staff reviewed any record filling the 60 characters assigned and may have adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(PHONE09) Area Code + Telephone Number. This field contains the telephone number of the education agency. Phone number is missing (“M”) for 15 records.

(MSTREE09) Mailing Address. This field contains the mailing address of the agency. This field

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<sup>5</sup> 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.

may contain a street address or a P.O. Box number. If the mailing street, city, state, and ZIP Code fields were left blank, data from the corresponding location address fields were inserted.

(MCITY09) Mailing City Name. There may be some valid cases in which an agency may be located in one city and have a mailing address in another city. Each record contains a mailing city.

(MSTATE09) Mailing State Abbreviation. Every record contains a two-letter U.S. Postal Service abbreviation for the state where the mailing address is located. Each record contains a mailing state. There are valid cases in which an agency may be located in one state and have a mailing address in another state. A list of the 19 agencies that have a mailing state code different from their ANSI state code is included at the end of this section in table 2.

(MZIP09, MZIP409) Mailing ZIP Code + 4. Each record contains a mailing ZIP Code. The last four digits may be left blank if unknown.

(LSTREE09) Location Address. This is the location address of the agency. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields were inserted. Location street was reported as “M” for 92 records.

(LCITY09) Location City. Each record contains a location city.

(LSTATE09) Location State Abbreviation. Each record contains a location state in this field.

(LZIP09, LZIP409) Location ZIP Code + 4. Each record contains a location ZIP Code. The last four digits may be left blank if unknown.

(TYPE09) Education Agency Type Code. This is the NCES code for type of agency. Each record has an education agency type code. Agencies classified as supervisory union administrative centers (TYPE09 = 3) generally do not report student membership, although Vermont and Virginia are exceptions and report students in membership for such agencies. The agency type codes are as follows:

- 1 = Local school district that is not a component of a supervisory union.
- 2 = Local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.
- 3 = Supervisory union administrative center, or a county superintendent serving the same purpose.
- 4 = Regional education services agency, or a county superintendent serving the same purpose.
- 5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.
- 6 = Federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.

7 = Agencies for which all associated schools are charter schools.

8 = Other education agencies that do not fit into the first seven categories.

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

Special Note for New York City Public Schools: New York did not report the New York City Public Schools (LEAID =3620580) as a single district in 2009–10. The state reported a total of 33 geographic districts comprising what had been the New York City Public Schools in previous years. The geographic districts are all identified as components of a Supervisory Union (TYPE08=2) of the New York City Public Schools, which is identified as a Supervisory Union (TYPE09=3). The Supervisory Union number item (UNION09=300) allows users to aggregate the geographic districts into a single entity for the New York City Public Schools.

(UNION09) Supervisory Union Number. This field contains the ID number assigned by the state to the supervisory unit and component agencies. The records for 83 supervisory union components and supervisory union administrative centers contain an “N” (not applicable) in this field. This code is missing for two agencies in California.

(CONAME09) County Name. This field contains the name of the county in which the agency is located. There are 9 records in the Department of Defense overseas, 7 records in the Department of Defense Domestic, 1 record in American Samoa, 196 records in the Bureau of Indian Education, 1 record in Guam, and 1 in the Commonwealth of the Northern Mariana Islands that contain an “N” (not applicable) for County Name in the agency file. There are two agencies in California with a CONAME value of “M” (missing) because these agencies were added to the data file after the file had undergone geocode processing. All other records were reported with county name information based on the location of the district.

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

(CONUM09) ANSI County Code. This field contains the ANSI County Code for the county in which agency is located. A small number of supervisory unions in the New England states have a ANSI county code that differs from the county in which the agency is physically located. There are 9 records in the Department of Defense overseas, 7 records in the Department of Defense Domestic, 1 record in American Samoa, 196 records in the Bureau of Indian Education, 1 record in Guam, and 1 in the Commonwealth of the Northern Mariana Islands that contain an “N” (not applicable) for County Code in the agency file. There are two agencies in California with a CONUM value of “M” (missing) because these agencies were added to the data file after the file had undergone geocode processing. All other records were reported with county name

information based on the location of the district.

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

(CSA09) CSA Code. A value in this field indicates that the agency’s schools are associated with a recognized Combined Statistical Area (CSA). If the schools used to weight the agency’s assignment are not within a CSA, the field is assigned a value of “N” (not applicable). There are two agencies in California with a CSA value of “M” (missing) because these agencies were added to the data file after the file had undergone geocode processing.

(CBSA09) CBSA Code. This field contains the Core Based Statistical Area (CBSA) Code associated with the agency’s address. A value in this field indicates that the agency’s address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus and is designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan statistical area, the field is zero filled. The assignment was made using a file of ANSI county codes matched to CBSA codes. In earlier years, for the New England states, the assignment was made using the New England City and Town Areas (NECTA) codes of the schools within the corresponding agency. This was discontinued in the 2006–07 CCD. The metropolitan area definitions used were those issued by the U.S. Office of Management and Budget as of June 2003. There are two agencies in California with a CBSA value of “M” (missing) because these agencies were added to the data file after the file had undergone geocode processing.

(METMIC09) Metropolitan/Micropolitan Type Code. This field indicates whether the CBSA is a metropolitan or micropolitan area.

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

1 = CBSA is a metropolitan area.

2 = CBSA is a micropolitan area.

There are two agencies in California with a METMIC value of “M” (missing) because these agencies were added to the data file after the file had undergone geocode processing.

(ULOCAL09) District Urban-Centric Locale Code. The locale code is an indicator of a district’s location relative to a populous area. Beginning with the 2006–07 CCD files, NCES changed the locale code methodology from a 1-digit code based on metropolitan statistical areas to a 2-digit code based on urban clusters. In order to distinguish between the two methodologies, the older

system of locale codes is referred to as “metro-centric” and the current system is referred to as “urban-centric.” Local education agency (LEA) locale codes are derived from the locale codes of their associated schools, weighted by the number of students in membership for each school. The methodology used to assign locale codes is in the next section labeled “Locale Code Methodology.”

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

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

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

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

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

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

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

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

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

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

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

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

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

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, and the Department of Defense Dependents Schools were not assigned locale codes because the geographic and governmental structures of these entities do not fit the definitional

scheme used to derive the code. ULOCAL09 is also shown as not applicable (N) on the records of nonoperating (inactive, closed, or future) schools and agencies. There are two agencies in California with a ULOCAL value of “M” (missing) because these agencies were added to the data file after the file had undergone geocode processing.

(CDCODE09) Congressional District Code. Congressional District codes are legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. Starting in 2006–07, the Congressional Districts of the United States Code was added to the agency file. The ANSI code provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States. If an agency serves multiple congressional districts, this field will contain the primary one. See appendix C for more information. There are two agencies in California with a CDCODE value of “M” (missing) because these agencies were added to the data file after the file had undergone geocode processing.

(LATCOD09) 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.

(LONCOD09) 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.

(BOUND09) Operational Status Code. This field contains a classification of changes in an education agency’s boundaries since the last report to NCES. All agencies are coded to reflect their status as reported for the 2009–10 school year. The valid responses include the following:

- 1 = No significant boundary change for this agency since the last report. Currently in operation.
- 2 = Education agency has closed with no effect on another agency’s boundaries.
- 3 = New agency formed with no effect on another agency’s boundaries.
- 4 = Agency was in existence, but not reported in previous year’s CCD Agency Universe



Survey, and is now being added.

5 = Agency has undergone a significant change in geographic boundaries or instructional responsibility.

6 = Agency is temporarily closed and may reopen within 3 years.

7 = Agency is scheduled to be operational within 2 years.

8 = Agency was closed on previous year's file but has reopened.

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

(BIEA09) Bureau of Indian Education (BIE) Agency Flag. This field indicates whether or not the agency contains or operates schools that are also reported by the Bureau of Indian Education in their submission of school data. This field was added to the agency file in 2009–10.

1 = Yes.

2 = No.

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

(GSLO09, GSHI09) Low/High Grade span offered. These fields indicate the lowest grade and highest grade offered by the agency. These grades were calculated by NCES using two types of information reported by states: (a) binary 'grade offered' flags that indicate whether a given grade (e.g., prekindergarten, kindergarten, grade 1, etc.) was offered by the schools associated with the district; and (b) reports of enrollment by grade for schools associated with the districts.

(AGCHRT09) Agency Charter Code. This code is an indicator of charter schools served by the agency. This field was added to the agency file starting in 2002–03, removed in 2008–09, and reinstated on the file in 2009–10. The values for this field were calculated by matching each agency to its associated schools in the school file.

1 = All associated schools are charter schools.

2 = Some associated schools are charter schools and some are noncharter schools.

3 = All associated schools are noncharter schools.

(UG09) Ungraded Membership. This field contains the total number of students in classes or programs without standard grade designations. Ungraded students are reported as "-2" (not applicable) for states in which students are not assigned to this grade category.

(SPECED09) Special Education/IEP Students. This field contains the count of all students ages 3–21 having a written Individualized Education Program (IEP) under the Individuals With Disabilities

Education Act (IDEA), Part B. To avoid identifying specific students with IEPs, the reported number may have been adjusted.

(ELL09) English Language Learner Students. This field contains the number of English language learner (ELL) students served in appropriate programs.

Teacher and Staff Data Items. Categories of LEA employees. Teacher and staff data items in the file are as follows: Prekindergarten Teachers (PKTCH09), Kindergarten Teachers (KGTCH09), Elementary Teachers (ELMTCH09), Secondary Teachers (SECTCH09), Teachers of Ungraded Classes (UGTCH08), Total FTE Teachers (TOTTCH08), Instructional Aides (AIDES09), Instructional Coordinators/Supervisors (CORSUP09), Elementary Guidance Counselors (ELMGUI09), Secondary Guidance Counselors (SECGUI09), Other Guidance Counselors (OTHGUI09), Total Guidance (TOTGUI09), Librarians/Media Specialists (LIBSPE09), Librarians/Media Support Staff (LIBSUP09), LEA Administrators (LEAADM09), LEA Administrative Support Staff (LEASUP09), School Administrators (SCHADM09), School Administrative Support Staff (SCHSUP09), Student Support Services Staff (STUSUP09), and All Other Support Staff (OTHSUP09). All teacher and staff counts are FTEs. See appendix C for definitions of teachers and staff types.

Not all states are able to report each of these items. Because teacher counts are collected at all three levels of the CCD files (school, agency, and state), one data anomaly is that the sum of teacher counts aggregated from the lower level to the state level may exceed the sum of teacher counts from a higher level aggregated to the state level (i.e., agency FTE data aggregated to the state level may exceed state-level FTE data 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.

(RACECAT09) 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. For the 2008–09 and 2009–10 data collection, 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., RACECAT09=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., RACECAT09=7), the variables related to the Asian race category include Asian students only. In appendix A, the race/ethnicity categories represented by the five and seven reporting categories are followed by a notation of “(5)” or “(7),” respectively.

Student membership (MEMBER09). 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.

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. CCD survey staff applied this process to the 1A version of this file, but did not repeat this process for the 2A revision. As a result there may exist a limited number of cases where revised data caused a minor variation in the membership among the file levels.

### ***District Locale Code Methodology***

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

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

1. If 50 percent or more of students attend schools with the same locale and locale subtype, that code is assigned to the district. For example, if 50 percent of the students in a district were in schools with the locale code of “town, fringe,” the district would be assigned a locale code of “town, fringe.”

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

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

Table 1. State and other jurisdiction American National Standards Institute (ANSI) codes and abbreviations used in CCD datasets

State name/jurisdiction	ANSI <sup>1</sup>	Abbreviation <sup>2</sup>	State name/jurisdiction	ANSI <sup>1</sup>	Abbreviation <sup>2</sup>
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	Department of Defense		
Kansas	20	KS	dependents schools		
Kentucky	21	KY	(overseas)	58 <sup>3</sup>	DO
Louisiana	22	LA			
Maine	23	ME	Department of Defense		
Maryland	24	MD	dependents schools		
Massachusetts	25	MA	(domestic)	61 <sup>3</sup>	DD
Michigan	26	MI			
Minnesota	27	MN	Bureau of		
Mississippi	28	MS	Indian Education	59 <sup>3</sup>	BI
Missouri	29	MO			
Montana	30	MT	American Samoa	60	AS
Nebraska	31	NE			
Nevada	32	NV	Guam	66	GU
New Hampshire	33	NH			
New Jersey	34	NJ	Commonwealth of the		
New Mexico	35	NM	Northern Mariana		
New York	36	NY	Islands	69	MP
North Carolina	37	NC			
North Dakota	38	ND	Puerto Rico	72	PR
Ohio	39	OH			
Oklahoma	40	OK	U.S. Virgin Islands	78	VI

<sup>1</sup> American National Standards Institute state codes (01–78).

<sup>2</sup> U.S. Postal Service state abbreviation codes.

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

SOURCE: Geography Division, Geographic Standards and Criteria Branch. (2010). "Codes for the Identification of the States, the District of Columbia, Puerto Rico, and the Insular Areas of the United States (INCITS 38:2009)." Washington, DC: U.S. Census Bureau.

Table 2. Agencies with mailing address in another state, by administration state and NCES agency identification number: School year 2009–10

Administration state	NCES ID	Agency name	City	State
Arizona	0400103	Ombudsman Educational Services Ltd	Libertyville	IL
	0400188	Advanced Education Services Inc	Colton	CA
	0400234	Academy of Arizona	Oak Park	MI
	0400286	Advanced Education Services	Colton	CA
	0400324	Arizona School for Integrated Academics and Technologies Inc	Vista	CA
	0400443	Adventure Academies of America	Alpine	UT
	0400811	Ombudsman Educational Services Ltd	Libertyville	IL
Idaho	1602610	Pleasant Valley Elementary District	Jordan Valley	OR
New Jersey	3400739	Excellence CS	Philadelphia	PA
New York	3611100	Fishers Island Union Free School District	New London	CT
North Dakota	3805670	Earl 18	Sidney	MT
	3820340	Yellowstone 14	Fairview	MT
South Dakota	4635010	Greater Hoyt School District 61-4	Akron	IA
	4665250	Greater Hoyt School District 61-5	Hawarden	IA
Texas	4800077	Bexar County Academy	Oak Park	MI
	4800090	Academy of Dallas	Oak Park	MI
	4842540	Texhoma ISD	Texhoma	OK
Vermont	5000024	Rivendell Interstate School District	Orford	NH
	5099955	SAU 70	Hanover	NH

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Local Education Agency Universe Survey," 2009–10, Version Provisional 2a.

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

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2009–10 Public Elementary/Secondary Agency Universe Survey SAS file is named AG092A.SAS7BDAT. The flat ASCII file is named AG092A.TXT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (09 = 2009–10 CCD collection), and the fifth and sixth characters indicate the version number (2 = second version; A = released file). At a later date, NCES will release the 2009–10 final file. The record layout for the file is contained in appendix A.

If errors are discovered in the published 2A files (final file, second version), or if states report new or corrected data, NCES may revise the file. The revised file will be labeled 3A, unless another revision of the original file has occurred sometime in that year due to an NCES error found in the file.

The revisions in this version include the following:

- Changes or corrections to data values resulting from the special collection effort to improve data quality that CCD conducted in the summer of 2012. Subsequent to this collection effort, suppressions were applied to membership data for 10 agencies and staff data for 16 agencies because these data items did not meet NCES data quality standards. In addition, membership data for 2 agencies and staff data for 3 agencies were updated using data submitted by the states.

## **C. Guidelines for Using the Flat ASCII Data File**

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

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

The file contains data for school year 2009–10, sorted by the NCES-assigned local education agency identification code (LEAID).

Note that starting with the 2002–03 CCD, all numeric fields contain a -1 to indicate missing and a -2 to indicate not applicable. Previously, numeric fields contained an “M” to indicate missing and an “N” to indicate not applicable. Character fields continue to use “M” for missing and “N” for not applicable. Starting with the 2009–10 version provisional 2A file, the numeric fields contain a -9 to indicate that the data do not meet NCES data quality standards.

Variable Name	Order	Data Type	Description																																																												
LEAID	1	AN	NCES Local Education Agency ID. The first two positions of this field are also the American National Standards Institute (ANSI) state code.																																																												
FIPST	2	AN	American National Standards Institute (ANSI) state code.  <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">01 = Alabama</td> <td style="width: 33%;">24 = Maryland</td> <td style="width: 33%;">45 = South Carolina</td> </tr> <tr> <td>02 = Alaska</td> <td>25 = Massachusetts</td> <td>46 = South Dakota</td> </tr> <tr> <td>04 = Arizona</td> <td>26 = Michigan</td> <td>47 = Tennessee</td> </tr> <tr> <td>05 = Arkansas</td> <td>27 = Minnesota</td> <td>48 = Texas</td> </tr> <tr> <td>06 = California</td> <td>28 = Mississippi</td> <td>49 = Utah</td> </tr> <tr> <td>09 = Colorado</td> <td>29 = Missouri</td> <td>50 = Vermont</td> </tr> <tr> <td>09 = Connecticut</td> <td>30 = Montana</td> <td>51 = Virginia</td> </tr> <tr> <td>10 = Delaware</td> <td>31 = Nebraska</td> <td>53 = Washington</td> </tr> <tr> <td>11 = District of Columbia</td> <td>32 = Nevada</td> <td>54 = West Virginia</td> </tr> <tr> <td>12 = Florida</td> <td>33 = New Hampshire</td> <td>55 = Wisconsin</td> </tr> <tr> <td>13 = Georgia</td> <td>34 = New Jersey</td> <td>56 = Wyoming</td> </tr> <tr> <td>15 = Hawaii</td> <td>35 = New Mexico</td> <td>58 = DoD Dependents Schools – Overseas</td> </tr> <tr> <td>16 = Idaho</td> <td>36 = New York</td> <td>59 = Bureau of Indian Education</td> </tr> <tr> <td>17 = Illinois</td> <td>37 = North Carolina</td> <td>60 = American Samoa</td> </tr> <tr> <td>18 = Indiana</td> <td>38 = North Dakota</td> <td>61 = DoD Dependents Schools – Domestic</td> </tr> <tr> <td>19 = Iowa</td> <td>39 = Ohio</td> <td>66 = Guam</td> </tr> <tr> <td>20 = Kansas</td> <td>40 = Oklahoma</td> <td>69 = Commonwealth of the Northern Mariana Islands</td> </tr> <tr> <td>21 = Kentucky</td> <td>41 = Oregon</td> <td></td> </tr> <tr> <td>22 = Louisiana</td> <td>42 = Pennsylvania</td> <td>72 = Puerto Rico</td> </tr> <tr> <td>23 = Maine</td> <td>44 = Rhode Island</td> <td>78 = Virgin Islands</td> </tr> </table>	01 = Alabama	24 = Maryland	45 = South Carolina	02 = Alaska	25 = Massachusetts	46 = South Dakota	04 = Arizona	26 = Michigan	47 = Tennessee	05 = Arkansas	27 = Minnesota	48 = Texas	06 = California	28 = Mississippi	49 = Utah	09 = Colorado	29 = Missouri	50 = Vermont	09 = Connecticut	30 = Montana	51 = Virginia	10 = Delaware	31 = Nebraska	53 = Washington	11 = District of Columbia	32 = Nevada	54 = West Virginia	12 = Florida	33 = New Hampshire	55 = Wisconsin	13 = Georgia	34 = New Jersey	56 = Wyoming	15 = Hawaii	35 = New Mexico	58 = DoD Dependents Schools – Overseas	16 = Idaho	36 = New York	59 = Bureau of Indian Education	17 = Illinois	37 = North Carolina	60 = American Samoa	18 = Indiana	38 = North Dakota	61 = DoD Dependents Schools – Domestic	19 = Iowa	39 = Ohio	66 = Guam	20 = Kansas	40 = Oklahoma	69 = Commonwealth of the Northern Mariana Islands	21 = Kentucky	41 = Oregon		22 = Louisiana	42 = Pennsylvania	72 = Puerto Rico	23 = Maine	44 = Rhode Island	78 = Virgin Islands
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STID09	3	AN	State’s own ID for the education agency.																																																												
NAME09	4	AN	Name of the education agency.																																																												
PHONE09	5	AN	Telephone number of education agency.																																																												
MSTREE09	6	AN	Mailing address of the agency—may be a street address, a P.O. Box number, or, if there is no address beyond CITY, STATE, and ZIP, the character “N.”																																																												
MCITY09	7	AN	Name of the agency mailing address city.																																																												
MSTATE09	8	AN	Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.																																																												
MZIP09	9	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.																																																												
MZIP409	10	AN	Four-digit ZIP+4, if assigned; if none, field is blank.																																																												
LSTREE09	11	AN	Location address of agency.																																																												

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Variable Name	Order	Data Type	Description
LCITY09	12	AN	Location city of agency.
LSTATE09	13	AN	Location state (two-letter postal abbreviation).
LZIP09	14	AN	Location 5-digit ZIP Code.
LZIP409	15	AN	Location +4 ZIP Code.
TYPE09	16	AN	<p>Agency type code:</p> <p>1 = Regular local school district. Locally governed agency responsible for providing free public elementary or secondary education; includes independent school districts and those that are a dependent segment of a local government such as a city or county.</p> <p>2 = Local school district that is a component of a supervisory union. Regular local school district that shares its superintendent and administrative services with other school districts participating in the supervisory union.</p> <p>3 = Supervisory Union. An education agency that performs administrative services for more than one school district, providing a common superintendent for participating districts.</p> <p>4 = Regional Education Service Agency. Agency providing specialized education services to a variety of local education agencies, or a county superintendent serving the same purposes.</p> <p>5 = State-Operated Agency. Agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services. Includes the State Education Agency if this agency operates schools. Examples include elementary/secondary schools operated by the state for the deaf or blind; and programs operated by state correctional facilities.</p> <p>6 = Federally-Operated Agency. A federal agency that is charged, at least in part, with providing elementary or secondary instruction or support services.</p> <p>7 = Charter Agency. All schools associated with the agency are charter schools.</p> <p>8 = Other Education Agency. Agency providing elementary or secondary instruction or support services that does not fall within the definitions of agency types 1–7.</p>
UNION09	17	AN	Supervisory union number. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the ANSI county number. If no number was reported, the field will contain "000."
CONUM09	18	AN	ANSI county number (two digit ANSI state numeric code + three digits ANSI county code) based on the location of the administrative office.
CONAME09	19	AN	County name based on the location of the administrative office.

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Variable Name	Order	Data Type	Description
CSA09	20	AN	<p>Combined Statistical Area (CSA). The CSA assignment is based on the CSA assignments of schools associated with the agency, weighted by the number of students in each school. A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan statistical area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. If the school(s) used to weight the assignment are not within a CSA, the field will be assigned an "N" (not applicable).</p> <p>NOTE: Starting in 2006–07, this field contains only the CSA code for all areas. Prior to 2006–07, this field contained the New England City and Town Areas (NECTA) codes for agencies in the New England States.</p>
CBSA09	21	AN	<p>Core Based Statistical Area (CBSA). A value in this field indicates that the agency's address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus, and designated by the U.S. Government as a metropolitan or micropolitan statistical area. The integration of adjacent communities is determined by the CBSAs of schools associated with the agency, weighted by the number of students in each school. If the agency is not in any type of metropolitan/micropolitan statistical area the field contains an "N" (not applicable).</p> <p>NOTE: Starting in 2006–07, this field contains only the CBSA code for all areas. Prior to 2006–07, this field contained the NECTA codes for agencies in the New England States. This assignment was made using a file of ANSI county codes matched to CBSA codes.</p>
METMIC09	22	AN	<p>Indicates whether the CBSA is a metropolitan or micropolitan area.</p> <p>0 = CBSA is equal to 70,300 or higher and does not have an associated type code. CBSA equal to 70,300 or higher is NECTA and is not denoted as metropolitan or micropolitan.</p> <p>1 = CBSA is a metropolitan area.</p> <p>2 = CBSA is a micropolitan area.</p>

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Variable Name	Order	Data Type	Description
ULOCAL09	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 urbanity of the agency location. In prior years, the locale was assigned based on an agency's metro status. See Appendix C, Glossary for more detail.  11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.  12 = City, Mid-size: Territory inside an urbanized area and inside a principal city with a population less than 250,000 and greater than or equal to 100,000.  13 = City, Small: Territory inside an urbanized area and inside a principal city with a population less than 100,000.  21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.  22 = Suburb, Midsize: Territory outside a principal city and inside an urbanized area with a population less than 250,000 and greater than or equal to 100,000.  23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with a population less than 100,000.  31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.  32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.  33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.  41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.  42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.  43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.
CDCODE09	24	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).
LATCOD09	25	N	Latitude. Based on the location of the administrative office, the value of LATCOD ranges from 17 to 71. It contains an explicit decimal point. The digits to the left of the decimal represent the number of degrees from the equator; the digits to the right of the decimal represent the fraction of the next degree carried out to six decimal places.

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Variable Name	Order	Data Type	Description
LONCOD09	26	N	Longitude. Based on the location of the administrative office, the value of LONCOD ranges from -65 to -177. The minus sign (-) indicates west of the prime meridian. It contains an explicit decimal point. The digits to the left of the decimal point represent the number of degrees from the prime meridian; the digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places.
BOUND09	27	AN	<p>The boundary change indicator is a classification of changes in an education agency’s boundaries since the last report to NCES. The options are as follows:</p> <p>1 = No significant boundary change for this agency since the last report. Currently in operation.</p> <p>2 = Education agency has closed with no effect on another agency’s boundaries.</p> <p>3 = This is a new education agency formed with no effect on another agency’s boundaries.</p> <p>4 = Agency was in existence, but not reported in previous year’s CCD agency universe survey, and is now being added.</p> <p>5 = Agency has undergone a significant change in geographic boundaries or instructional responsibility.</p> <p>6 = Agency is temporarily closed and may reopen within 3 years.</p> <p>7 = Agency is scheduled to be operational within 2 years.</p> <p>8 = Agency was closed on previous year’s file but has reopened.</p>
BIEA09	28	AN	<p>Bureau of Indian Education (BIE) agency. Flag indicating whether agency contains schools also reported as operated by the BIE.</p> <p>1 = Yes.</p> <p>2 = No.</p>
GSLO09	29	AN	Agency low grade offered. This field was calculated from the low grade spans of the associated schools in the CCD school universe file
GSHI09	30	AN	Agency high grade offered. This field was calculated from the high grade spans of the associated schools in the CCD school universe file.
AGCHRT09	31	AN	<p>Agency charter. Code indicating charter schools served:</p> <p>1 = All associated schools are charter schools.</p> <p>2 = Some associated schools are charter schools and some are non-charter schools.</p> <p>3 = All associated schools are non-charter schools.</p>
SCH09	32	N	Aggregate number of operating schools associated with this agency in the CCD school universe file.
UG09	33	N	Total number of students in classes or programs without standard grade designations.
PK1209	34	N	Total number of students in classes from prekindergarten through 12th grade that are part of the public school program.

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Variable Name	Order	Data Type	Description
MEMBER09	35	N	Calculated total student membership of the local education agency.
SPECED09	36	N	Count of all students having a written Individualized Education Program (IEP) under the Individuals With Disabilities Education Act (IDEA), Part B.
ELL09	37	N	The number of English language learner (ELL) students served in appropriate programs.
PKTCH09	38 *	N	Prekindergarten teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
KGTCH09	39 *	N	Kindergarten teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
ELMTCH09	40 *	N	Elementary teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
SECTCH09	41 *	N	Secondary teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
UGTCH09	42 *	N	Teachers of classes or programs to which students are assigned without standard grade designation. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
TOTTCH09	43 *	N	Total teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
AIDES09	44 *	N	Instructional aides. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
CORSUP09	45 *	N	Instructional coordinators & supervisors. Full-time equivalency reported to the nearest hundredth; includes two explicit decimals.
ELMGUI09	46 *	N	Elementary guidance counselors. Full-time equivalency reported to the nearest hundredth; includes two explicit decimals.
SECGUI09	47 *	N	Secondary guidance counselors. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
OTHGUI09	48 *	N	Other guidance counselors. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
TOTGUI09	49 *	N	Total guidance counselors. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
LIBSPE09	50 *	N	Librarians/media specialists. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
LIBSUP09	51 *	N	Library/media support staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
LEAADM09	52 *	N	LEA administrators. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
LEASUP09	53 *	N	LEA administrative support staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.

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Variable Name	Order	Data Type	Description
SCHADM09	54 *	N	School administrators. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
SCHSUP09	55 *	N	School administrative support staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
STUSUP09	56 *	N	Student support services staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
OTHSUP09	57 *	N	All other support services staff. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimals.
RACECAT09	58	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.



**APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for  
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APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the  
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Table B-1. Distribution of responses of character variable data, by response value: School Year 2009–10

Variable	Label	Missing	Not applicable	Reported
FIPST	American National Standards Institute (ANSI) state number	0	0	18,439
LEAID	NCES agency identification number	0	0	18,439
STID09	State local education number	0	0	18,439
NAME09	Education agency name	0	0	18,439
PHONE09	Telephone number	15	9	18,415
MSTREE09	Mailing address	0	0	18,439
MCITY09	Mailing city	0	0	18,439
MSTATE09	Mailing state	0	0	18,439
MZIP09	Mailing five digit zip code	0	0	18,439
MZIP409	Mailing secondary zip code	3,215	0	15,224
LSTREE09	Location address	92	0	18,347
LCITY09	Location city	4	0	18,435
LSTATE09	Location state	0	0	18,439
LZIP09	Location five digit zip code	2	0	18,437
LZIP409	Location secondary zip code	3,323	0	15,116
UNION09	Supervisory union identification number	2	381	18,056
CONUM09	ANSI county code	2	215	18,222
CONAME09	County name	2	215	18,222
CSA09	Combined statistical area	2	10,297	8,140
CBSA09	Population nucleus and adjacent community integrated	2	4,424	14,013
METMIC09	Metropolitan or micropolitan area	2	215	18,222
CDCODE09	Congressional district code	2	215	18,222
LATCOD09	Latitude	0	0	18,439
LONCOD09	Longitude	0	0	18,439

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2009–10, Version Provisional 2a.

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Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2009–10

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable	Suppressed
SCH09	Aggregate number of operating schools associated with this agency in the CCD school universe file.	0.0	1,519.0	5.6	0	0	0
UG09	Ungraded students	0.0	21,158.0	75.7	18	15,544	0
PK1209	PK-12 students	0.0	670,603.0	2,914.8	26	1,389	10
MEMBER09	Calculated total student membership	0.0	670,746.0	2,884.9	18	1,145	10
SPECED09	Special education – individualized education plan	0.0	121,159.0	384.1	20	1,282	10
ELL09	English language learner students	0.0	210,539.0	281.2	206	1,381	10
PKTCH09	Teachers - prekindergarten	0.0	637.0	3.2	1,908	382	15
KGTCH09	Teachers - kindergarten	0.0	948.0	9.3	1,907	382	15
ELMTCH09	Teachers - elementary	0.0	21,824.4	88.2	407	382	15
SECTCH09	Teachers - secondary	0.0	15,295.0	70.4	407	382	15
UGTCH09	Teachers - ungraded	0.0	5,504.0	19.1	213	7,204	11
TOTTCH09	Teachers - total	0.0	39,102.0	181.6	349	382	16
AIDES09	Instructional aides/paraprofessionals	0.0	4,159.0	41.8	1,479	381	16
CORSUP09	Instructional coordinators and supervisors	0.0	1,827.6	4.0	1,927	381	15
ELMGUI09	Guidance counselors - elementary	0.0	416.0	2.2	4,541	381	15
SECGUI09	Guidance counselors - secondary	0.0	525.0	3.6	4,541	381	15
OTHGUI09	Guidance counselors - other	#	882.0	7.1	216	15,098	0
TOTGUI09	Guidance counselors - total	0.0	882.0	6.4	2,245	381	15
LIBSPE09	Librarians/media specialists	0.0	1,228.0	3.2	1,405	381	15
LIBSUP09	Librarians/media support staff	0.0	205.0	2.2	3,732	381	15
LEAADM09	LEA administrators	0.0	815.2	3.7	214	381	16
LEASUP09	LEA administrative support staff	0.0	3,813.5	10.9	3,000	381	15
SCHADM09	School administrators	0.0	3,088.8	9.6	214	381	16
SCHSUP09	School administrative support staff	0.0	2,263.0	14.4	3,000	381	15
STUSUP09	Student support services staff	0.0	3,703.0	15.7	494	381	16
OTHSUP09	All other support staff	0.0	40,014.5	69.2	1,792	381	16

# Rounds to zero.

NOTE: “Suppressed” indicates that data were suppressed due to the data item not meeting NCES data quality standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2009–10, Version Provisional 2a.

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Table B-3. Frequencies of categorical variables: School Year 2009–10

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
<b>Agency type (TYPE09)</b>				
1—Regular local school district	13,360	72.5	13,360	72.5
2—Local school district that is a component of a supervisory union	719	3.9	14,079	76.4
3—Supervisory union	220	1.2	14,299	77.6
4—Regional education service agency	1,334	7.2	15,633	84.8
5—State-operated agency	268	1.5	15,901	86.2
6—Federally-operated agency	16	0.1	15,917	86.3
7—Charter agency	2,356	12.8	18,273	99.1
8—Other education agency	166	0.9	18,439	100.0
<b>NCES urban-centric locale code (ULOCAL09)</b>				
11—City, large	1,338	7.3	1,338	7.3
12—City, midsize	487	2.6	1,825	9.9
13—City, small	770	4.2	2,595	14.1
21—Suburb, large	2,893	15.7	5,488	29.8
22—Suburb, midsize	409	2.2	5,897	32.0
23—Suburb, small	305	1.7	6,202	33.6
31—Town, fringe	386	2.1	6,588	35.7
32—Town, distant	1,448	7.9	8,036	43.6
33—Town, remote	1,250	6.8	9,286	50.4
41—Rural, fringe	2,436	13.2	11,722	63.6
42—Rural, distant	3,658	19.8	15,380	83.4
43—Rural, remote	2,840	15.4	18,220	98.8
M—Missing	2	#	18,222	98.8
N—Not applicable	217	1.2	18,439	100.0
<b>Operational status code (BOUND09)</b>				
1—Continuing	17,672	95.8	17,672	95.8
2—Closed	298	1.6	17,970	97.5
3—New	222	1.2	18,192	98.7
4—Added	75	0.4	18,267	99.1
5—Changed boundary	20	0.1	18,287	99.2
6—Inactive	50	0.3	18,337	99.5
7—Future	33	0.2	18,370	99.6
8—Reopened	69	0.4	18,439	100.0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the  
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Table B-3. Frequencies of categorical variables: School Year 2009–10—Continued

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
<b>Agency low grade offered (GSLO09)</b>				
01—1st grade students	87	0.5	87	0.5
02—2nd grade students	32	0.2	119	0.7
03—3rd grade students	33	0.2	152	0.8
04—4th grade students	42	0.2	194	1.1
05—5th grade students	119	0.7	313	1.7
06—6th grade students	251	1.4	564	3.1
07—7th grade students	234	1.3	798	4.3
08—8th grade students	57	0.3	855	4.6
09—9th grade students	987	5.4	1,842	10.0
10—10th grade students	90	0.5	1,932	10.5
11—11th grade students	57	0.3	1,989	10.8
12—12th grade students	7	#	1,996	10.8
KG—Kindergarten students	5,222	28.3	7,218	39.2
N—Not applicable	1,193	6.5	8,411	45.6
PK—Prekindergarten students	9,962	54.0	18,373	99.6
UG—Students in ungraded classes	66	0.4	18,439	100.0
<b>Agency high grade offered (GSHI09)</b>				
01—1st grade students	21	0.1	21	0.1
02—2nd grade students	39	0.2	60	0.3
03—3rd grade students	28	0.2	88	0.5
04—4th grade students	55	0.3	143	0.8
05—5th grade students	178	1.0	321	1.7
06—6th grade students	600	3.3	921	5.0
07—7th grade students	61	0.3	982	5.3
08—8th grade students	2,766	15.0	3,748	20.3
09—9th grade students	99	0.5	3,847	20.9
10—10th grade students	55	0.3	3,902	21.2
11—11th grade students	60	0.3	3,962	21.5
12—12th grade students	13,113	71.1	17,075	92.6
KG—Kindergarten students	7	#	17,082	92.6
N—Not applicable	1,193	6.5	18,275	99.1
PK—Prekindergarten students	98	0.5	18,373	99.6
UG—Students in ungraded classes	66	0.4	18,439	100.0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the  
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Table B-3. Frequencies of categorical variables: School Year 2009–10—Continued

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
<b>BIE agency flag (BIEA09)</b>				
1—Yes	7	#	7	#
2—No	18,432	100.0	18,439	100.0
<b>Agency Charter (AGCHRT09)</b>				
1— All schools are charters	2,304	12.5	2,304	12.5
2— Some but not all schools are charters	706	3.8	3,010	16.3
3— No schools are charters	14,110	76.5	17,120	92.9
N—Not applicable	1,319	7.2	18,439	100.0
<b>Race/ethnicities categories indicator (RACECAT09)</b>				
5—five race/ethnicity categories used in reporting	13,747	74.6	13,747	74.6
7—seven race/ethnicity categories used in reporting	4,692	25.5	18,439	100.0

# Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2009–10, Version Provisional 2a.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the  
Common Core of Data Local Education Agency Universe Survey: School Year 2009–10

Table B-4. Number of local education agencies, by operational status and state or jurisdiction: School year 2009–10

State or jurisdiction	All agencies	Operational status							
		Continuing	Closed	New <sup>1</sup>	Added <sup>2</sup>	Changed boundary	Inactive <sup>3</sup>	Future <sup>4</sup>	Reopened
<b>United States<sup>5</sup></b>	<b>18,188</b>	<b>17,421</b>	<b>298</b>	<b>222</b>	<b>75</b>	<b>20</b>	<b>50</b>	<b>33</b>	<b>69</b>
Alabama	171	171	0	0	0	0	0	0	0
Alaska	54	54	0	0	0	0	0	0	0
Arizona	678	611	0	31	0	0	36	0	0
Arkansas	297	293	2	2	0	0	0	0	0
California	1,196	1,118	4	10	61	1	0	2	0
Colorado	262	262	0	0	0	0	0	0	0
Connecticut	201	199	1	1	0	0	0	0	0
Delaware	43	40	0	0	0	0	0	3	0
District of Columbia	63	58	4	1	0	0	0	0	0
Florida	77	75	2	0	0	0	0	0	0
Georgia	207	201	1	0	0	5	0	0	0
Hawaii	1	1	0	0	0	0	0	0	0
Idaho	142	135	0	7	0	0	0	0	0
Illinois	1,082	1,072	6	4	0	0	0	0	0
Indiana	387	379	0	0	8	0	0	0	0
Iowa	372	371	1	0	0	0	0	0	0
Kansas	332	325	5	2	0	0	0	0	0
Kentucky	194	194	0	0	0	0	0	0	0
Louisiana	123	114	0	9	0	0	0	0	0
Maine	324	230	69	25	0	0	0	0	0
Maryland	25	24	0	1	0	0	0	0	0
Massachusetts	502	391	109	2	0	0	0	0	0
Michigan	858	843	3	12	0	0	0	0	0
Minnesota	567	547	9	8	0	3	0	0	0
Mississippi	165	164	0	1	0	0	0	0	0
Missouri	566	559	1	6	0	0	0	0	0
Montana	513	497	6	0	0	5	5	0	0
Nebraska	296	293	2	0	0	1	0	0	0
Nevada	18	18	0	0	0	0	0	0	0
New Hampshire	280	276	0	3	1	0	0	0	0
New Jersey	699	669	13	6	0	0	0	11	0
New Mexico	108	99	0	9	0	0	0	0	0
New York <sup>6</sup>	881	848	2	25	0	5	0	0	1
North Carolina	233	231	2	0	0	0	0	0	0
North Dakota	234	223	5	3	2	0	0	1	0
Ohio	1,089	1,032	25	15	0	0	9	8	0
Oklahoma	586	581	2	3	0	0	0	0	0
Oregon	221	221	0	0	0	0	0	0	0
Pennsylvania	803	786	4	12	0	0	0	1	0
Rhode Island	56	50	2	2	0	0	0	2	0
South Carolina	103	103	0	0	0	0	0	0	0
South Dakota	171	164	5	0	1	0	0	0	1
Tennessee	140	140	0	0	0	0	0	0	0
Texas	1,284	1,268	4	11	1	0	0	0	0
Utah	123	110	2	7	0	0	0	4	0

See notes at end of table.



APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the  
Common Core of Data Local Education Agency Universe Survey: School Year 2009–10

Table B-4. Number of local education agencies, by operational status and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	All agencies	Operational status								
		Continuing	Closed	New <sup>1</sup>	Added <sup>2</sup>	Changed boundary	Inactive <sup>3</sup>	Future <sup>4</sup>	Reopened	
Vermont	362	357	5	0	0	0	0	0	0	
Virginia	207	139	0	1	0	0	0	0	67	
Washington	310	309	0	0	1	0	0	0	0	
West Virginia	57	57	0	0	0	0	0	0	0	
Wisconsin	464	459	2	2	0	0	0	1	0	
Wyoming	61	60	0	1	0	0	0	0	0	
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas <sup>7</sup>	9	9	0	0	0	0	0	0	0	
DDESS: DoDs Domestic <sup>7</sup>	7	7	0	0	0	0	0	0	0	
Bureau of Indian Education	196	196	0	0	0	0	0	0	0	
American Samoa	1	1	0	0	0	0	0	0	0	
Guam	1	1	0	0	0	0	0	0	0	
Commonwealth of the Northern Mariana Islands	1	1	0	0	0	0	0	0	0	
Puerto Rico	1	1	0	0	0	0	0	0	0	
U.S. Virgin Islands	2	2	0	0	0	0	0	0	0	

<sup>1</sup> New agencies opened for the first time within the school year reported.

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

<sup>3</sup> Inactive agencies are closed temporarily and expected to reopen within three years.

<sup>4</sup> Future agencies are expected to open within two years.

<sup>5</sup> U.S. totals include the 50 states and the District of Columbia.

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

<sup>7</sup> DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependent schools (domestic), respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2009–10, Version Provisional 2a.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the  
Common Core of Data Local Education Agency Universe Survey: School Year 2009–10

Table B-5. Number of local education agencies, by agency type and state or jurisdiction: School year 2009–10

State or jurisdiction	Agency type						
	Regular school districts	Supervisory unions <sup>1</sup>	Regional education service agencies <sup>2</sup>	Charter agencies	State agencies	Federal agencies	Other education agencies
<b>United States<sup>3</sup></b>	<b>13,867</b>	<b>219</b>	<b>1,312</b>	<b>2,356</b>	<b>268</b>	<b>0</b>	<b>166</b>
Alabama	133	0	0	0	38	0	0
Alaska	53	0	0	0	1	0	0
Arizona	227	0	19	411	10	0	11
Arkansas	245	0	15	19	5	0	13
California	962	6	192	28	8	0	0
Colorado	178	0	83	1	0	0	0
Connecticut	169	0	6	19	7	0	0
Delaware	19	0	1	21	2	0	0
District of Columbia	1	0	0	61	1	0	0
Florida	67	0	0	0	3	0	7
Georgia	180	0	16	5	5	0	1
Hawaii	1	0	0	0	0	0	0
Idaho	116	0	0	22	4	0	0
Illinois	871	0	205	1	5	0	0
Indiana	294	1	30	55	4	0	3
Iowa	362	0	10	0	0	0	0
Kansas	319	0	0	0	13	0	0
Kentucky	174	0	18	0	2	0	0
Louisiana	69	0	0	41	8	0	5
Maine	315	5	0	0	4	0	0
Maryland	24	0	0	0	1	0	0
Massachusetts	352	0	86	63	1	0	0
Michigan	551	0	57	243	6	0	1
Minnesota	342	0	64	158	3	0	0
Mississippi	152	0	0	0	13	0	0
Missouri	523	0	0	34	5	0	4
Montana	427	56	21	0	4	0	5
Nebraska	254	0	37	0	5	0	0
Nevada	17	0	0	0	0	0	1
New Hampshire	180	89	0	11	0	0	0
New Jersey	616	0	1	79	3	0	0
New Mexico	89	0	0	13	6	0	0
New York <sup>4</sup>	697	0	37	141	6	0	0
North Carolina	115	0	0	97	7	0	14
North Dakota	189	0	42	0	3	0	0
Ohio	615	0	107	363	4	0	0
Oklahoma	534	0	0	3	3	0	46
Oregon	190	0	20	7	4	0	0
Pennsylvania	502	0	105	137	20	0	39
Rhode Island	32	0	4	12	6	0	2
South Carolina	85	0	13	1	4	0	0
South Dakota	161	0	5	0	5	0	0
Tennessee	140	0	0	0	0	0	0
Texas	1,032	0	20	217	15	0	0
Utah	41	0	4	76	2	0	0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the  
Common Core of Data Local Education Agency Universe Survey: School Year 2009–10

Table B-5. Number of local education agencies, by agency type and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Agency type						
	Regular school districts	Supervisory unions <sup>1</sup>	Regional education service agencies <sup>2</sup>	Charter agencies	State agencies	Federal agencies	Other education agencies
Vermont	292	59	0	0	2	0	9
Virginia	134	2	68	0	3	0	0
Washington	295	0	10	0	0	0	5
West Virginia	55	0	0	0	2	0	0
Wisconsin	428	0	16	17	3	0	0
Wyoming	48	1	0	0	12	0	0
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions							
DoDDS: DoDs Overseas <sup>5</sup>	0	0	0	0	0	9	0
DDESS: DoDs Domestic <sup>5</sup>	0	0	0	0	0	7	0
Bureau of Indian Education	174	0	22	0	0	0	0
American Samoa	1	0	0	0	0	0	0
Guam	1	0	0	0	0	0	0
Commonwealth of the Northern Mariana Islands	1	0	0	0	0	0	0
Puerto Rico	1	0	0	0	0	0	0
U.S. Virgin Islands	2	0	0	0	0	0	0

<sup>1</sup> Supervisory unions provide administrative services to school districts through a common superintendent.

<sup>2</sup> Regional education service agencies provide services to a variety of local education agencies.

<sup>3</sup> U.S. totals include the 50 states and the District of Columbia.

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2009–10, Version Provisional 2a.

Table B-6. Number of operational public elementary and secondary local education agencies with membership and number of students in membership, by agency type and state or jurisdiction: School year 2009–10

State or jurisdiction	Agency type													
	Regular school districts		Supervisory unions <sup>1</sup>		Regional education service agencies <sup>2</sup>		Charter agencies		State agencies		Federal agencies		Other education agencies	
	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students
<b>United States<sup>3</sup></b>	<b>13,503</b>	<b>48,022,447</b>	<b>34</b>	<b>15,861</b>	<b>265</b>	<b>263,034</b>	<b>2,194</b>	<b>876,571</b>	<b>140</b>	<b>53,300</b>	<b>0</b>	<b>†</b>	<b>22</b>	<b>17,438</b>
Alabama	132	748,889	0	†	0	†	0	†	0	†	0	†	0	†
Alaska	53	131,265	0	†	0	†	0	†	1	396	0	†	0	†
Arizona	221	958,968	0	†	12	3,283	376	113,500	6	891	0	†	7	1,189
Arkansas	244	474,897	0	†	0	†	18	5,440	2	222	0	†	0	†
California	948	6,099,547	0	†	57	76,832	21	13,120	3	873	0	†	0	†
Colorado	178	825,242	0	†	3	545	1	6,581	0	†	0	†	0	†
Connecticut	169	538,756	0	†	6	8,332	18	5,214	4	11,680	0	†	0	†
Delaware	19	117,628	0	†	0	†	18	9,173	0	†	0	†	0	†
District of Columbia	1	43,866	0	†	0	†	56	25,567	0	†	0	†	0	†
Florida	67	2,627,390	0	†	0	†	0	†	2	981	0	†	4	6,151
Georgia	180	1,660,643	0	†	0	†	4	5,656	1	426	0	†	1	960
Hawaii	1	180,196	0	†	0	†	0	†	0	†	0	†	0	†
Idaho	116	266,707	0	†	0	†	22	9,510	1	82	0	†	0	†
Illinois	867	2,101,445	0	†	3	173	1	362	3	2,442	0	†	0	†
Indiana	292	1,026,053	0	†	1	48	53	18,488	3	1,098	0	†	3	974
Iowa	361	491,255	0	†	0	†	0	†	0	†	0	†	0	†
Kansas	293	474,026	0	†	0	†	0	†	5	463	0	†	0	†
Kentucky	174	679,901	0	†	0	†	0	†	2	187	0	†	0	†
Louisiana	69	651,930	0	†	0	†	41	22,869	7	13,369	0	†	5	2,747
Maine	232	188,694	0	†	0	†	0	†	4	242	0	†	0	†
Maryland	24	848,252	0	†	0	†	0	†	1	160	0	†	0	†
Massachusetts	244	792,874	0	†	86	136,786	62	27,393	0	†	0	†	0	†
Michigan	550	1,510,716	0	†	55	13,070	233	111,844	1	86	0	†	0	†
Minnesota	335	798,508	0	†	22	2,986	153	35,290	2	269	0	†	0	†
Mississippi	152	491,651	0	†	0	†	0	†	11	830	0	†	0	†
Missouri	523	897,385	0	†	0	†	33	18,415	4	2,049	0	†	0	†
Montana	417	141,693	0	†	0	†	0	†	2	114	0	†	0	†
Nebraska	253	294,948	0	†	0	†	0	†	5	366	0	†	0	†
Nevada	17	423,859	0	†	0	†	0	†	0	†	0	†	1	5,088
New Hampshire	176	197,131	0	†	0	†	1	9	0	†	0	†	0	†
New Jersey	568	1,368,811	0	†	0	†	68	21,733	3	2,448	0	†	0	†
New Mexico	89	331,436	0	†	0	†	13	2,586	6	397	0	†	0	†
New York <sup>4</sup>	695	2,721,522	0	†	0	†	136	43,963	4	567	0	†	0	†
North Carolina	115	1,444,409	0	†	0	†	96	38,987	0	†	0	†	0	†
North Dakota	182	94,997	0	†	0	†	0	†	2	76	0	†	0	†

See notes at end of table.

Table B-6. Number of operational public elementary and secondary local education agencies with membership and number of students in membership, by agency type and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Agency type													
	Regular school districts		Supervisory unions <sup>1</sup>		Regional education service agencies <sup>2</sup>		Charter agencies		State agencies		Federal agencies		Other education agencies	
	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students
Ohio	613	1,672,054	0	†	0	†	321	90,989	3	1,254	0	†	0	†
Oklahoma	532	653,592	0	†	0	†	3	875	3	335	0	†	0	†
Oregon	190	558,960	0	†	0	†	7	1,290	3	1,220	0	†	0	†
Pennsylvania	500	1,682,891	0	†	12	10,259	134	79,167	8	824	0	†	0	†
Rhode Island	32	130,623	0	†	4	10,400	10	2,331	5	1,764	0	†	0	†
South Carolina	85	715,590	0	†	0	†	1	6,245	3	1,308	0	†	0	†
South Dakota	155	123,558	0	†	0	†	0	†	3	154	0	†	0	†
Tennessee	140	972,549	0	†	0	†	0	†	0	†	0	†	0	†
Texas	1,030	4,728,202	0	†	0	†	207	119,642	13	2,366	0	†	0	†
Utah	41	548,397	0	†	0	†	70	33,968	1	428	0	†	0	†
Vermont	276	89,999	32	2,393	0	†	0	†	1	19	0	†	0	†
Virginia	130	1,231,205	2	13,468	0	†	0	†	2	667	0	†	0	†
Washington	294	1,034,698	0	†	4	320	0	†	0	†	0	†	1	329
West Virginia	55	281,828	0	†	0	†	0	†	2	834	0	†	0	†
Wisconsin	425	864,898	0	†	0	†	17	6,364	2	1,174	0	†	0	†
Wyoming	48	87,913	0	†	0	†	0	†	6	239	0	†	0	†
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions														
DoDDS: DoDs Overseas <sup>5</sup>	0	†	0	†	0	†	0	†	0	†	0	†	0	†
DDESS: DoDs Domestic <sup>5</sup>	0	†	0	†	0	†	0	†	0	†	0	†	0	†
Bureau of Indian Education	173	41,351	0	†	0	†	0	†	0	†	0	†	0	†
American Samoa	0	†	0	†	0	†	0	†	0	†	0	†	0	†
Guam	0	†	0	†	0	†	0	†	0	†	0	†	0	†
Commonwealth of the Northern Mariana Islands	1	10,961	0	†	0	†	0	†	0	†	0	†	0	†
Puerto Rico	1	493,393	0	†	0	†	0	†	0	†	0	†	0	†
U.S. Virgin Islands	2	15,493	0	†	0	†	0	†	0	†	0	†	0	†

† Not applicable.

<sup>1</sup> Supervisory unions provide administrative services to school districts through a common superintendent.

<sup>2</sup> Regional education service agencies provide services to a variety of local education agencies.

<sup>3</sup> U.S. totals include the 50 states and the District of Columbia.

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2009–10, Version Provisional 2a.

Table B-7. Number of operational regular public elementary and secondary school districts with membership and percentage distribution of students in membership in city, suburban, town, and rural locales, by state or jurisdiction: School year 2009–10

State or jurisdiction	City						Suburban					
	Large		Midsize		Small		Large		Midsize		Small	
	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students
<b>United States<sup>1</sup></b>	<b>165</b>	<b>15.7</b>	<b>166</b>	<b>7.2</b>	<b>401</b>	<b>7.8</b>	<b>2,178</b>	<b>32.3</b>	<b>304</b>	<b>3.2</b>	<b>211</b>	<b>1.9</b>
Alabama	0	†	4	19.3	11	9.4	10	11.9	2	2.0	5	2.1
Alaska	2	38.0	0	†	1	11.1	0	†	0	†	1	1.1
Arizona	23	39.9	4	6.1	5	4.5	11	18.7	0	†	1	0.7
Arkansas	0	†	1	5.4	14	22.7	5	6.9	2	1.7	0	†
California	44	27.5	46	11.6	60	10.3	196	31.9	43	5.0	27	2.6
Colorado	6	25.6	2	5.4	4	10.4	13	30.9	0	†	1	3.2
Connecticut	0	†	4	14.2	10	12.5	63	44.9	15	11.1	0	†
Delaware	0	†	0	†	1	5.3	5	49.0	0	†	3	8.3
District of Columbia	1	100.0	0	†	0	†	0	†	0	†	0	†
Florida	1	4.7	4	6.9	3	4.5	14	61.4	5	7.4	0	†
Georgia	1	2.9	4	6.7	9	6.8	15	41.0	0	†	1	0.8
Hawaii	0	†	0	†	0	†	1	100.0	0	†	0	†
Idaho	0	†	1	9.5	5	20.2	1	12.8	0	†	3	5.6
Illinois	1	19.4	9	7.4	23	6.1	263	39.3	35	3.1	18	1.8
Indiana	8	13.2	2	4.3	14	13.0	41	24.8	3	0.9	5	0.8
Iowa	0	†	4	14.6	9	16.1	7	6.0	2	0.7	0	†
Kansas	1	10.2	4	12.7	1	2.3	7	15.4	1	0.8	1	0.1
Kentucky	2	20.0	0	†	4	2.0	14	9.1	5	2.2	3	3.8
Louisiana	1	1.6	3	17.5	6	18.2	7	16.0	1	3.0	1	5.5
Maine	0	†	0	†	5	11.8	0	†	6	7.7	8	4.1
Maryland	1	9.8	0	†	2	2.8	5	58.7	3	11.9	2	6.4
Massachusetts	1	7.0	3	6.9	9	9.2	152	66.2	18	5.0	1	#
Michigan	1	6.0	8	5.9	27	12.4	105	34.6	17	3.8	12	3.4
Minnesota	2	9.2	1	2.0	7	8.2	26	31.1	2	0.4	3	0.8
Mississippi	0	†	1	6.2	4	4.5	3	8.1	4	2.3	1	0.6
Missouri	6	9.3	2	4.7	4	3.7	38	30.6	1	0.6	2	2.4
Montana	0	†	2	11.1	4	13.3	0	†	2	1.0	3	1.5
Nebraska	5	39.9	0	†	0	†	3	7.7	1	1.3	0	†
Nevada	0	†	1	15.3	1	1.8	1	72.4	0	0.0	0	†
New Hampshire	0	†	1	7.6	1	6.3	6	7.3	9	15.8	10	8.9
New Jersey	2	3.0	0	†	12	6.9	399	76.6	17	1.5	10	1.6
New Mexico	1	29.1	0	†	3	14.9	2	6.0	0	0.0	1	1.0
New York	2	38.5	3	2.1	20	3.8	227	33.1	11	0.9	9	1.1
North Carolina	3	24.3	4	11.3	5	3.2	0	†	7	7.0	0	†
North Dakota	0	†	0	†	3	29.9	0	†	1	7.3	1	3.4

See notes at end of table.

Table B-7. Number of operational regular public elementary and secondary school districts with membership and percentage distribution of students in membership in city, suburban, town, and rural locales, by state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	City						Suburban					
	Large		Midsize		Small		Large		Midsize		Small	
	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students
Ohio	5	10.0	2	2.3	14	4.6	157	38.3	11	1.7	20	2.5
Oklahoma	7	20.3	0	†	1	2.5	14	17.5	1	0.1	2	2.6
Oregon	3	10.7	3	11.4	6	18.7	12	17.4	3	1.8	1	0.3
Pennsylvania	2	11.5	2	1.8	12	6.1	169	39.5	21	4.4	20	3.6
Rhode Island	0	†	1	18.3	2	16.3	21	57.8	0	†	0	†
South Carolina	0	†	2	9.4	5	10.0	5	22.2	3	2.9	1	1.7
South Dakota	0	†	1	16.9	1	10.8	0	†	0	†	0	†
Tennessee	3	19.0	3	3.7	8	5.1	6	18.6	2	0.8	2	2.0
Texas	27	26.8	19	10.3	20	5.4	59	24.1	11	1.2	9	2.0
Utah	0	†	2	7.2	3	8.3	7	59.5	0	†	1	2.8
Vermont	0	†	0	†	2	6.5	0	†	9	9.2	0	†
Virginia	1	5.8	7	12.7	7	3.5	15	41.8	2	1.5	1	0.2
Washington	1	4.5	4	9.7	15	15.2	34	37.0	14	8.1	5	1.6
West Virginia	0	†	0	†	4	12.6	0	†	2	13.5	3	6.6
Wisconsin	1	9.5	2	5.2	12	15.0	39	14.5	12	6.4	13	4.3
Wyoming	0	†	0	†	2	28.8	0	†	0	†	0	†
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
DoDDS: DoDs Overseas <sup>2</sup>	†	†	†	†	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic <sup>2</sup>	†	†	†	†	†	†	†	†	†	†	†	†
Bureau of Indian Education	†	†	†	†	†	†	†	†	†	†	†	†
American Samoa	†	†	†	†	†	†	†	†	†	†	†	†
Guam	†	†	†	†	†	†	†	†	†	†	†	†
Commonwealth of the												
Northern Mariana Islands	†	†	†	†	†	†	†	†	†	†	†	†
Puerto Rico	0	†	0	†	0	†	1	100.0	0	†	0	†
U.S. Virgin Islands	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table B-7. Number of operational regular public elementary and secondary school districts with membership and percentage distribution of students in membership in city, suburban, town, and rural locales, by state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Town						Rural					
	Fringe		Distant		Remote		Fringe		Distant		Remote	
	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students
<b>United States<sup>1</sup></b>	<b>330</b>	<b>1.8</b>	<b>1,154</b>	<b>6.2</b>	<b>917</b>	<b>4.0</b>	<b>1,785</b>	<b>10.7</b>	<b>3,284</b>	<b>6.8</b>	<b>2,607</b>	<b>2.3</b>
Alabama	3	2.1	22	7.7	7	2.3	14	13.7	33	23.3	21	6.3
Alaska	0	†	1	12.8	6	9.5	2	3.3	0	†	40	24.2
Arizona	3	1.0	12	1.8	28	6.8	37	13.0	38	5.5	59	2.0
Arkansas	5	2.9	26	13.0	19	8.8	45	18.0	76	13.8	51	6.8
California	37	2.4	76	3.4	31	0.8	159	2.7	154	1.4	74	0.4
Colorado	3	1.1	6	2.1	26	7.3	9	8.4	27	2.1	81	3.4
Connecticut	13	4.9	1	0.6	0	†	46	10.7	17	1.0	0	†
Delaware	0	†	4	12.1	0	†	4	22.5	2	2.8	0	†
District of Columbia	0	†	0	†	0	†	0	†	0	†	0	†
Florida	0	†	10	2.5	5	1.1	13	10.0	10	1.5	2	0.1
Georgia	2	0.9	26	5.7	11	2.6	55	24.1	41	7.1	15	1.4
Hawaii	0	†	0	†	0	†	0	†	0	†	0	†
Idaho	1	0.8	11	9.5	14	12.4	13	16.1	29	7.8	38	5.3
Illinois	18	1.7	83	5.5	69	4.1	92	6.0	222	4.9	34	0.8
Indiana	10	2.2	60	14.1	5	0.9	50	13.7	90	11.8	4	0.4
Iowa	4	1.7	31	11.4	40	14.3	28	9.4	137	16.4	99	9.3
Kansas	4	2.1	24	9.9	37	17.4	21	10.5	62	8.9	130	9.6
Kentucky	3	2.2	24	11.5	26	8.3	30	19.0	36	15.1	27	6.8
Louisiana	1	1.5	14	14.3	4	2.1	9	7.4	17	11.4	5	1.5
Maine	2	1.7	8	10.7	12	6.5	27	20.3	70	27.7	94	9.5
Maryland	1	0.9	1	0.3	0	†	3	4.7	6	4.5	0	†
Massachusetts	10	0.8	7	0.7	0	†	33	4.1	10	0.2	0	†
Michigan	17	2.7	37	6.4	32	4.0	78	9.2	144	8.9	72	2.6
Minnesota	6	4.0	28	8.3	39	10.2	29	10.7	80	7.4	112	7.6
Mississippi	0	†	11	6.7	43	23.2	16	17.6	44	23.0	25	7.7
Missouri	5	2.2	38	9.2	41	9.6	49	10.1	189	10.6	148	7.0
Montana	2	1.4	0	†	51	38.8	17	2.3	77	10.6	259	20.1
Nebraska	2	1.6	8	5.0	27	18.9	10	3.4	54	8.3	143	13.9
Nevada	0	†	1	1.6	6	4.8	1	1.5	2	2.2	4	0.5
New Hampshire	3	1.4	13	11.3	12	5.0	39	17.8	52	15.8	30	2.8
New Jersey	17	1.3	5	0.4	0	†	84	7.9	22	0.7	0	†
New Mexico	1	1.0	4	6.4	24	24.0	3	8.7	8	2.7	42	6.2
New York <sup>2</sup>	30	2.1	63	4.3	18	1.3	98	6.5	176	5.7	38	0.6
North Carolina	2	0.9	16	6.5	4	1.7	29	29.5	34	14.1	11	1.5
North Dakota	0	†	0	†	11	21.3	4	0.4	32	8.2	130	29.6

See notes at end of table.



Table B-7. Number of operational regular public elementary and secondary school districts with membership and percentage distribution of students in membership in city, suburban, town, and rural locales, by state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Town						Rural					
	Fringe		Distant		Remote		Fringe		Distant		Remote	
	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students	Number of districts	Percent of students
Ohio	31	3.6	82	10.8	4	0.4	119	14.6	167	11.1	1	#
Oklahoma	6	1.6	46	14.1	36	10.4	67	8.1	202	15.1	150	7.6
Oregon	11	7.6	24	11.6	25	9.0	16	5.2	34	3.5	52	2.6
Pennsylvania	26	3.1	58	8.9	12	1.5	83	11.9	83	7.2	12	0.6
Rhode Island	1	2.4	0	†	0	†	5	4.9	2	0.3	0	†
South Carolina	1	0.4	11	8.2	4	3.5	28	30.3	25	11.4	0	†
South Dakota	1	2.0	4	3.1	15	22.5	6	9.2	29.0	9.4	98	26.1
Tennessee	2	0.4	23	8.5	8	3.1	34	25.9	38	11.4	11	1.4
Texas	17	1.2	94	5.6	90	4.4	136	11.9	321	5.4	227	1.7
Utah	1	2.1	4	9.7	6	4.6	2	1.3	4	1.8	11	2.8
Vermont	0	†	19	13.5	16	13.9	36	16.4	130	29.0	64	11.5
Virginia	0	†	15	4.6	3	0.7	29	18.1	36	8.9	14	2.2
Washington	11	3.3	26	6.7	18	4.0	26	3.5	73	4.2	67	2.0
West Virginia	0	†	9	19.3	6	9.4	8	16.3	14	17.8	9	4.5
Wisconsin	17	4.4	68	16.8	10	2.1	40	5.2	132	11.1	79	5.4
Wyoming	0	†	0	†	16	45.3	3	6.6	3	2.2	24	17.1
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
DoDDS: DoDs Overseas <sup>3</sup>	†	†	†	†	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic <sup>3</sup>	†	†	†	†	†	†	†	†	†	†	†	†
Bureau of Indian Education	†	†	†	†	†	†	†	†	†	†	†	†
American Samoa	†	†	†	†	†	†	†	†	†	†	†	†
Guam	†	†	†	†	†	†	†	†	†	†	†	†
Commonwealth of the Northern Mariana Islands	†	†	†	†	†	†	†	†	†	†	†	†
Puerto Rico	0	†	†	†	0	†	0	†	0	†	0	†
U.S. Virgin Islands	†	†	†	†	†	†	†	†	†	†	†	†

† Not applicable.

# Rounds to zero.

<sup>1</sup> U.S. totals include the 50 states and the District of Columbia.

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

<sup>3</sup> DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependent schools (domestic), respectively.

NOTE: This table includes districts operated by the Bureau of Indian Education and the Department of Defense although they are technically federally-operated. City includes the categories of City, Large Territory; City, Mid-size Territory; and City, Small Territory. Suburban includes the categories of Suburb, Large Territory; Suburb, Mid-size Territory; and Suburb, Small Territory.

Town includes the categories of Town, Fringe Territory; Town, Distant Territory; and Town, Remote Territory. Rural includes the categories of Rural, Fringe; Rural, Distant; and Rural, Remote.

Membership is the count of students enrolled on October 1 of the reported school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2009–10, Version Provisional 2a.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the  
Common Core of Data Local Education Agency Universe Survey: School Year 2009–10

Table B-8. Number and percentage of students served in English language learner (ELL) programs and Individualized Education Programs (IEPs), by state or jurisdiction: School year 2009–10

State or jurisdiction	ELL <sup>1</sup>		IEPs <sup>2</sup>	
	Number of students	Percent of students	Number of students	Percent of students
<b>United States<sup>3</sup></b>	<b>4,724,037</b>	<b>9.6</b>	<b>6,342,231</b>	<b>12.9</b>
Alabama	19,497	2.6	81,800	10.9
Alaska	14,670	11.1	17,893	13.6
Arizona	83,625	7.8	125,840	11.7
Arkansas	29,752	6.2	54,356	11.3
California	1,779,023	28.7	660,313	10.7
Colorado	95,141	11.4	0 <sup>4</sup>	0.0 <sup>4</sup>
Connecticut	30,090	5.3	68,687	12.2
Delaware	7,685	6.1	19,348	15.3
District of Columbia	5,865	8.4	11,339	16.3
Florida	230,540	8.8	374,669	14.2
Georgia	86,755	5.2	176,381	10.6
Hawaii	18,097	10.0	19,957	11.1
Idaho	15,965	5.8	27,656	10.0
Illinois	179,857	8.5	312,534	14.9
Indiana	49,271	4.7	172,069	16.4
Iowa	20,867	4.2	66,630	13.6
Kansas	38,011	8.0	66,195	14.0
Kentucky	14,244	2.1	106,045	15.6
Louisiana	13,012	1.9	85,119	12.3
Maine	4,443	2.4	29,883	15.8
Maryland	43,179	5.1	102,327	12.1
Massachusetts	51,667	5.4	167,297	17.5
Michigan	58,740	3.6	227,334	13.9
Minnesota	61,396	7.3	121,218	14.5
Mississippi	6,061	1.2	63,721	12.9
Missouri	20,473	2.2	129,280	14.1
Montana	3,807	2.7	17,159	12.1
Nebraska	19,339	6.5	43,470	14.7
Nevada	67,874	15.8	48,115	11.2
New Hampshire	3,801	1.9	30,155	15.3
New Jersey	55,655	4.0	228,955	16.4
New Mexico	51,493	15.4	45,776	13.7
New York	200,804	7.3	459,441	16.6
North Carolina	106,335	7.2	183,815	12.4
North Dakota	3,879	4.1	13,245	13.9
Ohio	37,478	2.1	263,368	14.9
Oklahoma	39,285	6.0	95,186	14.5
Oregon	61,865	11.0	79,301	14.1
Pennsylvania	46,352	2.6	294,181	16.6
Rhode Island	6,775	4.7	26,269	18.1
South Carolina	34,685	4.8	100,747	13.9
South Dakota	4,005	3.2	17,680	14.3
Tennessee	27,550	2.8	118,587	12.2
Texas	726,062	15.0	444,161	9.2
Utah	47,390	8.1	67,787	11.6

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the  
Common Core of Data Local Education Agency Universe Survey: School Year 2009–10

Table B-8. Number and percentage of students served in English language learner (ELL) programs and Individualized Education Programs (IEPs), by state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	ELL <sup>1</sup>		IEPs <sup>2</sup>	
	Number of students	Percent of students	Number of students	Percent of students
Vermont	949	1.0	2,371	2.6
Virginia	86,751	7.0	164,556	13.2
Washington	65,101	6.3	126,021	12.2
West Virginia	1,609	0.6	46,086	16.3
Wisconsin	45,168	5.2	125,503	14.4
Wyoming	2,099	2.4	12,405	14.1
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions				
DoDDS: DoDs Overseas <sup>5</sup>	—	—	—	—
DDESS: DoDs Domestic <sup>5</sup>	—	—	—	—
Bureau of Indian Education	—	—	6,727	16.3
American Samoa	—	—	—	—
Guam	—	—	—	—
Commonwealth of the Northern Mariana Islands	10,897	99.4	782	7.1
Puerto Rico	364	0.1	121,159	24.6
U.S. Virgin Islands	—	—	1,476	9.5

— Not available.

<sup>1</sup> English language learners (ELL, formerly known as limited English proficient, or LEP) are individuals who (1) were not born in the United States or whose native language is a language other than English; or (2) come from environments where a language other than English is dominant; or (3) are American Indians or Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in U.S. society.

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

<sup>3</sup> U.S. totals include the 50 states and the District of Columbia.

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2009–10, Version Provisional 2a.

Table B-9. Number of staff for public schools, by category and state or jurisdiction: School year 2009–10

State or jurisdiction	Teachers	Instructional aides	Instructional coordinators and supervisors	Guidance counselors	Librarians	Library support staff	School district administrators	School district administrative support staff	School administrators	School administrative support staff	Student support staff	Other support staff
<b>Reporting states<sup>1</sup></b>	<b>3,171,283.7</b>	<b>691,870.0</b>	<b>64,168.3</b>	<b>99,589.1</b>	<b>51,350.9</b>	<b>30,725.6</b>	<b>66,277.5</b>	<b>162,173.2</b>	<b>169,205.3</b>	<b>213,772.4</b>	<b>270,886.2</b>	<b>1,110,080.0</b>
Alabama	47,490.5	—	—	1,854.6	1,414.3	706.2	898.5	1,704.6	2,681.6	3,307.7	2,334.1	23,238.4
Alaska	8,109.4	2,423.8	—	307.7	168.5	94.3	666.6	805.1	871.4	1,162.0	421.7	2,539.4
Arizona	51,940.7	14,759.7	95.5	1,322.5	612.8	1,576.8	425.1	728.1	2,521.5	4,827.4	7,436.7	14,005.5
Arkansas	37,240.0	7,991.0	800.0	1,425.0	1,007.0	250.0	704.0	2,370.0	1,768.0	3,214.0	7,682.0	9,860.0
California	284,591.3	60,812.0	—	—	—	—	6,312.0	—	16,830.2	—	23,444.9	47,036.0
Colorado	49,060.3	15,153.2	2,481.5	2,125.5	790.6	895.2	1,187.6	4,580.1	2,839.3	4,765.7	5,435.2	14,034.3
Connecticut	43,592.8	13,974.0	3,486.2	1,086.9	801.7	657.4	1,796.4	3,067.7	2,152.3	1,731.4	2,808.8	17,025.1
Delaware	8,639.6	2,016.8	334.4	278.8	140.5	9.7	357.5	333.5	414.2	412.5	938.8	3,096.6
District of Columbia	6,368.0	1,541.0	363.0	280.0	122.0	28.0	177.0	508.0	508.0	624.0	1,058.0	619.0
Florida	183,827.0	28,326.0	701.0	5,826.0	2,716.0	1,032.0	1,901.0	15,126.0	7,866.0	15,195.0	10,092.0	62,838.0
Georgia	115,917.5	27,073.8	2,282.8	3,669.5	2,311.1	1,674.4	2,353.6	2,631.3	6,534.1	9,174.9	7,884.5	53,184.6
Hawaii	11,402.9	2,424.8	603.3	645.5	225.0	82.9	199.0	603.3	529.0	1,035.8	1,681.2	2,216.3
Idaho	15,200.9	3,048.5	238.9	618.4	140.6	296.1	137.8	633.0	731.8	898.1	580.0	5,173.6
Illinois	138,318.1	—	497.1	3,154.9	1,726.9	—	2,646.6	—	7,449.3	—	9,576.0	—
Indiana	62,258.0	24,035.0	2,181.0	1,941.0	892.0	1,347.0	1,132.0	797.0	3,187.0	7,542.0	2,436.0	34,976.0
Iowa	35,842.2	10,916.8	466.5	1,241.0	569.5	902.5	870.2	1,462.2	1,792.0	2,608.2	2,791.4	13,079.6
Kansas	34,700.1	9,450.3	982.5	1,081.3	839.9	538.5	501.8	1,335.4	1,821.9	2,162.3	3,485.1	10,628.8
Kentucky	44,370.6	16,727.2	966.0	1,527.4	1,132.1	361.8	1,130.3	3,752.4	3,630.2	8,324.4	3,158.1	33,344.5
Louisiana	49,646.1	11,803.7	2,066.0	1,941.8	1,191.0	351.1	384.6	2,860.9	2,868.2	3,545.4	5,045.7	21,165.4
Maine	16,275.4	6,034.3	320.0	625.4	239.8	376.5	657.4	1,149.3	1,220.2	1,702.7	1,709.7	6,765.4
Maryland	58,235.4	11,397.1	1,717.3	2,407.5	1,231.9	512.0	3,386.3	2,326.2	3,825.8	5,845.8	4,716.9	19,683.9
Massachusetts	69,909.2	23,250.0	437.1	2,214.6	840.1	1,080.1	2,224.7	3,356.6	4,328.4	5,699.8	8,381.0	1,441.6
Michigan	92,691.2	22,263.2	3,438.8	2,496.7	957.7	670.8	3,303.3	1,240.9	4,867.3	12,452.0	13,403.6	46,835.0
Minnesota	52,839.1	16,293.4	1,945.6	1,085.8	766.9	790.0	2,057.3	2,302.1	2,093.5	4,062.2	11,838.5	12,987.4
Mississippi	33,103.5	8,937.3	738.2	1,115.9	966.8	233.1	1,010.8	2,077.6	1,978.8	2,509.1	2,976.2	15,130.9
Missouri	67,710.8	13,168.4	1,074.0	2,588.4	1,519.3	124.6	1,401.4	8,406.3	3,086.4	357.0	4,987.0	27,364.8
Montana	10,519.5	2,343.4	164.9	467.2	374.2	—	170.6	—	541.7	—	690.8	—
Nebraska	22,256.2	6,467.5	954.7	808.7	561.8	396.8	596.3	1,012.9	1,030.4	1,531.3	1,366.3	8,848.2
Nevada	22,103.5	—	—	869.6	372.5	—	22.3	—	1,020.5	—	43.2	1,042.3
New Hampshire	15,490.6	7,218.9	—	849.2	324.9	298.8	713.7	754.5	781.8	1,286.6	—	5,189.7
New Jersey	115,246.0	27,677.0	3,428.0	4,183.0	1,779.0	—	1,471.0	6,049.0	4,959.0	8,328.0	12,303.0	28,040.0
New Mexico	22,723.7	6,121.6	770.9	836.3	288.8	259.9	848.9	86.1	1,354.3	3,825.4	3,044.8	7,400.7
New York	213,616.8	37,912.8	2,266.8	6,575.0	2,945.6	1,484.9	3,093.8	22,132.9	9,315.3	7,651.6	11,871.7	97,954.8
North Carolina	98,520.4	26,757.5	1,112.0	3,855.5	2,352.8	406.5	1,685.1	4,976.3	5,129.6	7,502.0	9,611.0	32,022.0
North Dakota	8,335.6	2,142.1	148.0	290.2	193.9	188.8	446.0	147.4	427.3	309.5	558.3	2,761.1

See notes at end of table.

Table B-9. Number of staff for public schools, by category and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Teachers	Instructional aides	Instructional coordinators and supervisors	Guidance counselors	Librarians	Library support staff	School district administrators	School district administrative support staff	School administrators	School administrative support staff	Student support staff	Other support staff
Ohio	111,377.5	19,587.7	1,670.4	3,697.3	1,285.2	1,756.0	2,079.0	13,497.4	5,056.3	12,388.0	20,905.5	50,927.2
Oklahoma	42,614.6	8,574.8	433.0	1,720.0	1,130.9	851.5	598.3	3,138.0	2,227.6	3,520.5	4,240.5	15,690.2
Oregon	28,255.3	9,538.5	389.3	1,068.0	317.8	713.2	352.1	2,966.7	1,576.6	3,696.5	1,603.6	9,204.8
Pennsylvania	130,920.8	30,009.0	1,700.3	4,710.3	2,188.7	1,838.0	2,699.4	7,331.0	5,765.8	10,152.0	8,210.7	48,276.9
Rhode Island	11,334.0	2,193.0	80.0	386.0	293.0	61.0	84.0	492.0	451.0	662.0	485.0	2,035.0
South Carolina	46,979.5	8,698.0	498.5	1,853.6	1,127.8	370.9	697.8	655.2	2,566.0	611.0	3,108.2	188.3
South Dakota	9,326.0	2,396.1	92.2	329.3	136.2	66.1	710.2	370.2	420.5	476.3	746.7	3,555.1
Tennessee	65,360.7	16,154.9	839.5	2,824.4	1,910.0	548.4	165.5	820.3	3,321.8	4,534.3	1,073.0	30,186.3
Texas	333,163.8	65,119.1	3,604.5	11,104.0	5,139.9	2,764.1	6,697.4	21,928.7	21,683.7	24,297.8	23,656.2	143,205.1
Utah	25,473.6	8,187.9	1,668.6	820.1	274.6	418.4	405.1	726.8	1,295.6	2,243.6	1,243.3	8,898.4
Vermont	8,472.1	4,431.8	231.4	426.5	213.7	260.0	134.9	431.1	487.5	681.6	914.3	2,145.8
Virginia	70,827.4	19,845.4	13,320.3	3,911.0	2,001.0	1,705.4	1,608.1	4,572.5	4,665.0	7,663.1	7,360.8	65,422.7
Washington	53,447.8	10,403.8	509.3	2,050.1	1,152.7	763.1	1,139.0	1,672.5	2,789.3	4,423.8	3,014.7	22,567.5
West Virginia	20,298.8	3,617.1	339.2	740.0	355.4	—	731.1	1,143.1	1,120.8	452.3	1,616.7	8,456.0
Wisconsin	58,425.7	10,492.2	1,354.1	1,924.0	1,133.5	656.6	962.3	2,691.1	2,476.9	3,794.5	6,439.0	14,874.5
Wyoming	6,913.1	2,158.7	375.6	427.6	173.1	326.4	343.1	420.0	344.9	581.5	476.0	2,917.5
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
DoDDS: DoDs Overseas <sup>2</sup>	—	—	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic <sup>2</sup>	—	—	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Mariana Islands	552.0	239.0	9.0	20.0	—	15.0	7.0	73.0	35.0	61.0	45.0	99.0
Puerto Rico	39,102.0	96.0	352.0	882.0	1,228.0	79.0	86.0	968.0	1,489.0	2,263.0	3,435.0	13,218.0
U.S. Virgin Islands	1,425.0	359.0	36.0	77.0	28.0	12.0	24.0	59.0	85.0	80.0	330.0	339.0

— Not available.

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2009–10, Version Provisional 2a.

**APPENDIX C—Glossary for the Common Core of Data: School Year  
2009–10**

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## APPENDIX C—Glossary for the Common Core of Data: School Year 2009–10

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) 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.

**Midsized 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 midsized city:** Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a midsized 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, Midsized:** 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, Midsized:** 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.

## APPENDIX C—Glossary for the Common Core of Data: School Year 2009–10

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 boundary; 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 Administrative Support Staff**

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

### **School Administrator**

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

### **School District**

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

### **School Identification (ID) Number**

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

### **Schoolwide Title I Eligible School**

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

### **Secondary**

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

### **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  
2009–10**

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APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

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 2009–10

Variable	Label	Missing	Not applicable
FTE09	Classroom teachers	American Samoa, Department of Defense Domestic, Guam.	None.
TITLEI09	Title I eligible schools	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Virgin Islands.	None.
STITLI09	School wide Title I	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Virgin Islands.	None.
MAGNET09	Magnet school indicator	Massachusetts, American Samoa.	Arizona, Hawaii, Iowa, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Texas, Washington, West Virginia, Wyoming, Department of Defense Overseas, Bureau of Indian Education, Department of Defense Domestic, Commonwealth of the Northern Mariana Islands, Puerto Rico.
CHARTR09	Charter school indicator	American Samoa.	Alabama, Kentucky, Maine, Montana, Nebraska, North Dakota, South Dakota, Vermont, Washington, West Virginia, Department of Defense Overseas, Bureau of Indian Education, Department of Defense Domestic, Commonwealth of the Northern Mariana Islands, Puerto Rico, Virgin Islands.

See notes at end of table.



APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

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 2009–10—Continued

Variable	Label	Missing	Not applicable
SHARED09	Shared time school indicator	Texas.	None.
FRELCH09	Free lunch eligible students	Department of Defense Domestic, Bureau of Indian Education, American Samoa, Department of Defense Overseas, Guam.	None.
REDLCH09	Reduced-price lunch eligible students	Department of Defense Domestic, Bureau of Indian Education, American Samoa, Department of Defense Overseas, Guam, Virgin Islands.	None.
TOTFRL09	Total of free and reduced-lunch eligible	Department of Defense Domestic, Bureau of Indian Education, American Samoa, Department of Defense Overseas, Guam.	None.
PK09	PK students – total	California, Michigan, Oregon, Department of Defense Overseas, Department of Defense Domestic, Guam, Virgin Islands.	American Samoa.
KG09	KG students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0109	Grade 1 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

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 2009–10—Continued

Variable	Label	Missing	Not applicable
G0209	Grade 2 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0309	Grade 3 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0409	Grade 4 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0509	Grade 5 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0609	Grade 6 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0709	Grade 7 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0809	Grade 8 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

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 2009–10—Continued

Variable	Label	Missing	Not applicable
G0909	Grade 9 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G1009	Grade 10 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G1109	Grade 11 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G1209	Grade 12 students –total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
UG09	Ungraded students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	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, Virgin Islands.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

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 2009–10—Continued

Variable	Label	Missing	Not applicable
MEMBER09	All students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
AM09	All students – American Indian/ Alaska Native	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Commonwealth of the Northern Mariana Islands.
ASIAN09	All students – Asian	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Bureau of Indian Education.
HISP09	All students – Hispanic	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Bureau of Indian Education, Commonwealth of the Northern Mariana Islands.
BLACK09	All students – Black	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Bureau of Indian Education, Commonwealth of the Northern Mariana Islands.
WHITE09	All students – White	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Bureau of Indian Education.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

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 2009–10—Continued

Variable	Label	Missing	Not applicable
PACIFIC09	All students – Hawaiian Native/ Pacific Islander	None.	Alabama, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Puerto Rico, Virgin Islands.
TR09	All students – Two or more races	None.	Alabama, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Puerto Rico, Virgin Islands.
PUPTCH09	Pupil teacher ratio	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2009–10, Version Provisional 2a.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

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 2009–10

Variable	Label	Missing	Not applicable
UG09	Ungraded students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	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, Virgin Islands.
PK1209	PK-12 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
MEMBER09	Calculated total student membership	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
SPECED09	Special education – individualized education plan	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
ELL09	English language learner students	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Virgin Islands.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

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 2009–10—Continued

Variable	Label	Missing	Not applicable
PKTCH09	Teachers - prekindergarten	California, Montana, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Virgin Islands.	None.
KGTCH09	Teachers - kindergarten	California, Hawaii, Montana, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Puerto Rico.	None.
ELMTCH09	Teachers - elementary	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
SECTCH09	Teachers - secondary	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
UGTCH09	Teachers - ungraded	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	Alabama, Alaska, Arizona, California, Colorado, Delaware, Idaho, Iowa, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, Nebraska, New Hampshire, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, Virginia, West Virginia, Wyoming.
TOTTCH09	Teachers - total	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

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 2009–10—Continued

Variable	Label	Missing	Not applicable
AIDES09	Instructional aides/ paraprofessionals	Alabama, Illinois, Nevada, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
CORSUP09	Instructional coordinators and supervisors	Alabama, Alaska, California, Nevada, New Hampshire, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
ELMGUI09	Guidance counselors - elementary	California, Kentucky, North Dakota, Ohio, Oregon, South Dakota, Texas, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Puerto Rico.	None.
SECGUI09	Guidance counselors - secondary	California, Kentucky, North Dakota, Ohio, Oregon, South Dakota, Texas, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Puerto Rico.	None.

See notes at end of table.



APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

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 2009–10—Continued

Variable	Label	Missing	Not applicable
OTHGUI09	Guidance counselors – other	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, New York, North Carolina, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Utah, Vermont, Washington, West Virginia, Wyoming, Commonwealth of the Northern Mariana Islands.
TOTGUI09	Guidance counselors - total	California, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
LIBSPE09	Librarians/media specialists	California, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands.	None.
LIBSUP09	Librarians/media support staff	California, Illinois, Montana, Nevada, New Jersey, West Virginia, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
LEAADM09	LEA administrators	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

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 2009–10—Continued

Variable	Label	Missing	Not applicable
LEASUP09	LEA administrative support staff	California, Illinois, Montana, Nevada, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
SCHADM09	School administrators	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
SCHSUP09	School administrative support staff	California, Illinois, Montana, Nevada, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
STUSUP09	Student support services staff	New Hampshire, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
OTHSUP09	All other support staff	Illinois, Montana, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2009–10, Version Provisional 2a.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States that reported 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 2009–10

Variable	Label	Missing	Not applicable
PKTCH	Prekindergarten teachers	California, Montana, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Virgin Islands.	None.
KGTCH	Kindergarten teachers	California, Hawaii, Montana, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Puerto Rico.	None.
ELMTCH	Elementary teachers	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
SECTCH	Secondary teachers	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
UGTCH	Teachers of ungraded classes	Department of Defense Overseas, Bureau of Indian Education, Department of Defense Domestic.	Alabama, Alaska, Arizona, California, Colorado, Delaware, Idaho, 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.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States that reported 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 2009–10  
—Continued

Variable	Label	Missing	Not applicable
TOTTCH	Total full-time-equivalent (FTE) teachers	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
AIDES	Instructional aides	Illinois, Nevada, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
CORSUP	Instructional coordinators & supervisors	Alaska, California, Nevada, New Hampshire, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
ELMGUI	Elementary guidance counselors/directors	California, Kentucky, North Dakota, Ohio, Oregon, South Dakota, Texas, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Puerto Rico.	None.
SECGUI	Secondary guidance counselors/directors	California, Kentucky, North Dakota, Ohio, Oregon, South Dakota, Texas, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Puerto Rico.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States that reported 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 2009–10  
—Continued

Variable	Label	Missing	Not applicable
OTHGUI	Other guidance counselors/directors	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	Alabama, Alaska, Arizona, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, New York, North Carolina, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Utah, Vermont, Washington, West Virginia, Wyoming, Commonwealth of the Northern Mariana Islands.
TOTGUI	Total guidance counselors/directors	California, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
LIBSPE	Librarians	California, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	Commonwealth of the Northern Mariana Islands.
LIBSUP	Library support staff	California, Illinois, Montana, Nevada, New Jersey, West Virginia, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States that reported 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 2009–10  
—Continued

Variable	Label	Missing	Not applicable
LEAADM	Local education agency (LEA) administrators	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
LEASUP	Administrative support staff	California, Illinois, Montana, Nevada, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
SCHADM	School administrators	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
SCHSUP	School support staff	California, Illinois, Montana, Nevada, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
STUSUP	Student support services	New Hampshire, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
OTHSUP	All other support services staff	Illinois, Montana, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
PK	Prekindergarten students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Virgin Islands.
KG	Kindergarten students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States that reported 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 2009–10  
—Continued

Variable	Label	Missing	Not applicable
G01	Grade 1 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G02	Grade 2 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G03	Grade 3 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G04	Grade 4 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G05	Grade 5 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G06	Grade 6 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G07	Grade 7 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G08	Grade 8 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G09	Grade 9 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G10	Grade 10 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G11	Grade 11 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States that reported 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 2009–10  
—Continued

Variable	Label	Missing	Not applicable
G12	Grade 12 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
UG	Ungraded students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	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, Virgin Islands.
MEMBER	Total students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
AM	Total students – American Indian/Alaska Native	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
AS	Total students – Asian	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
HI	Total students – Hispanic	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
BL	Total students – Black	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.



APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States that reported 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 2009–10  
—Continued

Variable	Label	Missing	Not applicable
WH	Total students – White	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
HP	Total students – Hawaiian Native/Pacific Islander	None.	Alabama, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Puerto Rico, Virgin Islands.
TR	Total students – Two or more races	None.	Alabama, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Puerto Rico, Virgin Islands.

NOTE: Items reported as missing for the 50 states and the District of Columbia have been imputed at the state level.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009–10, Version 1b.

## APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

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

### Alabama

None.

### Alaska

None.

### Arizona

Arizona only includes the preschool students who are fundable through the state in their counts of prekindergarten (PK) students.

### Arkansas

None.

### California

There are 35 schools and 2 local education agencies (LEAs) with a value of “M” (Missing) for ULOCAL09, CDCCODE09, CONAME09, CONUM09 because the state reported those schools and LEAs after the CCD files had undergone geocode processing.

### Colorado

State reported special education student counts at the administrative units that are responsible for federal Individuals with Disabilities Education Act (IDEA) funds.

### Connecticut

None.

### Delaware

None.

### District of Columbia

None.

### Florida

None.

### Georgia

None.

### Hawaii

None.

### Idaho

There are four schools with a value of “M” (Missing) for ULOCAL09, CDCCODE09, CONAME09, CONUM09 because state reported changes in directory information for those schools after the CCD files had undergone geocode processing.

## APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

### Illinois

There is one school with a value of “M” (Missing) for ULOCAL09, CDCCODE09, CONAME09, CONUM09 because state reported changes in directory information for that school after the CCD files had undergone geocode processing.

Illinois has a substantial decrease in the number of instructional coordinators from the prior year. The state explained that some school-level staff could have been inadvertently report in the prior year and districts have cut back on these district-level instructional coordinator/supervisor position due to lack of funding.

### Indiana

None.

### Iowa

None.

### Kansas

Kansas re-mapped some of the staff data in their data system and this resulted in data fluctuations in the counts of instructional coordinators, student/other support staff, and administrative support staff compared to the prior year.

### Kentucky

The reporting of PK students is not mandatory in Kentucky. Because of this, there are fluctuations in the state’s count of PK students from year to year.

### Louisiana

None.

### Maine

None.

### Maryland

None.

### Massachusetts

None.

### Michigan

There are 37 schools with a value of “M” (Missing) for ULOCAL09, CDCCODE09, CONAME09, CONUM09 because state reported changes in directory information for those schools after the CCD files had undergone geocode processing.

### Minnesota

None.

### Mississippi

None.

### Missouri

None.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Montana

None.

Nebraska

None.

Nevada

None.

New Hampshire

None.

New Jersey

None.

New Mexico

None.

New York

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.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table 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 2009–10

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
Nyc Special Schools District 75	3600135

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2009–10, Version Provisional 2a.

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 Dakota

None.

Ohio

None.

Oklahoma

None.

## APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

### Oregon

The total student membership on the school level file is 5.2 percent less than the total student membership on the state level file. The discrepancy is due to the missing data in prekindergarten count on the school level file.

### Pennsylvania

There are 5 schools with a value of “M” (Missing) for ULOCAL09, CDCCODE09, CONAME09, CONUM09 because state reported changes in directory information for those schools after the CCD files had undergone geocode processing.

### Rhode Island

None.

### South Carolina

None.

### South Dakota

None.

### Tennessee

None.

### Texas

None.

### Utah

None.

### Vermont

State reported four private schools/LEAs in prior year data files and those schools/LEAs were removed from 2009–10 data files. The removal resulted in a decrease in student membership from 90,106 (school year 2008–09) to 86,137 (school year 2009–10). The total student membership on the school level file is 7.3 percent less than the total student membership on the LEA and state level files. The discrepancies are due to 1) state reported a student membership in the school the student attends, but reported a student’s membership in the LEA that is financially responsible for the student, and 2) some supervisory unions ran prekindergarten programs so students were reported in the supervisory unions that only appear on the LEA file.

### Virginia

None.

### Washington

None.

### West Virginia

None.

### Wisconsin

None.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Wyoming

None.

Bureau of Indian Education (BIE)

None.

Department of Defense Dependents (overseas) Schools

Department of Defense Dependents (overseas) Schools did not submit data for the 2009–10 school year.

Department of Defense Dependents (domestic) Schools

Department of Defense Dependents (domestic) Schools did not submit data for the 2009–10 school year.

American Samoa

American Samoa did not submit data for the 2009–10 school year.

Guam

Guam did not submit data for the 2009–10 school year.

Commonwealth of the Northern Mariana Islands

None.

Puerto Rico

None.

U.S. Virgin Islands

None.

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