

Documentation to the NCES Common Core of Data Public Elementary/ Secondary School Universe Survey: School Year 2009–10

Version Provisional 2a

Documentation to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Version Provisional 2a

August 2012

Chen-Su Chen
**National Center for
Education Statistics**

Jennifer Sable
Lindsey Mitchell
**Education Statistics Services Institute –
American Institutes for Research**

Fei Liu
**Education Statistics Services Institute –
MacroSys LLC**

U.S. Department of Education

Arne Duncan
Secretary

Institute of Education Sciences

John Q. Easton
Director

National Center for Education Statistics

Jack Buckley
Commissioner

Elementary/Secondary & Libraries Studies Division

Jeffrey Owings
Associate Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to

NCES, IES, U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

August 2012

This report was prepared for the National Center for Education Statistics under Contract No. ED-CO-0044 with American Institutes for Research. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

This publication is only available online. To download, view, and print the report as a PDF file, go to the NCES World Wide Web Publications and Products address shown above.

Suggested Citation

Chen, C., Sable, J., Mitchell, L., & Liu, F. (2012). *Documentation to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10* (NCES 2011-348rev). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <http://nces.ed.gov/pubsearch/pubs.info.asp?pubid=2011348rev>.

Content Contact

Patrick Keaton
202-502-7386
Patrick.Keaton@ed.gov

Contents

| | Page |
|--|-------------|
| List of Tables..... | iv |
| I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10, Version Provisional 2a | 1 |
| II. User’s Guide | 3 |
| A. Methodology | 3 |
| B. User Guidelines for Processing the Public Elementary/Secondary School Universe Survey Data Files..... | 18 |
| C. Guidelines for Using the Flat ASCII Data File | 18 |

Appendixes

| | |
|--|-----|
| Appendix A—Record Layout for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10..... | A-1 |
| Appendix B—Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10..... | B-1 |
| Appendix C—Glossary for the Common Core of Data: School Year 2009–10..... | C-1 |
| Appendix D—State Notes for the Common Core of Data: School Year 2009–10 | D-1 |

List of Tables

| Table | Page |
|--|------|
| 1. American National Standards Institute (ANSI) state codes and abbreviations used in CCD datasets | 16 |
| 2. List of schools with mailing address in another state: School year 2009–10 | 17 |
| B-1. Distribution of responses of character variable data, by response value: School year 2009–10 | B-3 |
| B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2009–10 | B-4 |
| B-3. Frequencies of categorical variables: School year 2009–10 | B-12 |
| B-4. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2009–10 | B-16 |
| B-5. Number of students in membership in operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2009–10 | B-18 |
| B-6. Median student/teacher ratio for regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2009–10 | B-20 |
| B-7. Average student membership size of regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2009–10 | B-22 |
| B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2009–10 | B-24 |
| 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 | D-3 |
| D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD) Local Education Agency (LEA) Universe Survey, by variable: School year 2009–10 | D-9 |
| 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 | D-14 |

List of Tables—Continued

| Table | Page |
|--|-------------|
| 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..... | D-24 |

I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School 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) dependent schools (overseas and domestic), and the Bureau of Indian Education (BIE). In order to provide data comparable across states to the maximum extent feasible, NCES and 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 staff¹ edits the data to produce a clean data file, which NCES uses to construct general-purpose publications and specialized reports. The principal users of CCD nonfiscal data are the federal government; the education research community; state and local government officials, including school boards and local education agency (LEA) administrators; and the general public.

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

In the 2009–10 CCD Public Elementary/Secondary School Universe Survey, there are 103,959 records—one for each public elementary and secondary school in the 50 states, the District of Columbia, Puerto Rico, the four U.S. Island Areas, the DoD schools (overseas and domestic), and the BIE. Schools coded as being open in the 2008–09 file, but coded as closed in the 2009–10 file (2,137 schools), will be kept on the file for one year, and then removed (i.e., they do not appear in files for subsequent years).² Closed schools are indicated by a value of ‘2’ for the variable STATUS09. Excluding closed schools, there were 101,822 schools on the 2009–10 file. Of these 101,822 schools, 91,522 are regular elementary and secondary, 2,123 are special education, 1,457 are vocational/technical, and 6,720 are other/alternative schools. For a count of all school types, including closed schools, 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 school universes were based on information from the SEAs’ websites³ and all the other data items were left as missing.

¹ CCD survey staff collectively refers to staff that are employed by NCES as well as staff who are employed by other organizations who perform collection, editing, and processing tasks on behalf of NCES. For 2009–10 these organizations included staff at the U.S. Census Bureau and the American Institutes for Research.

² Includes 301 reportable programs that were incorrectly reported as schools in 2008–09. For more information, see the discussion of reportable programs as part of “TYPE09” in *Comments About the Variables*.

³DDESS: <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>

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

The CCD system is designed to be inclusive rather than exclusive. Thus, CCD files contain a substantial number of records representing administrative and operating units that are unlike typical public schools and school districts—for example, schools or districts without students and special education schools. In 2009–10, 10 percent of all open schools were unlike typical schools (nontypical schools are types 2, 3, or 4)⁴ and 24 percent of all open school districts were unlike typical districts (nontypical districts are type 3, 4, 5, 6, 7, or 8).⁵ The CCD system provides features that enable the data provider and the data user to identify and select records according to the categories of interest to them. Definitions and categories used in the CCD are deliberately generic so that they may accommodate many and varied organizational structures used in the provision of public elementary and secondary education across the nation.

The Public Elementary/Secondary School Universe file includes data for the following variables: NCES school ID number, state school ID number, name of the school, name of the agency that operates the school, mailing address, physical location address, phone number, school type, operational status, locale code, latitude, longitude, county number, county name, full-time-equivalent (FTE) classroom teacher count, low/high grade span offered, Congressional district code, school level, free lunch eligible students, reduced-price lunch eligible students, total free and reduced-price lunch eligible, student totals and detail (by grade, by race/ethnicity, and by sex), and pupil/teacher ratio. The file also contains flags indicating whether a school is Title I eligible, schoolwide Title I eligible, a magnet school, a charter school, a shared time school, a BIE school⁶, and whether student counts by race/ethnicity were reported by five or seven racial/ethnic categories.

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

- **Appendix A—Record Layout** gives the variable names and labels of the data elements discussed throughout the documentation, as well as their location in the data file.
- **Appendix B—Value Distribution, Field Frequencies, and Data Tables** indicates the minimum, maximum, and mean values for each continuous variable as well as the frequency,

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

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

⁶Starting with the 2009–10 school year, the variable “BIES09” was added to the school file to indicate a state-reported school that was also reported by the Bureau of Indian Education.

percentage, cumulative frequency, and cumulative percent of all categorical variables. Data tables are also provided for select statistics by state or jurisdiction.

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

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 verified data through SEA coordinators and did not contact LEAs or individual schools to verify data except in unusual circumstances. After performing edit and consistency checks, CCD survey staff referred discrepancies to SEA coordinators for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

In the context of the CCD, a school is an organization composed of students and staff.⁷ The CCD school definition recognizes that this organization may encompass several locations but must have a single contact point, which is the mailing address entered on the CCD school record. There may be situations in which students are attending two schools at the same time (e.g., a regular school and a vocational school). In these situations, the student is counted where he/she receives education for the majority of the time.

States report data to the *EDFacts* collection system through multiple file groups that are submitted on a reporting schedule at different dates throughout the year. The 2009–10 school year *EDFacts* collection of CCD submissions opened in January 2010. NCES extracted data from *EDFacts* between April 29th, 2010 and January 3rd, 2011. In addition, NCES extracted data for the Version 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

⁷ Schools in the CCD may have no reported enrollment but still serve students because students can only be reported among the membership of one school. For example, a vocational school may serve students who are dually enrolled in a regular school and the regular school reports their membership. This vocational school serves students, but would have no reported enrollment in the CCD because the students are included in the membership of the regular school.

updates unless these late reports or updates resulted in a major change of the reported data. Late reports or updates from SEAs may be included in subsequent file releases.

Once CCD survey staff complete the collection and review of the CCD directory data, Census Bureau staff assign geographic elements (latitude, longitude, locale, congressional district, and county) based on the school location address.

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 ED*Facts* 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 Public Elementary/Secondary School Universe Survey Data File

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

Coverage. The coverage of the Public Elementary/Secondary School Universe Survey includes all public schools providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. There are 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 dependent schools (overseas and domestic), American Samoa, and Guam did not report data for the 2009–10 school year. Their school universes were based on information from the SEAs' websites and all the other data items were left as missing.

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 data coordinators follow CCD conventions regarding the deletion of closed schools or agencies and the addition of new ones. Confusion is particularly likely when local education agencies merge. Coverage issues (deletions of schools/agencies, merging of schools/agencies) can affect the ability to track a given school/agency over time.

Missing value options. All data elements are either completed by the state or have been filled with a “0,” “-1,” “-2,” “-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. 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. Character fields continue to use “M” for missing and “N” for not applicable.

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 the Variables

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

(FIPST) ANSI⁸ State Codes. Each record contains an American National Standards Institute (ANSI) state code. A list of ANSI codes for each state and jurisdiction is presented in table 1.

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

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

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

(SEASCH09) State School ID. Each record contains a State School ID. State School ID numbers are assigned by SEAs and may not be unique across states.

(LEANM09) Name of Education Agency. Each record includes the name of the agency that operates the school. NCES reviewed any record filling the 60 characters assigned, and may have edited the agency name to improve readability (i.e., applied standard abbreviations).

(SCHNAM09) Name of School. Each record has a school name. NCES reviewed any record filling the 50 characters assigned, and may have edited the school name to improve readability (i.e., applied standard abbreviations).

(MSTREE09) Mailing Street. This field may contain a street address or a P.O. Box number. Also, some mailing addresses consist solely of a city and state, indicated by an “N” in the street address field. This field contains an “N” for 11 records in the data file and “M” for 4 records. If mailing street, city, state, and ZIP Code fields were left blank or missing, data from the corresponding location address fields were inserted.

(MCITY09) Mailing City. There may be some valid cases in which a school may be located in one city and have a mailing address in another city.

(MSTATE09) Mailing State (PO Abbreviation). Each record contains a mailing state. There are instances where a school that is part of one state’s education system reports a mailing address in another state; these situations have been confirmed by the reporting state. A list of the 13 schools that have a mailing state code different from their ANSI state code is included at the end of this document (see table 2).

⁸ 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.

(MZIP09, MZIP409) Mailing ZIP Code +4. Each record displays a mailing ZIP Code in this field. The +4 may be left blank if it is unknown.

(PHONE09) Area Code + Telephone Number. If a valid phone number was not provided for a school for the 2009–10 school year, NCES researched prior year data files back to the 2004–05 school year to determine if a valid phone number was reported for the school in a prior year. If a valid number was found in a prior year, this phone number was carried forward to the 2009–10 data file. After completing this editing process, phone numbers are missing (“M”) for 185 records.

(LSTREE09) Location Street. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields were inserted. In some instances, SEAs did not report physical locations for the location street field, but rather reported Post Office boxes and other addresses that did not represent the location of a school. NCES sponsored research to determine the physical location (and latitude and longitude coordinates) for these types of location street reports. Missing or nonlocation addresses (e.g., Post Office box numbers) were resolved through several means, including telephone calls to individual schools. In addition to this research, if a valid location street was not provided for a school for the 2009–10 school year, NCES researched prior year data files back to the 2004–05 school year to determine if a valid location street was reported for the school in a prior year. If a valid location street was found for a prior year, this value was carried forward to the 2009–10 data file. After completing this editing process, 212 schools have missing location street values.

(LCITY09) Location City. Each record displays a location city in this field.

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

(LZIP09, LZIP409) Location ZIP Code + 4. Each record displays a location ZIP Code in this field. The +4 may be left blank if it is unknown

(TYPE09) School Type Code. Each record contains a school type code.

- 1 = Regular school
- 2 = Special education school
- 3 = Vocational education school
- 4 = Alternative/other school
- 5 = Reportable program

Beginning with the 2007–08 school year, the CCD edits the reported school type if it does not agree with the CCD definition. For example, if a school name indicated that it focused primarily on the needs of students with disabilities or if the state reported that at least 80 percent of the students enrolled in the school had special education individual education programs (IEPs), NCES reclassified the school as a special education school. (The number of students with IEPs was reported to ED*Facts* collection system at the school and LEA level, but the CCD only contained IEP data at the LEA level.) Similarly, if a school name suggested that it was a

vocational or alternative school, NCES researched the school through different resources (e.g., school website or education association) or by calling the school to determine if the school should be reclassified as a vocational or alternative school. NCES asked CCD Coordinators to review these reclassifications, and if they provided evidence that a school met the CCD criteria for the originally reported type, the school type was not changed.

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

(STATUS09) Operational Status Code. Each record contains a status code to reflect the school’s operational status for the 2009–10 school year. Valid responses include the following:

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

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

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

(ULOCAL09) Urban-centric Locale Code. The locale code is an indication of a school’s location relative to a populous area. Beginning with the 2006–07 CCD files, the locale code methodology was changed from a 1-digit code based on metropolitan statistical areas to a 2-digit code based on urban clusters. In order to distinguish the two methodologies, the older system of locale codes is referred to as “metro-centric” and the current system is referred to as “urban-centric.” The methodology used to assign locale codes is provided at the end of this section.

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, and the Department of Defense Dependents Schools were assigned a locale code as not applicable (N) because the geographic and governmental structures of these entities do not fit the definitional scheme used to derive the code. ULOCAL09 is shown as missing (M) for 82 schools in the states of California (35 schools), Idaho (4 schools), Illinois (1 school), Michigan (37 schools), and Pennsylvania (5 schools) because the SEAs submitted new directory information

for these schools after the file had undergone geocode processing.

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

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

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

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

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

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

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

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

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

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

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

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

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

(CDCODE09) Congressional District Code. The Congressional District Code denotes legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. Starting in 2006–07, the Congressional Districts of the United States Code was added to the agency file. The ANSI code provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States. CDCODE09 is shown as missing (M) for 82 schools in the states of California (35 schools), Idaho (4 schools), Illinois (1 school), Michigan (37 schools), and Pennsylvania (5 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing. See appendix C for more information.

(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.

(CONAME09) County Name. This field was added to the school file starting in 2002–03. The values for this field are determined by the Census Bureau based on the reported location address. CONAME09 is shown as missing (M) for 82 schools in the states of California (35 schools), Idaho (4 schools), Illinois (1 school), Michigan (37 schools), and Pennsylvania (5 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing.

(CONUM09) ANSI County Code. This field was added to the school file starting in 2002–03. The values for this field are determined by the Census Bureau based on the reported location address. A small number of supervisory unions in New England states have an ANSI county code that differs from the county in which the school is physically located. CONUM09 is shown as missing (M) for 82 schools in the states of California (35 schools), Idaho (4 schools), Illinois (1 school), Michigan (37 schools), and Pennsylvania (5 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing.

(FTE09) FTE Teachers. A school's count of full-time-equivalent teachers is collected to the nearest hundredth. Some schools may report teachers, but no pupils, while other schools may report pupils in membership but no teacher FTE. These are valid records indicating situations in which more than one school provides services to pupils, but the pupils are attributed to a single school to avoid double counting, or where a teacher provides services to pupils at multiple schools. An example of the former situation might be a vocational school whose pupil membership is attributed to the high school that sends its pupils to obtain vocational services.

Because teacher counts are collected at all three levels of the CCD files (school, agency, and state), one data anomaly is that the sum of teacher counts aggregated from the lower level to the state level may exceed the sum of teacher counts from a higher level aggregated to the state level (i.e., school FTE data aggregated to the state level may exceed agency-level FTE data aggregated to the state or state-level reported data). Beginning with school year 2008–09, if the sum of teacher FTE aggregated to the state level reported on the school file exceeded the sum of teacher FTE aggregated to the state on the agency file or exceeded state file reports, teacher FTE may have been edited on one or more of the three levels. School-level FTE aggregated to the agency level is allowed to exceed agency-level FTE reports.

(GSLO09, GSHI09) Low/High Grade Span Offered. The lowest and highest grades offered in each school was calculated by NCES using two types of information reported by states: (1) binary 'grade offered' flags that indicate whether a given grade (e.g., prekindergarten, kindergarten, grade 1) was offered by the school; and (2) reports of enrollment by grade.

(LEVEL09) Level. A school-level code was added to the school file starting in 2000–01. This code indicates the instructional level of the school. The following codes were calculated from the school's corresponding low/high grade span (GSLO/GSHI) values:

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

(TITLEI09) Title I Eligible School. This flag denotes a Title I school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.

- 1 = Yes
- 2 = No

(STITLI09) Schoolwide Title I. This flag denotes a program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.

1 = Yes
2 = No

(MAGNET09) Magnet School. If a state reports MAGNET = 2 for all its schools, then MAGNET is set to “N” (not applicable).

1 = Yes
2 = No

(CHARTR09) Charter School. If a state reports CHARTR = 2 for all its schools and does not have charter school legislation, then CHARTR is set to “N” (not applicable).

1 = Yes
2 = No

(SHARED09) Shared Time School. This flag denotes a shared time school. Typically, this is a school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate “home” school and attend the shared-time school on a part-day basis.

1 = Yes
2 = No

(BIES09) Bureau of Indian Education (BIE) School Flag. This field indicates whether or not a school was also reported by the Bureau of Indian Education in their submission of school data. This field was added to the school file in 2009–10.

1 = Yes.
2 = No.

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

(FRELCH09) Free Lunch Eligible Students. This student count may be taken by a school at a different time than the membership count; therefore, free lunch and membership counts may not be comparable in a given school. In some states, a single school may provide the free lunch program for a cluster of schools; thus, the free lunch eligible count for the school providing services may overrepresent the school’s total membership. To avoid identifying specific students as eligible for free lunch, the reported number may have been edited.

(REDLCH09) Reduced-Price Lunch Eligible Students. See preceding paragraph.

(TOTFRL09) Total Free and Reduced-Price Lunch Eligible Students. If not reported, this total field was calculated using reported free and reduced-price lunch detail.

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

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

Locale Code Methodology

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

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

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

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

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

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

² U.S. Postal Service state abbreviation codes.

³ Not official U.S. ANSI state 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. List of schools with mailing address in another state: School year 2009–10

| Administration state | NCES ID | School name | City | State |
|----------------------|--------------|---------------------------------|---------------|-------|
| Arizona | 040081102855 | OMBUDSMAN - CHARTER EAST II | LIBERTYVILLE | IL |
| District of Columbia | 110007800213 | NEW BEGINNINGS | LAUREL | MD |
| Idaho | 160261000459 | PLEASANT VALLEY ELEM-JR HIGH | JORDAN VALLEY | OR |
| New Jersey | 340073903053 | EXCELLENCE CS | PHILADELPHIA | PA |
| New York | 361110000884 | FISHERS ISLAND SCHOOL | NEW LONDON | CT |
| North Dakota | 380567000826 | SQUAW GAP SCHOOL | SIDNEY | MT |
| | 382034000714 | EAST FAIRVIEW ELEMENTARY SCHOOL | FAIRVIEW | MT |
| Ohio | 390501203842 | BROOKFIELD ELEMENTARY SCHOOL | SHARON | PA |
| South Dakota | 467209000503 | KLEIN ELEMENTARY - 08 | VALENTINE | NE |
| | 467209000504 | LAKEVIEW ELEMENTARY - 09 | CROOKSTON | NE |
| | 467209000506 | LITTLEBURG ELEMENTARY - 12 | VALENTINE | NE |
| Utah | 490090000491 | NAVAJO MOUNTAIN HIGH | NAVAJO MT | AZ |
| Vermont | 500002400180 | RIVENDELL ACADEMY | ORFORD | NH |

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

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

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2009–10 Public Elementary/Secondary School Universe Survey SAS file is called SC092A.SAS7BDAT. The flat ASCII file is named SC092A.DAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (09 = 2009–10 CCD collection), and the fifth and sixth characters indicate the version number (2 = second version; A = released file). The record layout for the file is contained in appendix A.

If errors are discovered in the published, Provisional 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 the Version Provisional 2A 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 90 schools, staff data for 49 schools, and free and reduced price lunch data for 63 schools because these data items did not meet NCES data quality standards.
- Removal of the pupil-teacher ratio variable PUPTCH09. The components of this calculated variable remain in the file so data users can produce the calculation if they choose.

C. Guidelines for Using the Flat ASCII Data File

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

**Appendix A—Record Layout for the Common Core of Data Public Elementary/Secondary
School Universe Survey: School Year 2009–10**

Page intentionally left blank.

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

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

The file contains data for the school year 2009–10 sorted by the NCES assigned school identification code (NCESSCH). Data presented in this release are available in two formats—SAS datasets (.sas7bdat) and tab-separated values text files (.txt).

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

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|--|
| NCESSCH | 1 | AN | Unique NCES public school ID (7-digit NCES agency ID (LEAID) + 5-digit NCES school ID (SCHNO)). |
| FIPST | 2 | AN | American National Standards Institute (ANSI) state numeric code. |
| LEAID | 3 | AN | NCES local education agency (LEA) ID. NOTE: The state to which the LEA belongs is identified by the first two digits (ANSI state code) of the LEAID. |
| SCHNO | 4 | AN | NCES school ID. NOTE: SCHNO is a unique number within an LEA. By combining LEAID with SCHNO, each school can be uniquely identified within the total file (see NCESSCH above). |
| STID09 | 5 | AN | State’s own ID for the education agency. |
| SEASCH09 | 6 | AN | State’s own ID for the school. |
| LEANM09 | 7 | AN | Name of the education agency that operates this school. |
| SCHNAM09 | 8 | AN | Name of the school. |
| PHONE09 | 9 | AN | Telephone number of school. |
| MSTREE09 | 10 | AN | The mailing address of the school— may be a street address, a P.O. Box number, or, if verified that there is no address beyond CITY, STATE, and ZIP, the character “N.” |
| MCITY09 | 11 | AN | School mailing address city. |
| MSTATE09 | 12 | AN | Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see ANSI state codes and abbreviations used in CCD dataset). |
| MZIP09 | 13 | AN | Five-digit U.S. Postal Service ZIP code for the mailing address. |
| MZIP409 | 14 | AN | Four-digit (ZIP+4) code for the mailing address. If the mailing address has been assigned the additional four-digit +4 ZIP, this field contains that number; otherwise, this field is blank. |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|---|
| LSTREE09 | 15 | AN | School location street address. |
| LCITY09 | 16 | AN | School location city. |
| LSTATE09 | 17 | AN | Two-letter U.S. Postal Service abbreviation of the state where the school address is located (see ANSI state codes and abbreviations used in CCD dataset). |
| LZIP09 | 18 | AN | Five-digit U.S. Postal Service ZIP code for the location address. |
| LZIP409 | 19 | AN | Four-digit (ZIP+4) code for the location address. If the mailing address has been assigned the additional four-digit +4 ZIP, this field contains that number; otherwise, this field is blank. |
| TYPE09 | 20 | AN | NCES code for type of school: 1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school 5 = Reportable program (new code starting in 2007–08) |
| STATUS09 | 21 | AN | NCES code for the school status: 1 = School was operational at the time of the last report and is currently operational. 2 = School has closed since the time of the last report. 3 = School has been opened since the time of the last report. 4 = School was operational at the time of the last report but was not on the CCD list at that time. 5 = School was listed in previous year’s CCD school universe as being affiliated with a different education agency. 6 = School is temporarily closed and may reopen within 3 years. 7 = School is scheduled to be operational within 2 years. 8 = School was closed on previous year’s file but has reopened. |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|--|
| ULOCAL09 | 22 | AN | NCES urban-centric locale code. NOTE: Starting in 2006–07, CCD data files contain a new locale code system that is based on the urbanicity of the school location. Prior to 2006–07, the locale code was assigned based on a school’s metro status. See appendix C, Glossary, for more detail. 11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more. 12 = City, Mid-size: Territory inside an urbanized area and inside a principal city with a population less than 250,000 and greater than or equal to 100,000. 13 = City, Small: Territory inside an urbanized area and inside a principal city with a population less than 100,000. 21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more. 22 = Suburb, Mid-size: Territory outside a principal city and inside an urbanized area with a population less than 250,000 and greater than or equal to 100,000. 23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with a population less than 100,000. 31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area. 32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area. 33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area. 41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster. 42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster. 43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster. |
| LATCOD09 | 23 | N | Latitude: Based on the location of the school, the value of LATCOD ranges from 17 to 71. It contains an explicit decimal point. The digits to the left of the decimal represent the number of degrees from the equator; the digits to the right of the decimal represent the fraction of the next degree carried out to six decimal places. |
| LONCOD09 | 24 | N | Longitude: Based on the location of the school, the value of LONCOD ranges from -65 to -177. The minus sign (-) indicates west of the prime meridian. It contains an explicit decimal point. The digits to the left of the decimal point represent the number of degrees from the prime meridian; the digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|---|
| CONUM09 | 25 | AN | ANSI county number (two digit ANSI state numeric code + three digits ANSI county code) based on the location of the school. |
| CONAME09 | 26 | AN | County name based on the location of the school. |
| CDCODE09 | 27 | AN | Congressional district code based on the location of the school. ANSI numeric code for the congressional districts that are legislatively defined subdivisions 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). |
| FTE09 | 28 * | N | Total full-time-equivalent classroom teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places. |
| GSLO09 | 29 | AN | <p>School low grade offered. The following codes are used:</p> <p>UG = Ungraded</p> <p>PK = Prekindergarten</p> <p>KG = Kindergarten</p> <p>01–12 = 1st through 12th grade</p> <p>N = School had no students reported</p> <p>UG and N each occur only in isolation from other codes. When one of these does occur, it is both the lowest (GSLO) and the highest (GSHI) grade.</p> |
| GSHI09 | 30 | AN | <p>School high grade offered. The following codes are used:</p> <p>UG = Ungraded</p> <p>PK = Prekindergarten</p> <p>KG = Kindergarten</p> <p>01–12 = 1st through 12th grade</p> <p>N = School had no students reported</p> <p>UG and N each occur only in isolation from other codes. When one of these does occur, it is both the lowest (GSLO) and the highest (GSHI) grade.</p> |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|--|
| LEVEL09 | 31 | AN | <p>School level. The following codes were calculated from the school’s corresponding GSLO and GSHI values:</p> <p>1 = Primary (low grade = PK through 03; high grade = PK through 08)</p> <p>2 = Middle (low grade = 04 through 07; high grade = 04 through 09)</p> <p>3 = High (low grade = 07 through 12; high grade = 12 only)</p> <p>4 = Other (any other configuration not falling within the above three categories, including ungraded)</p> |
| TITLEI09 | 32 | AN | <p>Title I eligible school. A Title I school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.</p> <p>1 = Yes</p> <p>2 = No</p> |
| STITLI09 | 33 | AN | <p>School-wide Title I. A program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.</p> <p>1 = Yes</p> <p>2 = No</p> |
| MAGNET09 | 34 | AN | <p>Magnet school. Regardless of the source of funding, a magnet school or program is a special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation and/or to provide an academic or social focus on a particular theme.</p> <p>1 = Yes</p> <p>2 = No</p> |
| CHARTR09 | 35 | AN | <p>Charter school. A school that provides free elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority.</p> <p>1 = Yes</p> <p>2 = No</p> |
| SHARED09 | 36 | AN | <p>Shared-time school. A school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate “home” school and attend the shared-time school on a part-day basis.</p> <p>1 = Yes</p> <p>2 = No</p> |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|--|
| BIES09 | 37 | AN | Bureau of Indian Education (BIE) school. Indicator of whether or not a school was also reported by the Bureau of Indian Education in their submission of school data. Only schools not operated by the BIE can be flagged with a value of “1” (“Yes”). 1 = Yes. 2 = No. |
| FRELCH09 | 38 | N | Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act. |
| REDLCH09 | 39 | N | Count of students eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act. |
| TOTFRL09 | 40 | N | Total of free lunch eligible and reduced-price lunch eligible. The total is only available if both of the details (or the total) were reported. |
| RACECAT09 | 41 | 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. |
| PK09 | 42 | N | Total prekindergarten students. |
| AMPKM09 | 43 | N | Prekindergarten students - American Indian/Alaska Native - male. |
| AMPKF09 | 44 | N | Prekindergarten students - American Indian/Alaska Native - female. |
| ASPKM09 | 45 | N | Prekindergarten students - Asian - male. |
| ASPKF09 | 46 | N | Prekindergarten students - Asian - female. |
| HIPKM09 | 47 | N | Prekindergarten students - Hispanic - male. |
| HIPKF09 | 48 | N | Prekindergarten students - Hispanic - female. |
| BLPKM09 | 49 | N | Prekindergarten students - Black, non-Hispanic - male. |
| BLPKF09 | 50 | N | Prekindergarten students - Black, non-Hispanic - female. |
| WHPKM09 | 51 | N | Prekindergarten students - White, non-Hispanic - male. |
| WHPKF09 | 52 | N | Prekindergarten students - White, non-Hispanic - female. |
| HPPKM09 | 53 | N | Prekindergarten students - Hawaiian Native/Pacific Islander - male. |
| HPPKF09 | 54 | N | Prekindergarten students - Hawaiian Native/Pacific Islander - female. |
| TRPKM09 | 55 | N | Prekindergarten students - Two or more races - male. |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|--|
| TRPKF09 | 56 | N | Prekindergarten students - Two or more races - female. |
| KG09 | 57 | N | Total kindergarten students. |
| AMKGM09 | 58 | N | Kindergarten students - American Indian/Alaska Native - male. |
| AMKGF09 | 59 | N | Kindergarten students - American Indian/Alaska Native - female. |
| ASKGM09 | 60 | N | Kindergarten students - Asian - male. |
| ASKGF09 | 61 | N | Kindergarten students - Asian - female. |
| HIKGM09 | 62 | N | Kindergarten students - Hispanic - male. |
| HIKGF09 | 63 | N | Kindergarten students - Hispanic - female. |
| BLKGM09 | 64 | N | Kindergarten students - Black, non-Hispanic - male. |
| BLKGF09 | 65 | N | Kindergarten students - Black, non-Hispanic - female. |
| WHKGM09 | 66 | N | Kindergarten students - White, non-Hispanic - male. |
| WHKGF09 | 67 | N | Kindergarten students - White, non-Hispanic - female. |
| HPKGM09 | 68 | N | Kindergarten students - Hawaiian Native/Pacific Islander - male. |
| HPKGF09 | 69 | N | Kindergarten students - Hawaiian Native/Pacific Islander - female. |
| TRKGM09 | 70 | N | Kindergarten students - Two or more races - male. |
| TRKGF09 | 71 | N | Kindergarten students - Two or more races - female. |
| G0109 | 72 | N | Total grade 1 students. |
| AM01M09 | 73 | N | Grade 1 students - American Indian/Alaska Native - male. |
| AM01F09 | 74 | N | Grade 1 students - American Indian/Alaska Native - female. |
| AS01M09 | 75 | N | Grade 1 students - Asian - male. |
| AS01F09 | 76 | N | Grade 1 students - Asian - female. |
| HI01M09 | 77 | N | Grade 1 students - Hispanic - male. |
| HI01F09 | 78 | N | Grade 1 students - Hispanic - female. |
| BL01M09 | 79 | N | Grade 1 students - Black, non-Hispanic - male. |
| BL01F09 | 80 | N | Grade 1 students - Black, non-Hispanic - female. |
| WH01M09 | 81 | N | Grade 1 students - White, non-Hispanic - male. |
| WH01F09 | 82 | N | Grade 1 students - White, non-Hispanic - female. |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|---|
| HP01M09 | 83 | N | Grade 1 students - Hawaiian Native/Pacific Islander - male. |
| HP01F09 | 84 | N | Grade 1 students - Hawaiian Native/Pacific Islander - female. |
| TR01M09 | 85 | N | Grade 1 students - Two or more races - male. |
| TR01F09 | 86 | N | Grade 1 students - Two or more races - female. |
| G0209 | 87 | N | Total grade 2 students. |
| AM02M09 | 88 | N | Grade 2 students - American Indian/Alaska Native - male. |
| AM02F09 | 89 | N | Grade 2 students - American Indian/Alaska Native - female. |
| AS02M09 | 90 | N | Grade 2 students - Asian - male. |
| AS02F09 | 91 | N | Grade 2 students - Asian - female. |
| HI02M09 | 92 | N | Grade 2 students - Hispanic - male. |
| HI02F09 | 93 | N | Grade 2 students - Hispanic - female. |
| BL02M09 | 94 | N | Grade 2 students - Black, non-Hispanic - male. |
| BL02F09 | 95 | N | Grade 2 students - Black, non-Hispanic - female. |
| WH02M09 | 96 | N | Grade 2 students - White, non-Hispanic - male. |
| WH02F09 | 97 | N | Grade 2 students - White, non-Hispanic - female. |
| HP02M09 | 98 | N | Grade 2 students - Hawaiian Native/Pacific Islander - male. |
| HP02F09 | 99 | N | Grade 2 students - Hawaiian Native/Pacific Islander - female. |
| TR02M09 | 100 | N | Grade 2 students - Two or more races - male. |
| TR02F09 | 101 | N | Grade 2 students - Two or more races - female. |
| G0309 | 102 | N | Total grade 3 students. |
| AM03M09 | 103 | N | Grade 3 students - American Indian/Alaska Native - male. |
| AM03F09 | 104 | N | Grade 3 students - American Indian/Alaska Native - female. |
| AS03M09 | 105 | N | Grade 3 students - Asian - male. |
| AS03F09 | 106 | N | Grade 3 students - Asian - female. |
| HI03M09 | 107 | N | Grade 3 students - Hispanic - male. |
| HI03F09 | 108 | N | Grade 3 students - Hispanic - female. |
| BL03M09 | 109 | N | Grade 3 students - Black, non-Hispanic - male. |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|---|
| BL03F09 | 110 | N | Grade 3 students - Black, non-Hispanic - female. |
| WH03M09 | 111 | N | Grade 3 students - White, non-Hispanic - male. |
| WH03F09 | 112 | N | Grade 3 students - White, non-Hispanic - female. |
| HP03M09 | 113 | N | Grade 3 students - Hawaiian Native/Pacific Islander - male. |
| HP03F09 | 114 | N | Grade 3 students - Hawaiian Native/Pacific Islander - female. |
| TR03M09 | 115 | N | Grade 3 students - Two or more races - male. |
| TR03F09 | 116 | N | Grade 3 students - Two or more races - female. |
| G0409 | 117 | N | Total grade 4 students. |
| AM04M09 | 118 | N | Grade 4 students - American Indian/Alaska Native - male. |
| AM04F09 | 119 | N | Grade 4 students - American Indian/Alaska Native - female. |
| AS04M09 | 120 | N | Grade 4 students - Asian - male. |
| AS04F09 | 121 | N | Grade 4 students - Asian - female. |
| HI04M09 | 122 | N | Grade 4 students - Hispanic - male. |
| HI04F09 | 123 | N | Grade 4 students - Hispanic - female. |
| BL04M09 | 124 | N | Grade 4 students - Black, non-Hispanic - male. |
| BL04F09 | 125 | N | Grade 4 students - Black, non-Hispanic - female. |
| WH04M09 | 126 | N | Grade 4 students - White, non-Hispanic - male. |
| WH04F09 | 127 | N | Grade 4 students - White, non-Hispanic - female. |
| HP04M09 | 128 | N | Grade 4 students - Hawaiian Native/Pacific Islander - male. |
| HP04F09 | 129 | N | Grade 4 students - Hawaiian Native/Pacific Islander - female. |
| TR04M09 | 130 | N | Grade 4 students - Two or more races - male. |
| TR04F09 | 131 | N | Grade 4 students - Two or more races - female. |
| G0509 | 132 | N | Total grade 5 students. |
| AM05M09 | 133 | N | Grade 5 students - American Indian/Alaska Native - male. |
| AM05F09 | 134 | N | Grade 5 students - American Indian/Alaska Native - female. |
| AS05M09 | 135 | N | Grade 5 students - Asian - male. |
| AS05F09 | 136 | N | Grade 5 students - Asian - female. |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|---|
| HI05M09 | 137 | N | Grade 5 students - Hispanic - male. |
| HI05F09 | 138 | N | Grade 5 students - Hispanic - female. |
| BL05M09 | 139 | N | Grade 5 students - Black, non-Hispanic - male. |
| BL05F09 | 140 | N | Grade 5 students - Black, non-Hispanic - female. |
| WH05M09 | 141 | N | Grade 5 students - White, non-Hispanic - male. |
| WH05F09 | 142 | N | Grade 5 students - White, non-Hispanic - female. |
| HP05M09 | 143 | N | Grade 5 students - Hawaiian Native/Pacific Islander - male. |
| HP05F09 | 144 | N | Grade 5 students - Hawaiian Native/Pacific Islander - female. |
| TR05M09 | 145 | N | Grade 5 students - Two or more races - male. |
| TR05F09 | 146 | N | Grade 5 students - Two or more races - female. |
| G0609 | 147 | N | Total grade 6 students. |
| AM06M09 | 148 | N | Grade 6 students - American Indian/Alaska Native - male. |
| AM06F09 | 149 | N | Grade 6 students - American Indian/Alaska Native - female. |
| AS06M09 | 150 | N | Grade 6 students - Asian - male. |
| AS06F09 | 151 | N | Grade 6 students - Asian - female. |
| HI06M09 | 152 | N | Grade 6 students - Hispanic - male. |
| HI06F09 | 153 | N | Grade 6 students - Hispanic - female. |
| BL06M09 | 154 | N | Grade 6 students - Black, non-Hispanic - male. |
| BL06F09 | 155 | N | Grade 6 students - Black, non-Hispanic - female. |
| WH06M09 | 156 | N | Grade 6 students - White, non-Hispanic - male. |
| WH06F09 | 157 | N | Grade 6 students - White, non-Hispanic - female. |
| HP06M09 | 158 | N | Grade 6 students - Hawaiian Native/Pacific Islander - male. |
| HP06F09 | 159 | N | Grade 6 students - Hawaiian Native/Pacific Islander - female. |
| TR06M09 | 160 | N | Grade 6 students - Two or more races - male. |
| TR06F09 | 161 | N | Grade 6 students - Two or more races - female. |
| G0709 | 162 | N | Total grade 7 students. |
| AM07M09 | 163 | N | Grade 7 students - American Indian/Alaska Native - male. |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|---|
| AM07F09 | 164 | N | Grade 7 students - American Indian/Alaska Native - female. |
| AS07M09 | 165 | N | Grade 7 students - Asian - male. |
| AS07F09 | 166 | N | Grade 7 students - Asian - female. |
| HI07M09 | 167 | N | Grade 7 students - Hispanic - male. |
| HI07F09 | 168 | N | Grade 7 students - Hispanic - female. |
| BL07M09 | 169 | N | Grade 7 students - Black, non-Hispanic - male. |
| BL07F09 | 170 | N | Grade 7 students - Black, non-Hispanic - female. |
| WH07M09 | 171 | N | Grade 7 students - White, non-Hispanic - male. |
| WH07F09 | 172 | N | Grade 7 students - White, non-Hispanic - female. |
| HP07M09 | 173 | N | Grade 7 students - Hawaiian Native/Pacific Islander - male. |
| HP07F09 | 174 | N | Grade 7 students - Hawaiian Native/Pacific Islander - female. |
| TR07M09 | 175 | N | Grade 7 students - Two or more races - male. |
| TR07F09 | 176 | N | Grade 7 students - Two or more races - female. |
| G0809 | 177 | N | Total grade 8 students. |
| AM08M09 | 178 | N | Grade 8 students - American Indian/Alaska Native - male. |
| AM08F09 | 179 | N | Grade 8 students - American Indian/Alaska Native - female. |
| AS08M09 | 180 | N | Grade 8 students - Asian - male. |
| AS08F09 | 181 | N | Grade 8 students - Asian - female. |
| HI08M09 | 182 | N | Grade 8 students - Hispanic - male. |
| HI08F09 | 183 | N | Grade 8 students - Hispanic - female. |
| BL08M09 | 184 | N | Grade 8 students - Black, non-Hispanic - male. |
| BL08F09 | 185 | N | Grade 8 students - Black, non-Hispanic - female. |
| WH08M09 | 186 | N | Grade 8 students - White, non-Hispanic - male. |
| WH08F09 | 187 | N | Grade 8 students - White, non-Hispanic - female. |
| HP08M09 | 188 | N | Grade 8 students - Hawaiian Native/Pacific Islander - male. |
| HP08F09 | 189 | N | Grade 8 students - Hawaiian Native/Pacific Islander - female. |
| TR08M09 | 190 | N | Grade 8 students - Two or more races - male. |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|---|
| TR08F09 | 191 | N | Grade 8 students - Two or more races - female. |
| G0909 | 192 | N | Total grade 9 students. |
| AM09M09 | 193 | N | Grade 9 students - American Indian/Alaska Native - male. |
| AM09F09 | 194 | N | Grade 9 students - American Indian/Alaska Native - female. |
| AS09M09 | 195 | N | Grade 9 students - Asian - male. |
| AS09F09 | 196 | N | Grade 9 students - Asian - female. |
| HI09M09 | 197 | N | Grade 9 students - Hispanic - male. |
| HI09F09 | 198 | N | Grade 9 students - Hispanic - female. |
| BL09M09 | 199 | N | Grade 9 students - Black, non-Hispanic - male. |
| BL09F09 | 200 | N | Grade 9 students - Black, non-Hispanic - female. |
| WH09M09 | 201 | N | Grade 9 students - White, non-Hispanic - male. |
| WH09F09 | 202 | N | Grade 9 students - White, non-Hispanic - female. |
| HP09M09 | 203 | N | Grade 9 students - Hawaiian Native/Pacific Islander - male. |
| HP09F09 | 204 | N | Grade 9 students - Hawaiian Native/Pacific Islander - female. |
| TR09M09 | 205 | N | Grade 9 students - Two or more races - male. |
| TR09F09 | 206 | N | Grade 9 students - Two or more races - female. |
| G1009 | 207 | N | Total grade 10 students. |
| AM10M09 | 208 | N | Grade 10 students - American Indian/Alaska Native - male. |
| AM10F09 | 209 | N | Grade 10 students - American Indian/Alaska Native - female. |
| AS10M09 | 210 | N | Grade 10 students - Asian - male. |
| AS10F09 | 211 | N | Grade 10 students - Asian - female. |
| HI10M09 | 212 | N | Grade 10 students - Hispanic - male. |
| HI10F09 | 213 | N | Grade 10 students - Hispanic - female. |
| BL10M09 | 214 | N | Grade 10 students - Black, non-Hispanic - male. |
| BL10F09 | 215 | N | Grade 10 students - Black, non-Hispanic - female. |
| WH10M09 | 216 | N | Grade 10 students - White, non-Hispanic - male. |
| WH10F09 | 217 | N | Grade 10 students - White, non-Hispanic - female. |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|--|
| HP10M09 | 218 | N | Grade 10 students - Hawaiian Native/Pacific Islander - male. |
| HP10F09 | 219 | N | Grade 10 students - Hawaiian Native/Pacific Islander - female. |
| TR10M09 | 220 | N | Grade 10 students - Two or more races - male. |
| TR10F09 | 221 | N | Grade 10 students - Two or more races - female. |
| G1109 | 222 | N | Total grade 11 students. |
| AM11M09 | 223 | N | Grade 11 students - American Indian/Alaska Native - male. |
| AM11F09 | 224 | N | Grade 11 students - American Indian/Alaska Native - female. |
| AS11M09 | 225 | N | Grade 11 students - Asian - male. |
| AS11F09 | 226 | N | Grade 11 students - Asian - female. |
| HI11M09 | 227 | N | Grade 11 students - Hispanic - male. |
| HI11F09 | 228 | N | Grade 11 students - Hispanic - female. |
| BL11M09 | 229 | N | Grade 11 students - Black, non-Hispanic - male. |
| BL11F09 | 230 | N | Grade 11 students - Black, non-Hispanic - female. |
| WH11M09 | 231 | N | Grade 11 students - White, non-Hispanic - male. |
| WH11F09 | 232 | N | Grade 11 students - White, non-Hispanic - female. |
| HP11M09 | 233 | N | Grade 11 students - Hawaiian Native/Pacific Islander - male. |
| HP11F09 | 234 | N | Grade 11 students - Hawaiian Native/Pacific Islander - female. |
| TR11M09 | 235 | N | Grade 11 students - Two or more races - male. |
| TR11F09 | 236 | N | Grade 11 students - Two or more races - female. |
| G1209 | 237 | N | Total grade 12 students. |
| AM12M09 | 238 | N | Grade 12 students - American Indian/Alaska Native - male. |
| AM12F09 | 239 | N | Grade 12 students - American Indian/Alaska Native - female. |
| AS12M09 | 240 | N | Grade 12 students - Asian - male. |
| AS12F09 | 241 | N | Grade 12 students - Asian - female. |
| HI12M09 | 242 | N | Grade 12 students - Hispanic - male. |
| HI12F09 | 243 | N | Grade 12 students - Hispanic - female. |
| BL12M09 | 244 | N | Grade 12 students - Black, non-Hispanic - male. |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|---|
| BL12F09 | 245 | N | Grade 12 students - Black, non-Hispanic - female. |
| WH12M09 | 246 | N | Grade 12 students - White, non-Hispanic - male. |
| WH12F09 | 247 | N | Grade 12 students - White, non-Hispanic - female. |
| HP12M09 | 248 | N | Grade 12 students - Hawaiian Native/Pacific Islander - male. |
| HP12F09 | 249 | N | Grade 12 students - Hawaiian Native/Pacific Islander - female. |
| TR12M09 | 250 | N | Grade 12 students - Two or more races - male. |
| TR12F09 | 251 | N | Grade 12 students - Two or more races - female. |
| UG09 | 252 | N | Total ungraded students. |
| AMUGM09 | 253 | N | Ungraded students - American Indian/Alaska Native - male. |
| AMUGF09 | 254 | N | Ungraded students - American Indian/Alaska Native - female. |
| ASUGM09 | 255 | N | Ungraded students - Asian - male. |
| ASUGF09 | 256 | N | Ungraded students - Asian - female. |
| HIUGM09 | 257 | N | Ungraded students - Hispanic - male. |
| HIUGF09 | 258 | N | Ungraded students - Hispanic - female. |
| BLUGM09 | 259 | N | Ungraded students - Black, non-Hispanic - male. |
| BLUGF09 | 260 | N | Ungraded students - Black, non-Hispanic - female. |
| WHUGM09 | 261 | N | Ungraded students - White, non-Hispanic - male. |
| WHUGF09 | 262 | N | Ungraded students - White, non-Hispanic - female. |
| HPUGM09 | 263 | N | Ungraded students - Hawaiian Native/Pacific Islander - male. |
| HPUGF09 | 264 | N | Ungraded students - Hawaiian Native/Pacific Islander - female. |
| TRUGM09 | 265 | N | Ungraded students - Two or more races - male. |
| TRUGF09 | 266 | N | Ungraded students - Two or more races - female. |
| MEMBER09 | 267 | N | Total students, all grades: The reported total membership of the school. |
| AM09 | 268 | N | American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM09 and AMALF09 fields. |
| AMALM09 | 269 | N | Total students, all grades - American Indian/Alaska Native - male. |
| AMALF09 | 270 | N | Total students, all grades - American Indian/Alaska Native - female. |

Appendix A—Record Layout for the Common Core of Data
Public Elementary/Secondary School Universe Survey: School Year 2009–10

| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|--|
| ASIAN09 | 271 | N | Asian students. If not reported, this field was calculated by summing the ASALM09 and ASALF09 fields. |
| ASALM09 | 272 | N | Total students, all grades - Asian - male. |
| ASALF09 | 273 | N | Total students, all grades - Asian - female. |
| HISP09 | 274 | N | Hispanic students. If not reported, this field was calculated by summing the HIALM09 and HIALF09 fields. |
| HIALM09 | 275 | N | Total students, all grades - Hispanic - male. |
| HIALF09 | 276 | N | Total students, all grades - Hispanic - female. |
| BLACK09 | 277 | N | Black, non-Hispanic students. If not reported, this field was calculated by summing the BLALM09 and BLALF09 fields. |
| BLALM09 | 278 | N | Total students, all grades - Black, non-Hispanic - male. |
| BLALF09 | 279 | N | Total students, all grades - Black, non-Hispanic - female. |
| WHITE09 | 280 | N | White, non-Hispanic students. If not reported, this field was calculated by summing the WHALM09 and WHALF09 fields. |
| WHALM09 | 281 | N | Total students, all grades - White, non-Hispanic - male. |
| WHALF09 | 282 | N | Total students, all grades - White, non-Hispanic - female. |
| PACIFIC09 | 283 | N | Hawaiian Native/Pacific Islander students. If not reported, this field was calculated by summing the HPALM09 and HPALF09 fields. |
| HPALM09 | 284 | N | Total students, all grades - Hawaiian Native/Pacific Islander - male. |
| HPALF09 | 285 | N | Total students, all grades - Hawaiian Native/Pacific Islander - female. |
| TR09 | 286 | N | Two or more races students. If not reported, this field was calculated by summing the TRALM09 and TRALF09 fields. |
| TRALM09 | 287 | N | Total students, all grades - Two or more races - male. |
| TRALF09 | 288 | N | Total students, all grades - Two or more races - female. |
| TOTETH09 | 289 | N | Calculated school race/ethnicity membership: The sum of the fields AM09, ASIAN09, HISP09, BLACK09, WHITE09, PACIFIC09, and TR09. Students belonging to an unknown or non-CCD race category are not captured in this field. |

**Appendix B—Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data
Public Elementary/Secondary School Universe Survey:
School Year 2009–10**

Page intentionally left blank.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-1. Distribution of responses of character variable data, by response value: School Year 2009–10

| Variable | Label | Missing | Not applicable | Reported |
|----------|---|---------|----------------|----------|
| NCESSCH | Unique school ID | 0 | 0 | 103,959 |
| LEAID | Unique agency ID (NCES assigned) | 0 | 0 | 103,959 |
| FIPST | ANSI state number | 0 | 0 | 103,959 |
| SCHNO | NCES school identifier | 0 | 0 | 103,959 |
| STID09 | State local education number | 0 | 0 | 103,959 |
| SEASCH09 | State school identifier | 5 | 0 | 103,954 |
| LEANM09 | LEA name | 0 | 0 | 103,959 |
| SCHNAM09 | School name | 0 | 0 | 103,959 |
| PHONE09 | School phone number | 185 | 22 | 103,752 |
| MSTREE09 | School mailing address 1 | 4 | 11 | 103,944 |
| MCITY09 | School mailing city | 0 | 0 | 103,959 |
| MSTATE09 | School mailing USPS state abbreviation | 0 | 0 | 103,959 |
| MZIP09 | School mailing ZIP | 0 | 0 | 103,959 |
| MZIP409 | School mailing ZIP plus 4 | 24,397 | 0 | 79,562 |
| LSTREE09 | School location address 1 | 212 | 0 | 103,747 |
| LCITY09 | School location city | 0 | 0 | 103,959 |
| LSTATE09 | School location USPS state abbreviation | 0 | 0 | 103,959 |
| LZIP09 | School location ZIP | 2 | 0 | 103,957 |
| LZIP409 | School location ZIP plus 4 | 25,465 | 0 | 78,494 |
| CONUM09 | ANSI county number | 82 | 469 | 103,408 |
| CONAME09 | County name | 82 | 469 | 103,408 |
| CDCODE09 | Congressional district code | 82 | 469 | 103,408 |
| LATCOD09 | Latitude | 0 | 0 | 103,959 |
| LONCOD09 | Longitude | 0 | 0 | 103,959 |

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 B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

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

| Variable | Label | Mini- mum | Maxi- mum | Mean | Missing | Not applicable | Sup- pressed |
|----------|---|--------------|--------------|-------|---------|-------------------|-----------------|
| FTE09 | Classroom teachers | 0.0 | 924.5 | 32.0 | 2,977 | 3,184 | 49 |
| FRELCH09 | Free lunch eligible students | 0.0 | 3,938.0 | 205.1 | 4,041 | 6,677 | 63 |
| REDLCH09 | Reduced-price lunch eligible students | 0.0 | 1,117.0 | 40.6 | 4,072 | 6,677 | 63 |
| TOTFRL09 | Total of free and reduced-lunch eligible | 0.0 | 4,559.0 | 245.7 | 4,041 | 6,677 | 63 |
| PK09 | PK students - total | 0.0 | 1,691.0 | 37.0 | 318 | 74,658 | 3 |
| AMPKM09 | PK students - American Indian/Alaska Native - male | 0.0 | 96.0 | 0.3 | 363 | 74,658 | 3 |
| AMPKF09 | PK students - American Indian/Alaska Native - female | 0.0 | 83.0 | 0.3 | 363 | 74,658 | 3 |
| ASPKM09 | PK students - Asian - male | 0.0 | 91.0 | 0.7 | 363 | 74,658 | 3 |
| ASPKF09 | PK students - Asian - female | 0.0 | 96.0 | 0.6 | 363 | 74,658 | 3 |
| HIPKM09 | PK students - Hispanic - male | 0.0 | 537.0 | 5.4 | 363 | 74,658 | 3 |
| HIPKF09 | PK students - Hispanic - female | 0.0 | 500.0 | 4.8 | 363 | 74,658 | 3 |
| BLPKM09 | PK students - Black - male | 0.0 | 396.0 | 4.0 | 363 | 74,658 | 3 |
| BLPKF09 | PK students - Black - female | 0.0 | 407.0 | 3.7 | 363 | 74,658 | 3 |
| WHPKM09 | PK students - White - male | 0.0 | 695.0 | 9.2 | 363 | 74,658 | 3 |
| WHPKF09 | PK students - White - female | 0.0 | 541.0 | 7.3 | 363 | 74,658 | 3 |
| HPPKM09 | PK students - Hawaiian Native/Pacific Islander - male | 0.0 | 7.0 | # | 7 | 99,189 | 0 |
| HPPKF09 | PK students - Hawaiian Native/Pacific Islander - female | 0.0 | 8.0 | # | 7 | 99,189 | 0 |
| TRPKM09 | PK students - Two or more races - male | 0.0 | 16.0 | 0.4 | 7 | 99,189 | 0 |
| TRPKF09 | PK students - Two or more races - female | 0.0 | 15.0 | 0.3 | 7 | 99,189 | 0 |
| KG09 | KG students - total | 0.0 | 944.0 | 69.1 | 203 | 49,990 | 44 |
| AMKGM09 | KG students - American Indian/Alaska Native - male | 0.0 | 92.0 | 0.5 | 232 | 49,990 | 44 |
| AMKGF09 | KG students - American Indian/Alaska Native - female | 0.0 | 94.0 | 0.4 | 232 | 49,990 | 44 |
| ASKGM09 | KG students - Asian - male | 0.0 | 137.0 | 1.7 | 232 | 49,990 | 44 |
| ASKGF09 | KG students - Asian - female | 0.0 | 108.0 | 1.7 | 232 | 49,990 | 44 |
| HIKGM09 | KG students - Hispanic - male | 0.0 | 233.0 | 8.7 | 232 | 49,990 | 44 |
| HIKGF09 | KG students - Hispanic - female | 0.0 | 223.0 | 8.3 | 232 | 49,990 | 44 |
| BLKGM09 | KG students - Black - male | 0.0 | 235.0 | 5.5 | 232 | 49,990 | 44 |
| BLKGF09 | KG students - Black - female | 0.0 | 242.0 | 5.2 | 232 | 49,990 | 44 |
| WHKGM09 | KG students - White - male | 0.0 | 260.0 | 18.2 | 232 | 49,990 | 44 |
| WHKGF09 | KG students - White - female | 0.0 | 276.0 | 16.7 | 232 | 49,990 | 44 |
| HPKGM09 | KG students - Hawaiian Native/Pacific Islander - male | 0.0 | 13.0 | 0.1 | 8 | 89,864 | 39 |
| HPKGF09 | KG students - Hawaiian Native/Pacific Islander - female | 0.0 | 15.0 | 0.1 | 8 | 89,864 | 39 |
| TRKGM09 | KG students - Two or more races - male | 0.0 | 71.0 | 1.3 | 8 | 89,864 | 39 |
| TRKGF09 | KG students - Two or more races - female | 0.0 | 61.0 | 1.2 | 8 | 89,864 | 39 |
| G0109 | Grade 1 students - total | 0.0 | 809.0 | 69.4 | 202 | 49,434 | 45 |
| AM01M09 | Grade 1 students - American Indian/Alaska Native - male | 0.0 | 86.0 | 0.5 | 221 | 49,434 | 45 |
| AM01F09 | Grade 1 students - American Indian/Alaska Native - female | 0.0 | 67.0 | 0.4 | 221 | 49,434 | 45 |
| AS01M09 | Grade 1 students - Asian - male | 0.0 | 140.0 | 1.8 | 221 | 49,434 | 45 |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

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

| Variable | Label | Mini- mum | Maxi- mum | Mean | Missing | Not applicable | Sup- pressed |
|----------|--|--------------|--------------|------|---------|-------------------|-----------------|
| AS01F09 | Grade 1 students - Asian - female | 0.0 | 132.0 | 1.7 | 221 | 49,434 | 45 |
| HI01M09 | Grade 1 students - Hispanic - male | 0.0 | 199.0 | 8.8 | 221 | 49,434 | 45 |
| HI01F09 | Grade 1 students - Hispanic - female | 0.0 | 167.0 | 8.3 | 221 | 49,434 | 45 |
| BL01M09 | Grade 1 students - Black - male | 0.0 | 269.0 | 5.6 | 221 | 49,434 | 45 |
| BL01F09 | Grade 1 students - Black - female | 0.0 | 270.0 | 5.3 | 221 | 49,434 | 45 |
| WH01M09 | Grade 1 students - White - male | 0.0 | 307.0 | 18.3 | 221 | 49,434 | 45 |
| WH01F09 | Grade 1 students - White - female | 0.0 | 270.0 | 17.1 | 221 | 49,434 | 45 |
| HP01M09 | Grade 1 students - Hawaiian Native/Pacific Islander - male | 0.0 | 18.0 | 0.1 | 7 | 89,712 | 39 |
| HP01F09 | Grade 1 students - Hawaiian Native/Pacific Islander - female | 0.0 | 12.0 | 0.1 | 7 | 89,712 | 39 |
| TR01M09 | Grade 1 students - Two or more races - male | 0.0 | 68.0 | 1.1 | 7 | 89,712 | 39 |
| TR01F09 | Grade 1 students - Two or more races - female | 0.0 | 70.0 | 1.1 | 7 | 89,712 | 39 |
| G0209 | Grade 2 students - total | 0.0 | 757.0 | 68.2 | 201 | 49,373 | 45 |
| AM02M09 | Grade 2 students - American Indian/Alaska Native - male | 0.0 | 87.0 | 0.4 | 214 | 49,373 | 45 |
| AM02F09 | Grade 2 students - American Indian/Alaska Native - female | 0.0 | 84.0 | 0.4 | 214 | 49,373 | 45 |
| AS02M09 | Grade 2 students - Asian - male | 0.0 | 118.0 | 1.7 | 214 | 49,373 | 45 |
| AS02F09 | Grade 2 students - Asian - female | 0.0 | 133.0 | 1.7 | 214 | 49,373 | 45 |
| HI02M09 | Grade 2 students - Hispanic - male | 0.0 | 184.0 | 8.5 | 214 | 49,373 | 45 |
| HI02F09 | Grade 2 students - Hispanic - female | 0.0 | 178.0 | 8.1 | 214 | 49,373 | 45 |
| BL02M09 | Grade 2 students - Black - male | 0.0 | 289.0 | 5.6 | 214 | 49,373 | 45 |
| BL02F09 | Grade 2 students - Black - female | 0.0 | 262.0 | 5.4 | 214 | 49,373 | 45 |
| WH02M09 | Grade 2 students - White - male | 0.0 | 269.0 | 18.0 | 214 | 49,373 | 45 |
| WH02F09 | Grade 2 students - White - female | 0.0 | 233.0 | 16.9 | 214 | 49,373 | 45 |
| HP02M09 | Grade 2 students - Hawaiian Native/Pacific Islander - male | 0.0 | 12.0 | 0.1 | 7 | 89,718 | 39 |
| HP02F09 | Grade 2 students - Hawaiian Native/Pacific Islander - female | 0.0 | 14.0 | 0.1 | 7 | 89,718 | 39 |
| TR02M09 | Grade 2 students - Two or more races - male | 0.0 | 66.0 | 1.1 | 7 | 89,718 | 39 |
| TR02F09 | Grade 2 students - Two or more races - female | 0.0 | 59.0 | 1.0 | 7 | 89,718 | 39 |
| G0309 | Grade 3 students - total | 0.0 | 726.0 | 69.0 | 201 | 49,381 | 44 |
| AM03M09 | Grade 3 students - American Indian/Alaska Native - male | 0.0 | 76.0 | 0.4 | 214 | 49,381 | 44 |
| AM03F09 | Grade 3 students - American Indian/Alaska Native - female | 0.0 | 76.0 | 0.4 | 214 | 49,381 | 44 |
| AS03M09 | Grade 3 students - Asian - male | 0.0 | 112.0 | 1.7 | 214 | 49,381 | 44 |
| AS03F09 | Grade 3 students - Asian - female | 0.0 | 93.0 | 1.7 | 214 | 49,381 | 44 |
| HI03M09 | Grade 3 students - Hispanic - male | 0.0 | 163.0 | 8.4 | 214 | 49,381 | 44 |
| HI03F09 | Grade 3 students - Hispanic - female | 0.0 | 163.0 | 8.0 | 214 | 49,381 | 44 |
| BL03M09 | Grade 3 students - Black - male | 0.0 | 266.0 | 5.8 | 214 | 49,381 | 44 |
| BL03F09 | Grade 3 students - Black - female | 0.0 | 282.0 | 5.5 | 214 | 49,381 | 44 |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

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

| Variable | Label | Mini- mum | Maxi- mum | Mean | Missing | Not applicable | Sup- pressed |
|----------|--|--------------|--------------|------|---------|-------------------|-----------------|
| WH03M09 | Grade 3 students - White - male | 0.0 | 256.0 | 18.4 | 214 | 49,381 | 44 |
| WH03F09 | Grade 3 students - White - female | 0.0 | 252.0 | 17.3 | 214 | 49,381 | 44 |
| HP03M09 | Grade 3 students - Hawaiian Native/Pacific Islander - male | 0.0 | 13.0 | 0.1 | 7 | 89,724 | 39 |
| HP03F09 | Grade 3 students - Hawaiian Native/Pacific Islander – female | 0.0 | 12.0 | 0.1 | 7 | 89,724 | 39 |
| TR03M09 | Grade 3 students - Two or more races - male | 0.0 | 77.0 | 1.1 | 7 | 89,724 | 39 |
| TR03F09 | Grade 3 students - Two or more races - female | 0.0 | 64.0 | 1.0 | 7 | 89,724 | 39 |
| G0409 | Grade 4 students - total | 0.0 | 931.0 | 69.1 | 198 | 49,556 | 43 |
| AM04M09 | Grade 4 students - American Indian/Alaska Native - male | 0.0 | 72.0 | 0.4 | 211 | 49,556 | 43 |
| AM04F09 | Grade 4 students - American Indian/Alaska Native - female | 0.0 | 70.0 | 0.4 | 211 | 49,556 | 43 |
| AS04M09 | Grade 4 students - Asian - male | 0.0 | 130.0 | 1.7 | 211 | 49,556 | 43 |
| AS04F09 | Grade 4 students - Asian - female | 0.0 | 136.0 | 1.7 | 211 | 49,556 | 43 |
| HI04M09 | Grade 4 students - Hispanic - male | 0.0 | 197.0 | 8.2 | 211 | 49,556 | 43 |
| HI04F09 | Grade 4 students - Hispanic - female | 0.0 | 213.0 | 7.9 | 211 | 49,556 | 43 |
| BL04M09 | Grade 4 students - Black - male | 0.0 | 279.0 | 5.8 | 211 | 49,556 | 43 |
| BL04F09 | Grade 4 students - Black - female | 0.0 | 267.0 | 5.6 | 211 | 49,556 | 43 |
| WH04M09 | Grade 4 students - White - male | 0.0 | 349.0 | 18.6 | 211 | 49,556 | 43 |
| WH04F09 | Grade 4 students - White - female | 0.0 | 321.0 | 17.5 | 211 | 49,556 | 43 |
| HP04M09 | Grade 4 students - Hawaiian Native/Pacific Islander - male | 0.0 | 13.0 | 0.1 | 7 | 89,766 | 39 |
| HP04F09 | Grade 4 students - Hawaiian Native/Pacific Islander – female | 0.0 | 9.0 | 0.1 | 7 | 89,766 | 39 |
| TR04M09 | Grade 4 students - Two or more races - male | 0.0 | 100.0 | 1.0 | 7 | 89,766 | 39 |
| TR04F09 | Grade 4 students - Two or more races - female | 0.0 | 84.0 | 0.9 | 7 | 89,766 | 39 |
| G0509 | Grade 5 students - total | 0.0 | 885.0 | 69.4 | 192 | 50,508 | 43 |
| AM05M09 | Grade 5 students - American Indian/Alaska Native - male | 0.0 | 76.0 | 0.4 | 198 | 50,508 | 43 |
| AM05F09 | Grade 5 students - American Indian/Alaska Native- female | 0.0 | 65.0 | 0.4 | 198 | 50,508 | 43 |
| AS05M09 | Grade 5 students - Asian - male | 0.0 | 108.0 | 1.7 | 198 | 50,508 | 43 |
| AS05F09 | Grade 5 students - Asian - female | 0.0 | 119.0 | 1.6 | 198 | 50,508 | 43 |
| HI05M09 | Grade 5 students - Hispanic - male | 0.0 | 240.0 | 8.1 | 198 | 50,508 | 43 |
| HI05F09 | Grade 5 students - Hispanic - female | 0.0 | 214.0 | 7.8 | 198 | 50,508 | 43 |
| BL05M09 | Grade 5 students - Black - male | 0.0 | 275.0 | 5.7 | 198 | 50,508 | 43 |
| BL05F09 | Grade 5 students - Black - female | 0.0 | 278.0 | 5.6 | 198 | 50,508 | 43 |
| WH05M09 | Grade 5 students - White - male | 0.0 | 369.0 | 18.9 | 198 | 50,508 | 43 |
| WH05F09 | Grade 5 students - White - female | 0.0 | 332.0 | 17.8 | 198 | 50,508 | 43 |
| HP05M09 | Grade 5 students - Hawaiian Native/Pacific Islander - male | 0.0 | 13.0 | 0.1 | 7 | 89,878 | 39 |
| HP05F09 | Grade 5 students - Hawaiian Native/Pacific Islander – female | 0.0 | 10.0 | 0.1 | 7 | 89,878 | 39 |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

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

| Variable | Label | Mini- mum | Maxi- mum | Mean | Missing | Not applicable | Sup- pressed |
|----------|--|--------------|--------------|-------|---------|-------------------|-----------------|
| TR05M09 | Grade 5 students - Two or more races - male | 0.0 | 86.0 | 1.0 | 7 | 89,878 | 39 |
| TR05F09 | Grade 5 students - Two or more races - female | 0.0 | 77.0 | 0.9 | 7 | 89,878 | 39 |
| G0609 | Grade 6 students - total | 0.0 | 1,138.0 | 95.5 | 157 | 65,182 | 39 |
| AM06M09 | Grade 6 students - American Indian/Alaska Native - male | 0.0 | 121.0 | 0.6 | 174 | 65,182 | 39 |
| AM06F09 | Grade 6 students - American Indian/Alaska Native - female | 0.0 | 93.0 | 0.6 | 174 | 65,182 | 39 |
| AS06M09 | Grade 6 students - Asian - male | 0.0 | 223.0 | 2.3 | 174 | 65,182 | 39 |
| AS06F09 | Grade 6 students - Asian - female | 0.0 | 221.0 | 2.3 | 174 | 65,182 | 39 |
| HI06M09 | Grade 6 students - Hispanic - male | 0.0 | 468.0 | 11.0 | 174 | 65,182 | 39 |
| HI06F09 | Grade 6 students - Hispanic - female | 0.0 | 442.0 | 10.5 | 174 | 65,182 | 39 |
| BL06M09 | Grade 6 students - Black - male | 0.0 | 263.0 | 8.0 | 174 | 65,182 | 39 |
| BL06F09 | Grade 6 students - Black - female | 0.0 | 264.0 | 7.7 | 174 | 65,182 | 39 |
| WH06M09 | Grade 6 students - White - male | 0.0 | 350.0 | 26.2 | 174 | 65,182 | 39 |
| WH06F09 | Grade 6 students - White - female | 0.0 | 341.0 | 24.7 | 174 | 65,182 | 39 |
| HP06M09 | Grade 6 students - Hawaiian Native/Pacific Islander - male | 0.0 | 30.0 | 0.2 | 8 | 93,663 | 33 |
| HP06F09 | Grade 6 students - Hawaiian Native/Pacific Islander - female | 0.0 | 19.0 | 0.2 | 8 | 93,663 | 33 |
| TR06M09 | Grade 6 students - Two or more races - male | 0.0 | 183.0 | 1.2 | 8 | 93,663 | 33 |
| TR06F09 | Grade 6 students - Two or more races - female | 0.0 | 158.0 | 1.2 | 8 | 93,663 | 33 |
| G0709 | Grade 7 students - total | 0.0 | 1,378.0 | 117.2 | 140 | 72,345 | 29 |
| AM07M09 | Grade 7 students - American Indian/Alaska Native - male | 0.0 | 121.0 | 0.7 | 164 | 72,345 | 29 |
| AM07F09 | Grade 7 students - American Indian/Alaska Native - female | 0.0 | 118.0 | 0.7 | 164 | 72,345 | 29 |
| AS07M09 | Grade 7 students - Asian - male | 0.0 | 286.0 | 2.9 | 164 | 72,345 | 29 |
| AS07F09 | Grade 7 students - Asian - female | 0.0 | 286.0 | 2.8 | 164 | 72,345 | 29 |
| HI07M09 | Grade 7 students - Hispanic - male | 0.0 | 661.0 | 13.4 | 164 | 72,345 | 29 |
| HI07F09 | Grade 7 students - Hispanic - female | 0.0 | 645.0 | 12.8 | 164 | 72,345 | 29 |
| BL07M09 | Grade 7 students - Black - male | 0.0 | 231.0 | 9.8 | 164 | 72,345 | 29 |
| BL07F09 | Grade 7 students - Black - female | 0.0 | 227.0 | 9.4 | 164 | 72,345 | 29 |
| WH07M09 | Grade 7 students - White - male | 0.0 | 419.0 | 32.4 | 164 | 72,345 | 29 |
| WH07F09 | Grade 7 students - White - female | 0.0 | 371.0 | 30.5 | 164 | 72,345 | 29 |
| HP07M09 | Grade 7 students - Hawaiian Native/Pacific Islander - male | 0.0 | 34.0 | 0.2 | 9 | 96,127 | 23 |
| HP07F09 | Grade 7 students - Hawaiian Native/Pacific Islander - female | 0.0 | 23.0 | 0.2 | 9 | 96,127 | 23 |
| TR07M09 | Grade 7 students - Two or more races - male | 0.0 | 206.0 | 1.5 | 9 | 96,127 | 23 |
| TR07F09 | Grade 7 students - Two or more races - female | 0.0 | 201.0 | 1.5 | 9 | 96,127 | 23 |
| G0809 | Grade 8 students - total | 0.0 | 1,402.0 | 115.5 | 139 | 71,849 | 32 |
| AM08M09 | Grade 8 students - American Indian/Alaska Native - male | 0.0 | 121.0 | 0.7 | 151 | 71,849 | 32 |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

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

| Variable | Label | Mini- mum | Maxi- mum | Mean | Missing | Not applicable | Sup- pressed |
|----------|--|--------------|--------------|-------|---------|-------------------|-----------------|
| AM08F09 | Grade 8 students - American Indian/Alaska Native - female | 0.0 | 105.0 | 0.7 | 151 | 71,849 | 32 |
| AS08M09 | Grade 8 students - Asian - male | 0.0 | 307.0 | 2.9 | 151 | 71,849 | 32 |
| AS08F09 | Grade 8 students - Asian - female | 0.0 | 277.0 | 2.8 | 151 | 71,849 | 32 |
| HI08M09 | Grade 8 students - Hispanic - male | 0.0 | 685.0 | 12.9 | 151 | 71,849 | 32 |
| HI08F09 | Grade 8 students - Hispanic - female | 0.0 | 642.0 | 12.4 | 151 | 71,849 | 32 |
| BL08M09 | Grade 8 students - Black - male | 0.0 | 272.0 | 9.5 | 151 | 71,849 | 32 |
| BL08F09 | Grade 8 students - Black - female | 0.0 | 293.0 | 9.3 | 151 | 71,849 | 32 |
| WH08M09 | Grade 8 students - White - male | 0.0 | 472.0 | 32.3 | 151 | 71,849 | 32 |
| WH08F09 | Grade 8 students - White - female | 0.0 | 400.0 | 30.5 | 151 | 71,849 | 32 |
| HP08M09 | Grade 8 students - Hawaiian Native/Pacific Islander - male | 0.0 | 27.0 | 0.2 | 8 | 95,903 | 26 |
| HP08F09 | Grade 8 students - Hawaiian Native/Pacific Islander - female | 0.0 | 26.0 | 0.2 | 8 | 95,903 | 26 |
| TR08M09 | Grade 8 students - Two or more races - male | 0.0 | 212.0 | 1.4 | 8 | 95,903 | 26 |
| TR08F09 | Grade 8 students - Two or more races - female | 0.0 | 225.0 | 1.4 | 8 | 95,903 | 26 |
| G0909 | Grade 9 students - total | 0.0 | 2,052.0 | 150.0 | 111 | 76,454 | 45 |
| AM09M09 | Grade 9 students - American Indian/Alaska Native - male | 0.0 | 238.0 | 1.0 | 125 | 76,454 | 45 |
| AM09F09 | Grade 9 students - American Indian/Alaska Native - female | 0.0 | 181.0 | 0.9 | 125 | 76,454 | 45 |
| AS09M09 | Grade 9 students - Asian - male | 0.0 | 396.0 | 3.6 | 125 | 76,454 | 45 |
| AS09F09 | Grade 9 students - Asian - female | 0.0 | 309.0 | 3.3 | 125 | 76,454 | 45 |
| HI09M09 | Grade 9 students - Hispanic - male | 0.0 | 1,038.0 | 17.3 | 125 | 76,454 | 45 |
| HI09F09 | Grade 9 students - Hispanic - female | 0.0 | 815.0 | 16.0 | 125 | 76,454 | 45 |
| BL09M09 | Grade 9 students - Black - male | 0.0 | 498.0 | 14.0 | 125 | 76,454 | 45 |
| BL09F09 | Grade 9 students - Black - female | 0.0 | 455.0 | 12.9 | 125 | 76,454 | 45 |
| WH09M09 | Grade 9 students - White - male | 0.0 | 811.0 | 40.9 | 125 | 76,454 | 45 |
| WH09F09 | Grade 9 students - White - female | 0.0 | 757.0 | 38.1 | 125 | 76,454 | 45 |
| HP09M09 | Grade 9 students - Hawaiian Native/Pacific Islander - male | 0.0 | 30.0 | 0.3 | 8 | 97,007 | 26 |
| HP09F09 | Grade 9 students - Hawaiian Native/Pacific Islander - female | 0.0 | 34.0 | 0.3 | 8 | 97,007 | 26 |
| TR09M09 | Grade 9 students - Two or more races - male | 0.0 | 216.0 | 1.8 | 8 | 97,007 | 26 |
| TR09F09 | Grade 9 students - Two or more races - female | 0.0 | 228.0 | 1.7 | 8 | 97,007 | 26 |
| G1009 | Grade 10 students - total | 0.0 | 1,960.0 | 144.0 | 110 | 77,254 | 43 |
| AM10M09 | Grade 10 students - American Indian/Alaska Native - male | 0.0 | 187.0 | 0.9 | 115 | 77,254 | 43 |
| AM10F09 | Grade 10 students - American Indian/Alaska Native - female | 0.0 | 177.0 | 0.9 | 115 | 77,254 | 43 |
| AS10M09 | Grade 10 students - Asian - male | 0.0 | 348.0 | 3.6 | 115 | 77,254 | 43 |
| AS10F09 | Grade 10 students - Asian - female | 0.0 | 331.0 | 3.4 | 115 | 77,254 | 43 |
| HI10M09 | Grade 10 students - Hispanic - male | 0.0 | 675.0 | 15.5 | 115 | 77,254 | 43 |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

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

| Variable | Label | Mini- mum | Maxi- mum | Mean | Missing | Not applicable | Sup- pressed |
|----------|---|--------------|--------------|-------|---------|-------------------|-----------------|
| HI10F09 | Grade 10 students - Hispanic - female | 0.0 | 633.0 | 14.8 | 115 | 77,254 | 43 |
| BL10M09 | Grade 10 students - Black - male | 0.0 | 598.0 | 12.4 | 115 | 77,254 | 43 |
| BL10F09 | Grade 10 students - Black - female | 0.0 | 575.0 | 12.1 | 115 | 77,254 | 43 |
| WH10M09 | Grade 10 students - White - male | 0.0 | 497.0 | 40.3 | 115 | 77,254 | 43 |
| WH10F09 | Grade 10 students - White - female | 0.0 | 871.0 | 38.2 | 115 | 77,254 | 43 |
| HP10M09 | Grade 10 students - Hawaiian Native/Pacific Islander – male | 0.0 | 22.0 | 0.3 | 8 | 97,258 | 24 |
| HP10F09 | Grade 10 students - Hawaiian Native/Pacific Islander – female | 0.0 | 28.0 | 0.3 | 8 | 97,258 | 24 |
| TR10M09 | Grade 10 students - Two or more races - male | 0.0 | 248.0 | 1.6 | 8 | 97,258 | 24 |
| TR10F09 | Grade 10 students - Two or more races - female | 0.0 | 223.0 | 1.6 | 8 | 97,258 | 24 |
| G1109 | Grade 11 students - total | 0.0 | 1,684.0 | 135.0 | 111 | 77,439 | 43 |
| AM11M09 | Grade 11 students - American Indian/Alaska Native - male | 0.0 | 162.0 | 0.8 | 116 | 77,439 | 43 |
| AM11F09 | Grade 11 students - American Indian/Alaska Native – female | 0.0 | 150.0 | 0.8 | 116 | 77,439 | 43 |
| AS11M09 | Grade 11 students - Asian - male | 0.0 | 355.0 | 3.5 | 116 | 77,439 | 43 |
| AS11F09 | Grade 11 students - Asian - female | 0.0 | 300.0 | 3.3 | 116 | 77,439 | 43 |
| HI11M09 | Grade 11 students - Hispanic - male | 0.0 | 575.0 | 13.6 | 116 | 77,439 | 43 |
| HI11F09 | Grade 11 students - Hispanic - female | 0.0 | 541.0 | 13.4 | 116 | 77,439 | 43 |
| BL11M09 | Grade 11 students - Black - male | 0.0 | 400.0 | 10.5 | 116 | 77,439 | 43 |
| BL11F09 | Grade 11 students - Black - female | 0.0 | 327.0 | 11.0 | 116 | 77,439 | 43 |
| WH11M09 | Grade 11 students - White - male | 0.0 | 545.0 | 38.9 | 116 | 77,439 | 43 |
| WH11F09 | Grade 11 students - White - female | 0.0 | 848.0 | 37.4 | 116 | 77,439 | 43 |
| HP11M09 | Grade 11 students - Hawaiian Native/Pacific Islander – male | 0.0 | 20.0 | 0.3 | 8 | 97,268 | 24 |
| HP11F09 | Grade 11 students - Hawaiian Native/Pacific Islander – female | 0.0 | 33.0 | 0.3 | 8 | 97,268 | 24 |
| TR11M09 | Grade 11 students - Two or more races - male | 0.0 | 278.0 | 1.5 | 8 | 97,268 | 24 |
| TR11F09 | Grade 11 students - Two or more races - female | 0.0 | 256.0 | 1.5 | 8 | 97,268 | 24 |
| G1209 | Grade 12 students - total | 0.0 | 1,829.0 | 131.3 | 110 | 77,615 | 44 |
| AM12M09 | Grade 12 students - American Indian/Alaska Native - male | 0.0 | 194.0 | 0.8 | 116 | 77,615 | 44 |
| AM12F09 | Grade 12 students - American Indian/Alaska Native – female | 0.0 | 174.0 | 0.8 | 116 | 77,615 | 44 |
| AS12M09 | Grade 12 students - Asian - male | 0.0 | 300.0 | 3.4 | 116 | 77,615 | 44 |
| AS12F09 | Grade 12 students - Asian - female | 0.0 | 312.0 | 3.2 | 116 | 77,615 | 44 |
| HI12M09 | Grade 12 students - Hispanic - male | 0.0 | 979.0 | 12.5 | 116 | 77,615 | 44 |
| HI12F09 | Grade 12 students - Hispanic - female | 0.0 | 666.0 | 12.5 | 116 | 77,615 | 44 |
| BL12M09 | Grade 12 students - Black - male | 0.0 | 509.0 | 9.7 | 116 | 77,615 | 44 |
| BL12F09 | Grade 12 students - Black - female | 0.0 | 479.0 | 10.5 | 116 | 77,615 | 44 |
| WH12M09 | Grade 12 students - White - male | 0.0 | 488.0 | 38.9 | 116 | 77,615 | 44 |
| WH12F09 | Grade 12 students - White - female | 0.0 | 684.0 | 37.5 | 116 | 77,615 | 44 |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

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

| Variable | Label | Mini- mum | Maxi- mum | Mean | Missing | Not applicable | Sup- pressed |
|-----------|---|--------------|--------------|-------|---------|-------------------|-----------------|
| HP12M09 | Grade 12 students - Hawaiian Native/Pacific Islander – male | 0.0 | 30.0 | 0.3 | 8 | 97,301 | 24 |
| HP12F09 | Grade 12 students - Hawaiian Native/Pacific Islander – female | 0.0 | 26.0 | 0.3 | 8 | 97,301 | 24 |
| TR12M09 | Grade 12 students - Two or more races - male | 0.0 | 284.0 | 1.4 | 8 | 97,301 | 24 |
| TR12F09 | Grade 12 students - Two or more races - female | 0.0 | 234.0 | 1.4 | 8 | 97,301 | 24 |
| UG09 | Ungraded students - total | 0.0 | 722.0 | 20.9 | 262 | 93,236 | 10 |
| AMUGM09 | Ungraded students - American Indian/Alaska Native - male | 0.0 | 12.0 | 0.1 | 269 | 93,236 | 10 |
| AMUGF09 | Ungraded students - American Indian/Alaska Native – female | 0.0 | 10.0 | 0.0 | 269 | 93,236 | 10 |
| ASUGM09 | Ungraded students - Asian - male | 0.0 | 74.0 | 0.6 | 269 | 93,236 | 10 |
| ASUGF09 | Ungraded students - Asian - female | 0.0 | 44.0 | 0.3 | 269 | 93,236 | 10 |
| HIUGM09 | Ungraded students - Hispanic - male | 0.0 | 279.0 | 5.4 | 269 | 93,236 | 10 |
| HIUGF09 | Ungraded students - Hispanic - female | 0.0 | 150.0 | 2.5 | 269 | 93,236 | 10 |
| BLUGM09 | Ungraded students - Black - male | 0.0 | 283.0 | 4.3 | 269 | 93,236 | 10 |
| BLUGF09 | Ungraded students - Black - female | 0.0 | 219.0 | 2.0 | 269 | 93,236 | 10 |
| WHUGM09 | Ungraded students - White - male | 0.0 | 345.0 | 3.8 | 269 | 93,236 | 10 |
| WHUGF09 | Ungraded students - White - female | 0.0 | 119.0 | 1.8 | 269 | 93,236 | 10 |
| HPUGM09 | Ungraded students - Hawaiian Native/Pacific Islander – male | 0.0 | 2.0 | 0.0 | 261 | 98,231 | 3 |
| HPUGF09 | Ungraded students - Hawaiian Native/Pacific Islander – female | 0.0 | 2.0 | 0.0 | 261 | 98,231 | 3 |
| TRUGM09 | Ungraded students - Two or more races - male | 0.0 | 11.0 | 0.1 | 261 | 98,231 | 3 |
| TRUGF09 | Ungraded students - Two or more races - female | 0.0 | 7.0 | 0.0 | 0 | 98,492 | 3 |
| MEMBER09 | All students - total | 0.0 | 8,539.0 | 499.1 | 344 | 4,061 | 90 |
| AM09 | All students - American Indian/Alaska Native | 0.0 | 1,388.0 | 6.3 | 425 | 4,254 | 96 |
| AMALM09 | All students - American Indian/Alaska Native - male | 0.0 | 720.0 | 3.2 | 425 | 4,254 | 96 |
| AMALF09 | All students - American Indian/Alaska Native - female | 0.0 | 668.0 | 3.1 | 425 | 4,254 | 96 |
| ASIAN09 | All students - Asian | 0.0 | 2,488.0 | 24.3 | 425 | 4,254 | 96 |
| ASALM09 | All students - Asian - male | 0.0 | 1,302.0 | 12.4 | 425 | 4,254 | 96 |
| ASALF09 | All students - Asian - female | 0.0 | 1,186.0 | 11.9 | 425 | 4,254 | 96 |
| HISP09 | All students - Hispanic | 0.0 | 4,232.0 | 113.6 | 425 | 4,254 | 96 |
| HALM09 | All students - Hispanic - male | 0.0 | 2,217.0 | 58.2 | 425 | 4,254 | 96 |
| HALF09 | All students - Hispanic - female | 0.0 | 2,082.0 | 55.4 | 425 | 4,254 | 96 |
| BLACK09 | All students - Black | 0.0 | 5,801.0 | 82.4 | 425 | 4,254 | 96 |
| BLALM09 | All students - Black - male | 0.0 | 2,807.0 | 42.0 | 425 | 4,254 | 96 |
| BLALF09 | All students - Black - female | 0.0 | 2,994.0 | 40.4 | 425 | 4,254 | 96 |
| WHITE09 | All students - White | 0.0 | 7,246.0 | 265.0 | 425 | 4,254 | 96 |
| WHALM09 | All students - White - male | 0.0 | 3,377.0 | 136.7 | 425 | 4,254 | 96 |
| WHALF09 | All students - White - female | 0.0 | 3,869.0 | 128.3 | 425 | 4,254 | 96 |
| PACIFIC09 | All students - Hawaiian Native/Pacific Islander | 0.0 | 187.0 | 1.9 | 29 | 78,852 | 70 |
| HPALM09 | All students - Hawaiian Native/Pacific Islander - male | 0.0 | 91.0 | 1.0 | 29 | 78,852 | 70 |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

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

| Variable | Label | Mini- mum | Maxi- mum | Mean | Missing | Not applicable | Sup- pressed |
|----------|--|--------------|--------------|-------|---------|-------------------|-----------------|
| HPALF09 | All students - Hawaiian Native/Pacific Islander - female | 0.0 | 96.0 | 0.9 | 29 | 78,852 | 70 |
| TR09 | All students - Two or more races | 0.0 | 1,784.0 | 13.4 | 29 | 78,852 | 70 |
| TRALM09 | All students - Two or more races - male | 0.0 | 1,007.0 | 6.8 | 29 | 78,852 | 70 |
| TRALF09 | All students - Two or more races - female | 0.0 | 851.0 | 6.6 | 29 | 78,852 | 70 |
| TOTETH09 | Total ethnic | 0.0 | 8,278.0 | 495.5 | 425 | 4,254 | 96 |

Rounds to zero.

NOTE: “Suppressed” indicates that data were suppressed due to data quality concerns based on CCD business rules and edit methodology.

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 B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

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

| Categorical variable and label | Frequency | Percent | Cumulative frequency | Cumulative percent |
|--|-----------|---------|----------------------|--------------------|
| School type (TYPE09) | | | | |
| 1—Regular | 92,852 | 89.3 | 92,852 | 89.3 |
| 2—Special education | 2,360 | 2.3 | 95,212 | 91.6 |
| 3—Vocational | 1,470 | 1.4 | 96,682 | 93.0 |
| 4—Alternative/other | 6,976 | 6.7 | 103,658 | 99.7 |
| 5—Reportable program | 301 | 0.3 | 103,959 | 100.0 |
| School operational status (STATUS09) | | | | |
| 1—Continuing | 98,322 | 94.6 | 98,322 | 94.6 |
| 2—Closed | 2,137 | 2.1 | 100,459 | 96.6 |
| 3—New | 1,834 | 1.8 | 102,293 | 98.4 |
| 4—Added | 56 | 0.1 | 102,349 | 98.5 |
| 5—Changed agency | 272 | 0.3 | 102,621 | 98.7 |
| 6—Inactive | 592 | 0.6 | 103,213 | 99.3 |
| 7—Future | 397 | 0.4 | 103,610 | 99.7 |
| 8—Reopened | 349 | 0.3 | 103,959 | 100.0 |
| NCES urban-centric locale code (ULOCAL09) | | | | |
| 11—City, large | 13,867 | 13.3 | 13,867 | 13.3 |
| 12—City, midsize | 6,009 | 5.8 | 19,876 | 19.1 |
| 13—City, small | 7,189 | 6.9 | 27,065 | 26.0 |
| 21—Suburb, large | 23,553 | 22.7 | 50,618 | 48.7 |
| 22—Suburb, midsize | 3,001 | 2.9 | 53,619 | 51.6 |
| 23—Suburb, small | 1,998 | 1.9 | 55,617 | 53.5 |
| 31—Town, fringe | 2,051 | 2.0 | 57,668 | 55.5 |
| 32—Town, distant | 7,392 | 7.1 | 65,060 | 62.6 |
| 33—Town, remote | 5,182 | 5.0 | 70,242 | 67.6 |
| 41—Rural, fringe | 13,843 | 13.3 | 84,085 | 80.9 |
| 42—Rural, distant | 11,988 | 11.5 | 96,073 | 92.4 |
| 43—Rural, remote | 7,335 | 7.1 | 103,408 | 99.5 |
| M—Missing | 82 | 0.1 | 103,490 | 99.6 |
| N—Not applicable | 469 | 0.5 | 103,959 | 100.0 |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

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

| Categorical variable and label | Frequency | Percent | Cumulative frequency | Cumulative percent |
|---|-----------|---------|----------------------|--------------------|
| School low grade offered (GSLO09) | | | | |
| 01—1st grade students | 1,348 | 1.3 | 1,348 | 1.3 |
| 02—2nd grade students | 676 | 0.7 | 2,024 | 2.0 |
| 03—3rd grade students | 1,585 | 1.5 | 3,609 | 3.5 |
| 04—4th grade students | 1,416 | 1.4 | 5,025 | 4.8 |
| 05—5th grade students | 2,687 | 2.6 | 7,712 | 7.4 |
| 06—6th grade students | 12,380 | 11.9 | 20,092 | 19.3 |
| 07—7th grade students | 6,635 | 6.4 | 26,727 | 25.7 |
| 08—8th grade students | 895 | 0.9 | 27,622 | 26.6 |
| 09—9th grade students | 16,800 | 16.2 | 44,422 | 42.7 |
| 10—10th grade students | 968 | 0.9 | 45,390 | 43.7 |
| 11—11th grade students | 291 | 0.3 | 45,681 | 43.9 |
| 12—12th grade students | 172 | 0.2 | 45,853 | 44.1 |
| KG—Kindergarten students | 27,315 | 26.3 | 73,168 | 70.4 |
| N—Not applicable | 2,236 | 2.2 | 75,404 | 72.5 |
| PK—Prekindergarten students | 28,133 | 27.1 | 103,537 | 99.6 |
| UG—Students in ungraded classes | 422 | 0.4 | 103,959 | 100.0 |
| School high grade offered (GSHI09) | | | | |
| 01—1st grade students | 542 | 0.5 | 542 | 0.5 |
| 02—2nd grade students | 1,587 | 1.5 | 2,129 | 2.1 |
| 03—3rd grade students | 1,622 | 1.6 | 3,751 | 3.6 |
| 04—4th grade students | 3,880 | 3.7 | 7,631 | 7.3 |
| 05—5th grade students | 27,267 | 26.2 | 34,898 | 33.6 |
| 06—6th grade students | 13,744 | 13.2 | 48,642 | 46.8 |
| 07—7th grade students | 598 | 0.6 | 49,240 | 47.4 |
| 08—8th grade students | 21,264 | 20.5 | 70,504 | 67.8 |
| 09—9th grade students | 1,489 | 1.4 | 71,993 | 69.3 |
| 10—10th grade students | 426 | 0.4 | 72,419 | 69.7 |
| 11—11th grade students | 443 | 0.4 | 72,862 | 70.1 |
| 12—12th grade students | 26,816 | 25.8 | 99,678 | 95.9 |
| KG—Kindergarten students | 562 | 0.5 | 100,240 | 96.4 |
| N—Not applicable | 2,236 | 2.2 | 102,476 | 98.6 |
| PK—Prekindergarten students | 1,061 | 1.0 | 103,537 | 99.6 |
| UG—Students in ungraded classes | 422 | 0.4 | 103,959 | 100.0 |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

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

| Categorical variable and label | Frequency | Percent | Cumulative frequency | Cumulative percent |
|--|-----------|---------|----------------------|--------------------|
| School level (LEVEL09) | | | | |
| 1—Primary | 54,637 | 52.6 | 54,637 | 52.6 |
| 2—Middle | 17,125 | 16.5 | 71,762 | 69.0 |
| 3—High | 21,154 | 20.4 | 92,916 | 89.4 |
| 4—Other | 6,966 | 6.7 | 99,882 | 96.1 |
| N—Not applicable | 4,077 | 3.9 | 103,959 | 100.0 |
| Title I eligible school (TITLEI09) | | | | |
| 1—Yes | 66,488 | 64.0 | 66,488 | 64.0 |
| 2—No | 29,925 | 28.8 | 96,413 | 92.7 |
| M—Missing | 869 | 0.8 | 97,282 | 93.6 |
| N—Not applicable | 6,677 | 6.4 | 103,959 | 100.0 |
| School-wide Title I (STITLI09) | | | | |
| 1—Yes | 46,102 | 44.4 | 46,102 | 44.4 |
| 2—No | 20,386 | 19.6 | 66,488 | 64.0 |
| M—Missing | 869 | 0.8 | 67,357 | 64.8 |
| N—Not applicable | 36,602 | 35.2 | 103,959 | 100.0 |
| Magnet school indicator (MAGNET09) | | | | |
| 1—Yes | 2,259 | 2.2 | 2,259 | 2.2 |
| 2—No | 54,031 | 52.0 | 56,290 | 54.2 |
| M—Missing | 13,817 | 13.3 | 70,107 | 67.4 |
| N—Not applicable | 33,852 | 32.6 | 103,959 | 100.0 |
| Charter school indicator (CHARTR09) | | | | |
| 1—Yes | 5,361 | 5.2 | 5,361 | 5.2 |
| 2—No | 86,034 | 82.8 | 91,395 | 87.9 |
| M—Missing | 35 | # | 91,430 | 88.0 |
| N—Not applicable | 12,529 | 12.1 | 103,959 | 100.0 |
| Shared time indicator (SHARED09) | | | | |
| 1—Yes | 2,642 | 2.5 | 2,642 | 2.5 |
| 2—No | 80,097 | 77.1 | 82,739 | 79.6 |
| M—Missing | 21,220 | 20.4 | 103,959 | 100.0 |
| BIE school flag (BIES09) | | | | |
| 1—Yes | 11 | # | 11 | # |
| 2—No | 103,948 | 100.0 | 103,959 | 100.0 |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

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

| Categorical variable and label | Frequency | Percent | Cumulative frequency | Cumulative percent |
|---|-----------|---------|----------------------|--------------------|
| Race/ethnicities categories indicator (RACECAT09) | | | | |
| 5—5 race/ethnicity categories used in reporting | 77,988 | 75.0 | 77,988 | 75.0 |
| 7—7 race/ethnicity categories used in reporting | 25,971 | 25.0 | 103,959 | 100.0 |

Rounds to zero.

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

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

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-4. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2009–10

| State or jurisdiction | School type | | | | | Charter | Magnet | Title I ¹ | Title I schoolwide |
|-------------------------------------|---------------|-------------------|----------------------|--------------|--------------|--------------|---------------|----------------------|--------------------|
| | Regular | Special education | Vocational education | Alternative | | | | | |
| Reporting states² | 89,018 | 2,089 | 1,417 | 6,293 | 4,952 | 2,213 | 64,811 | 44,512 | |
| Alabama | 1,370 | 41 | 72 | 117 | † | 31 | 925 | 879 | |
| Alaska | 450 | 2 | 3 | 51 | 25 | 13 | 359 | 310 | |
| Arizona | 1,939 | 20 | 207 | 82 | 504 | † | 1,251 | 873 | |
| Arkansas | 1,082 | 4 | 23 | 11 | 38 | 40 | 829 | 715 | |
| California | 8,472 | 146 | 75 | 1,375 | 813 | 1 | 6,044 | 4,245 | |
| Colorado | 1,683 | 9 | 6 | 95 | 158 | 25 | 674 | 438 | |
| Connecticut | 1,049 | 56 | 16 | 44 | 18 | 54 | 547 | 192 | |
| Delaware | 182 | 19 | 6 | 10 | 18 | 3 | 175 | 155 | |
| District of Columbia | 208 | 10 | 4 | 11 | 99 | 5 | 186 | 181 | |
| Florida | 3,398 | 170 | 53 | 422 | 412 | 363 | 2,606 | 2,399 | |
| Georgia | 2,248 | 72 | 1 | 140 | 63 | 78 | 1,531 | 1,254 | |
| Hawaii | 285 | 3 | 0 | 1 | 31 | † | 196 | 180 | |
| Idaho | 633 | 15 | 11 | 83 | 36 | 3 | 524 | 468 | |
| Illinois | 4,017 | 147 | 53 | 188 | 39 | 104 | 3,194 | 1,371 | |
| Indiana | 1,875 | 38 | 29 | 19 | 53 | 24 | 1,384 | 954 | |
| Iowa | 1,410 | 7 | 0 | 51 | 9 | † | 958 | 538 | |
| Kansas | 1,407 | 10 | 1 | 1 | 35 | 35 | 1,178 | 754 | |
| Kentucky | 1,238 | 10 | 124 | 170 | † | 41 | 1,079 | 1,008 | |
| Louisiana | 1,260 | 38 | 6 | 184 | 77 | 83 | 1,191 | 1,116 | |
| Maine | 619 | 1 | 27 | 2 | † | 1 | 544 | 389 | |
| Maryland | 1,321 | 40 | 24 | 62 | 42 | 87 | 409 | 304 | |
| Massachusetts | 1,755 | 23 | 39 | 19 | 62 | — | 1,038 | 507 | |
| Michigan | 3,332 | 197 | 38 | 312 | 294 | 477 | 2,899 | 1,589 | |
| Minnesota | 1,666 | 276 | 11 | 480 | 181 | 76 | 873 | 277 | |
| Mississippi | 928 | 3 | 90 | 64 | 1 | 19 | 706 | 686 | |
| Missouri | 2,181 | 68 | 66 | 112 | 48 | 35 | 1,111 | 501 | |
| Montana | 822 | 2 | 0 | 4 | † | † | 634 | 395 | |
| Nebraska | 1,087 | 28 | 0 | 5 | † | † | 528 | 299 | |
| Nevada | 593 | 10 | 1 | 32 | 35 | 24 | 333 | 288 | |
| New Hampshire | 484 | 0 | 0 | 0 | 15 | † | 404 | 115 | |
| New Jersey | 2,359 | 73 | 55 | 103 | 70 | † | 1,430 | 396 | |
| New Mexico | 808 | 6 | 1 | 40 | 72 | 2 | 751 | 716 | |
| New York | 4,591 | 105 | 6 | 28 | 140 | 183 | 4,259 | 1,595 | |
| North Carolina | 2,531 | 14 | 1 | 4 | 96 | 125 | 1,971 | 1,790 | |
| North Dakota | 474 | 34 | 9 | 0 | † | † | 303 | 78 | |
| Ohio | 3,653 | 64 | 73 | 6 | 323 | † | 2,863 | 1,975 | |
| Oklahoma | 1,786 | 4 | 0 | 5 | 18 | † | 1,157 | 987 | |
| Oregon | 1,256 | 2 | 0 | 43 | 102 | † | 612 | 420 | |
| Pennsylvania | 3,132 | 12 | 87 | 13 | 134 | 53 | 2,453 | 1,335 | |
| Rhode Island | 298 | 3 | 11 | 9 | 12 | † | 232 | 122 | |
| South Carolina | 1,136 | 10 | 39 | 21 | 39 | † | 992 | 927 | |
| South Dakota | 676 | 7 | 4 | 27 | † | † | 607 | 339 | |
| Tennessee | 1,704 | 19 | 21 | 28 | 20 | 32 | 1,429 | 1,344 | |
| Texas | 7,518 | 25 | 0 | 1,076 | 536 | † | 6,594 | 6,282 | |
| Utah | 862 | 86 | 6 | 92 | 72 | 24 | 276 | 201 | |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-4. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide and state or jurisdiction: School year 2009–10—Continued

| State or jurisdiction | School type | | | | | Charter | Magnet | Title I ¹ | Title I schoolwide |
|---|-------------|-------------------|----------------------|-------------|-----|---------|--------|----------------------|--------------------|
| | Regular | Special education | Vocational education | Alternative | | | | | |
| Vermont | 307 | 0 | 15 | 1 | † | 2 | 250 | 183 | |
| Virginia | 1,883 | 42 | 49 | 190 | 3 | 166 | 735 | 407 | |
| Washington | 1,885 | 103 | 15 | 315 | † | † | 1,486 | 1,069 | |
| West Virginia | 693 | 3 | 31 | 32 | † | † | 370 | 369 | |
| Wisconsin | 2,136 | 9 | 8 | 89 | 206 | 4 | 1,558 | 518 | |
| Wyoming | 336 | 3 | 0 | 24 | 3 | † | 173 | 79 | |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | | | | |
| DoDDS: DoDs Overseas ³ | 125 | 0 | 0 | 0 | † | † | — | — | |
| DDESS: DoDs Domestic ³ | 66 | 0 | 0 | 0 | † | † | — | — | |
| Bureau of Indian Education | 173 | 0 | 0 | 0 | † | † | 173 | 173 | |
| American Samoa | 28 | 1 | 1 | 0 | — | — | — | — | |
| Guam | 40 | 0 | 0 | 0 | — | — | — | — | |
| Commonwealth of the Northern Mariana Islands | 30 | 0 | 0 | 0 | † | † | — | — | |
| Puerto Rico | 1,447 | 25 | 29 | 8 | † | † | 1,495 | 1,408 | |
| U.S. Virgin Islands | 31 | 0 | 1 | 0 | † | 1 | — | — | |

— Not available.

† Not applicable. Some states do not have charter school authorization and some states do not designate magnet schools.

Department of Defense Dependents schools (DoDDs and DDESS) do not designate Title I and Title I schoolwide eligible schools.

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

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

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

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Every school is assigned a school type based on its instructional emphasis. A school may be included under the Charter, Magnet, and/or Title I statuses, which are independent of one another and of school type. Numbers and types of schools may differ from those published by states in their own reports.

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

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-5. Number of students in membership in operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2009–10

| State or jurisdiction | Number of students | | | | | | | |
|-------------------------------------|--------------------|-------------------|----------------------|----------------|------------------|------------------|----------------------|--------------------|
| | Regular | Special education | Vocational education | Alternative | Charter | Magnet | Title I ¹ | Title I schoolwide |
| Reporting states² | 48,186,142 | 192,989 | 129,840 | 572,548 | 1,610,285 | 1,515,562 | 31,852,019 | 22,259,671 |
| Alabama | 744,895 | 998 | 41 | 2,902 | † | 14,792 | 454,301 | 436,081 |
| Alaska | 117,598 | 84 | 769 | 13,210 | 5,196 | 4,288 | 69,966 | 54,531 |
| Arizona | 1,062,950 | 1,419 | 3,495 | 10,892 | 113,974 | † | 650,243 | 506,610 |
| Arkansas | 478,796 | 222 | 0 | 1,541 | 8,662 | 23,286 | 324,890 | 273,875 |
| California | 5,965,915 | 26,191 | 611 | 173,932 | 316,658 | ‡ | 3,740,915 | 2,829,642 |
| Colorado | 814,926 | 1,154 | 797 | 15,029 | 66,826 | 10,090 | 241,229 | 174,339 |
| Connecticut | 546,358 | 3,312 | 10,469 | 3,662 | 5,215 | 21,126 | 253,569 | 89,038 |
| Delaware | 114,744 | 1,737 | 7,069 | 1,259 | 9,173 | 1,920 | 101,223 | 86,610 |
| District of Columbia | 66,109 | 1,510 | 954 | 646 | 25,813 | 2,269 | 57,594 | 56,375 |
| Florida | 2,570,257 | 17,964 | 3,298 | 43,003 | 137,887 | 377,367 | 1,876,355 | 1,676,830 |
| Georgia | 1,656,245 | 8,154 | 0 | 3,286 | 37,545 | 74,063 | 997,571 | 801,719 |
| Hawaii | 179,981 | 79 | † | 136 | 7,869 | † | 114,176 | 101,822 |
| Idaho | 271,080 | 135 | 81 | 5,003 | 14,529 | 1,224 | 194,563 | 166,437 |
| Illinois | 2,080,445 | 8,088 | 220 | 8,174 | 35,836 | 75,721 | 1,568,854 | 714,144 |
| Indiana | 1,043,004 | 1,153 | 0 | 2,504 | 18,488 | 12,745 | 726,120 | 489,621 |
| Iowa | 478,318 | 547 | † | 3,258 | 593 | † | 299,208 | 172,991 |
| Kansas | 468,926 | 326 | 0 | 41 | 4,684 | 14,108 | 359,687 | 237,724 |
| Kentucky | 669,531 | 572 | 0 | 6,183 | † | 38,384 | 564,883 | 515,574 |
| Louisiana | 652,595 | 1,179 | 0 | 36,967 | 31,467 | 47,064 | 553,848 | 513,311 |
| Maine | 184,180 | 16 | 0 | 36 | † | 132 | 150,925 | 98,805 |
| Maryland | 827,977 | 4,338 | 8,122 | 7,975 | 11,995 | 75,877 | 178,305 | 132,559 |
| Massachusetts | 913,332 | 4,759 | 35,423 | 3,539 | 27,393 | — | 503,449 | 245,079 |
| Michigan | 1,549,027 | 31,418 | 1,473 | 34,744 | 110,504 | 218,123 | 1,280,207 | 656,102 |
| Minnesota | 806,143 | 15,100 | 9 | 15,684 | 35,375 | 36,667 | 323,010 | 89,976 |
| Mississippi | 492,279 | 202 | 0 | 0 | 375 | 4,441 | 342,900 | 330,899 |
| Missouri | 905,232 | 4,480 | 4,518 | 2,238 | 18,415 | 16,013 | 368,750 | 166,518 |
| Montana | 141,693 | 35 | † | 79 | † | † | 111,543 | 62,854 |
| Nebraska | 294,685 | 576 | † | 0 | † | † | 136,040 | 72,394 |
| Nevada | 428,536 | 709 | 157 | 5,957 | 11,613 | 34,727 | 218,000 | 188,171 |
| New Hampshire | 197,140 | † | † | † | 816 | † | 161,939 | 32,360 |
| New Jersey | 1,353,175 | 9,149 | 21,891 | 2,216 | 22,981 | † | 760,183 | 223,018 |
| New Mexico | 327,362 | 619 | 319 | 4,284 | 13,090 | 18 | 290,574 | 271,965 |
| New York | 2,679,340 | 22,844 | 6,429 | 7,384 | 43,963 | 112,070 | 2,448,874 | 954,436 |
| North Carolina | 1,476,561 | 458 | 235 | 100 | 38,973 | 89,562 | 1,042,315 | 915,597 |
| North Dakota | 93,032 | 23 | 0 | † | † | † | 48,220 | 13,140 |
| Ohio | 1,754,345 | 6,060 | 965 | 941 | 90,989 | † | 1,274,888 | 830,916 |
| Oklahoma | 653,603 | 237 | † | 962 | 6,315 | † | 410,996 | 338,787 |
| Oregon | 548,032 | 148 | † | 5,666 | 18,334 | † | 225,041 | 160,033 |
| Pennsylvania | 1,740,866 | 1,257 | 18,115 | 1,095 | 79,167 | 26,945 | 1,283,157 | 670,800 |
| Rhode Island | 139,781 | 147 | 1,771 | 1,975 | 3,233 | † | 116,462 | 54,887 |
| South Carolina | 721,466 | 825 | 0 | 851 | 13,035 | † | 588,616 | 527,887 |
| South Dakota | 122,383 | 98 | 19 | 1,208 | † | † | 91,527 | 42,415 |
| Tennessee | 967,003 | 1,701 | 1,379 | 2,345 | 4,343 | 17,899 | 752,492 | 686,507 |
| Texas | 4,770,424 | 2,412 | † | 76,590 | 148,392 | † | 3,706,798 | 3,508,705 |
| Utah | 569,093 | 5,948 | 0 | 7,752 | 33,968 | 11,004 | 131,444 | 93,341 |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-5. Number of students in membership in operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2009–10—Continued

| State or jurisdiction | Number of students | | | | | | | |
|---|--------------------|-------------------|----------------------|-------------|---------|---------|----------------------|--------------------|
| | Regular | Special education | Vocational education | Alternative | Charter | Magnet | Title I ¹ | Title I schoolwide |
| Vermont | 86,118 | † | 0 | 19 | † | 431 | 63,603 | 45,990 |
| Virginia | 1,241,919 | 391 | 0 | 2,975 | 179 | 151,625 | 330,062 | 178,971 |
| Washington | 984,044 | 3,863 | 398 | 47,034 | † | † | 657,288 | 457,380 |
| West Virginia | 281,537 | 160 | 10 | 954 | † | † | 106,954 | 106,656 |
| Wisconsin | 866,214 | 192 | 803 | 5,112 | 36,153 | 1,581 | 561,921 | 187,342 |
| Wyoming | 86,947 | 0 | † | 1,205 | 269 | † | 36,341 | 17,907 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | | | |
| DoDDS: DoDs Overseas ³ | — | † | † | † | † | † | — | — |
| DDESS: DoDs Domestic ³ | — | † | † | † | † | † | — | — |
| Bureau of Indian Education | 41,351 | † | † | † | † | † | 41,351 | 41,351 |
| American Samoa | — | † | † | † | † | — | — | — |
| Guam | — | † | † | † | † | — | — | — |
| Commonwealth of the Northern Mariana Islands | 10,961 | † | † | † | † | — | — | — |
| Puerto Rico | 472,936 | 2,428 | 17,651 | 347 | † | † | 493,168 | 461,283 |
| U.S. Virgin Islands | 15,405 | † | 0 | † | † | 1,376 | — | — |

— Not available.

† Not applicable. Membership reported as not applicable or some states do not have charter school authorization and some states do not designate magnet schools. Department of Defense Dependents schools (DoDDS and DDESS) do not designate Title 1 and Title 1 schoolwide eligible schools.

‡ Reporting standards not met. Data missing for more than 80 percent of schools in the state or jurisdiction.

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

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

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

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Every school is assigned a school type based on its instructional emphasis. A school may be included under the Charter, Magnet, and/or Title I statuses, which are independent of one another and of school type. Numbers and types of schools may differ from those published by states in their own reports.

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

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-6. Median student/teacher ratio for regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2009–10

| State or jurisdiction | Total | | Primary | | Middle | | High | | Other | |
|----------------------------------|--------------------|------------------------------|--------------------|------------------------------|--------------------|------------------------------|--------------------|------------------------------|--------------------|------------------------------|
| | Number of students | Median student/teacher ratio | Number of students | Median student/teacher ratio | Number of students | Median student/teacher ratio | Number of students | Median student/teacher ratio | Number of students | Median student/teacher ratio |
| United States¹ | 47,915,466 | 15.5 | 23,453,602 | 15.7 | 9,421,235 | 15.2 | 13,646,322 | 15.2 | 1,394,307 | 13.9 |
| Alabama | 712,402 | 15.9 | 316,251 | 15.5 | 135,746 | 16.2 | 193,364 | 17.3 | 67,041 | 15.3 |
| Alaska | 117,283 | 13.6 | 53,986 | 15.5 | 16,563 | 15.9 | 30,387 | 16.3 | 16,347 | 10.0 |
| Arizona | 946,329 | 18.1 | 524,805 | 17.8 | 144,516 | 18.6 | 267,035 | 19.9 | 9,973 | 16.4 |
| Arkansas | 478,796 | 12.7 | 227,693 | 14.3 | 104,251 | 11.7 | 132,162 | 10.3 | 14,690 | 11.7 |
| California | 5,954,684 | 21.5 | 2,973,626 | 21.1 | 1,086,598 | 22.9 | 1,773,099 | 23.2 | 121,361 | 20.9 |
| Colorado | 814,291 | 16.5 | 419,458 | 16.6 | 142,618 | 16.0 | 215,083 | 16.5 | 37,132 | 15.4 |
| Connecticut | 545,881 | 13.8 | 267,097 | 14.4 | 113,377 | 12.7 | 157,281 | 12.9 | 8,126 | 12.5 |
| Delaware | 114,744 | 15.0 | 56,768 | 14.9 | 26,609 | 15.0 | 29,479 | 15.4 | 1,888 | 15.5 |
| District of Columbia | 64,890 | 11.2 | 37,918 | 11.1 | 8,372 | 11.6 | 13,613 | 10.9 | 4,987 | 11.6 |
| Florida | 2,557,980 | 15.4 | 1,264,233 | 14.7 | 511,321 | 17.1 | 714,377 | 18.8 | 68,049 | 15.2 |
| Georgia | 1,656,064 | 14.5 | 810,681 | 14.3 | 369,613 | 14.3 | 453,364 | 15.6 | 22,406 | 13.2 |
| Hawaii | 179,981 | 15.6 | 92,384 | 15.6 | 29,150 | 15.7 | 51,896 | 16.0 | 6,551 | 13.2 |
| Idaho | 271,050 | 18.0 | 128,606 | 18.6 | 55,332 | 17.4 | 70,220 | 16.3 | 16,892 | 13.9 |
| Illinois | 2,074,761 | 15.8 | 1,069,019 | 16.5 | 364,087 | 14.7 | 607,303 | 14.9 | 34,352 | 14.5 |
| Indiana | 1,043,004 | 17.3 | 494,967 | 17.3 | 205,198 | 17.2 | 316,821 | 17.4 | 26,018 | 16.2 |
| Iowa | 477,723 | 13.4 | 226,415 | 13.7 | 97,109 | 13.5 | 142,835 | 12.7 | 11,364 | 11.2 |
| Kansas | 467,179 | 13.3 | 230,566 | 13.8 | 90,836 | 13.0 | 138,126 | 12.2 | 7,651 | 11.7 |
| Kentucky | 641,516 | 19.6 | 337,248 | 19.4 | 122,346 | 20.4 | 172,554 | 20.5 | 9,368 | 17.0 |
| Louisiana | 647,072 | 14.1 | 328,718 | 14.3 | 119,811 | 14.2 | 155,228 | 14.1 | 43,315 | 13.2 |
| Maine | 184,090 | 11.6 | 85,606 | 11.7 | 40,429 | 11.6 | 55,434 | 11.4 | 2,621 | 9.1 |
| Maryland | 827,853 | 14.9 | 410,562 | 14.8 | 163,356 | 14.6 | 248,512 | 16.0 | 5,423 | 13.3 |
| Massachusetts | 913,332 | 14.0 | 428,465 | 14.4 | 198,329 | 13.2 | 255,145 | 13.5 | 31,393 | 16.4 |
| Michigan | 1,546,847 | 18.1 | 712,489 | 17.8 | 311,443 | 18.1 | 467,869 | 19.3 | 55,046 | 16.2 |
| Minnesota | 805,548 | 15.7 | 378,621 | 15.4 | 149,089 | 16.9 | 259,915 | 15.7 | 17,923 | 14.1 |
| Mississippi | 492,279 | 15.6 | 222,975 | 16.4 | 99,019 | 13.9 | 134,421 | 15.2 | 35,864 | 14.9 |
| Missouri | 897,813 | 13.5 | 431,296 | 13.4 | 179,641 | 14.1 | 263,044 | 12.9 | 23,832 | 12.7 |
| Montana | 141,693 | 11.5 | 68,691 | 12.2 | 29,153 | 11.6 | 43,849 | 10.2 | 0 | † |
| Nebraska | 294,671 | 12.5 | 150,397 | 13.1 | 47,957 | 13.0 | 96,317 | 10.6 | 0 | † |
| Nevada | 424,674 | 18.2 | 206,059 | 17.3 | 91,592 | 22.1 | 120,321 | 21.8 | 6,702 | 18.1 |
| New Hampshire | 195,883 | 12.1 | 87,795 | 12.3 | 44,624 | 11.8 | 63,087 | 12.2 | 377 | 7.9 |
| New Jersey | 1,353,083 | 14.3 | 662,313 | 14.7 | 271,168 | 13.8 | 391,955 | 13.8 | 27,647 | 14.7 |
| New Mexico | 326,575 | 14.6 | 162,775 | 14.7 | 67,275 | 14.4 | 88,035 | 14.2 | 8,490 | 14.3 |
| New York | 2,677,081 | 13.2 | 1,266,952 | 13.4 | 511,083 | 12.6 | 782,824 | 13.6 | 116,222 | 11.9 |
| North Carolina | 1,476,165 | 15.1 | 713,272 | 15.0 | 313,844 | 15.1 | 412,314 | 15.4 | 36,735 | 9.7 |
| North Dakota | 92,865 | 10.7 | 46,152 | 10.9 | 14,543 | 12.7 | 30,642 | 9.8 | 1,528 | 12.3 |
| Ohio | 1,748,729 | 17.4 | 802,788 | 18.3 | 357,041 | 16.4 | 514,892 | 16.3 | 74,008 | 16.8 |
| Oklahoma | 653,603 | 14.9 | 349,278 | 15.6 | 125,432 | 14.7 | 164,353 | 12.8 | 14,540 | 16.4 |
| Oregon | 545,655 | 19.8 | 259,160 | 19.8 | 108,925 | 20.2 | 165,794 | 19.7 | 11,776 | 14.8 |
| Pennsylvania | 1,736,012 | 14.1 | 791,566 | 14.3 | 330,832 | 13.3 | 532,461 | 14.1 | 81,153 | 13.7 |
| Rhode Island | 139,551 | 13.2 | 64,081 | 13.5 | 32,163 | 12.5 | 43,181 | 12.4 | 126 | 5.5 |
| South Carolina | 721,277 | 15.7 | 349,508 | 15.6 | 155,206 | 15.4 | 203,321 | 16.4 | 13,242 | 14.3 |
| South Dakota | 122,155 | 12.0 | 59,130 | 11.8 | 26,407 | 13.2 | 36,581 | 11.1 | 37 | 18.5 |
| Tennessee | 964,314 | 15.2 | 479,576 | 14.7 | 178,875 | 16.3 | 268,490 | 16.4 | 37,373 | 15.2 |
| Texas | 4,762,986 | 14.7 | 2,370,244 | 15.2 | 1,048,126 | 14.1 | 1,193,458 | 12.6 | 151,158 | 11.7 |
| Utah | 568,472 | 23.3 | 313,712 | 23.5 | 104,151 | 22.9 | 124,215 | 22.6 | 26,394 | 23.4 |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-6. Median student/teacher ratio for regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2009–10—Continued

| State or jurisdiction | Total | | Primary | | Middle | | High | | Other | |
|---|--------------------|------------------------------|--------------------|------------------------------|--------------------|------------------------------|--------------------|------------------------------|--------------------|------------------------------|
| | Number of students | Median student/teacher ratio | Number of students | Median student/teacher ratio | Number of students | Median student/teacher ratio | Number of students | Median student/teacher ratio | Number of students | Median student/teacher ratio |
| Vermont | 86,118 | 10.6 | 46,074 | 10.6 | 8,190 | 10.5 | 26,787 | 10.7 | 5,067 | 9.8 |
| Virginia | 1,241,919 | 17.0 | 600,509 | 16.6 | 252,188 | 17.1 | 378,433 | 18.5 | 10,789 | 16.0 |
| Washington | 976,800 | 19.0 | 468,695 | 18.7 | 185,566 | 19.5 | 280,881 | 20.2 | 41,658 | 18.2 |
| West Virginia | 281,537 | 14.6 | 139,337 | 14.9 | 55,689 | 13.6 | 76,733 | 14.6 | 9,778 | 13.7 |
| Wisconsin | 864,154 | 14.6 | 423,808 | 14.8 | 156,301 | 14.1 | 265,682 | 14.8 | 18,363 | 13.4 |
| Wyoming | 86,102 | 12.1 | 41,277 | 12.2 | 20,145 | 12.5 | 23,149 | 10.9 | 1,531 | 9.1 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | | | | | |
| DoDDS: DoDs Overseas ² | — | — | — | — | — | — | — | — | — | — |
| DDESS: DoDs Domestic ² | — | — | — | — | — | — | — | — | — | — |
| Bureau of Indian Education | 39,188 | 11.4 | 19,766 | 12.3 | 825 | 8.6 | 5,417 | 12.1 | 13,180 | 9.6 |
| American Samoa | — | — | — | — | — | — | — | — | — | — |
| Guam | — | — | — | — | — | — | — | — | — | — |
| Commonwealth of the | | | | | | | | | | |
| Northern Mariana Islands | 10,499 | 18.6 | 5,457 | 18.7 | 1,684 | 20.0 | 3,304 | 17.8 | 54 | 18.0 |
| Puerto Rico | 472,936 | 12.4 | 220,562 | 11.9 | 89,813 | 13.0 | 91,791 | 14.6 | 70,770 | 12.1 |
| U.S. Virgin Islands | 15,405 | 12.1 | 7,578 | 12.3 | 2,620 | 11.3 | 5,065 | 13.9 | 142 | 5.1 |

— Not available.

† Not applicable.

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

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

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Every school is assigned a school type based on its instructional emphasis. Instructional levels are primary (low grade prekindergarten to 3, high grade up to 8); middle (low grade 4 to 7, high grade 4 to 9); high (low grade 7 to 12, high grade 12 only); and other (any configuration not falling within the previous three, including ungraded schools). Table includes only those schools with one or more teachers. U.S. total averages are the ratio of total students to total teacher FTE.

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

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-7. Average student membership size of regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2009–10

| State or jurisdiction | Total ¹ | | Primary | | Middle | | High | | Other | |
|----------------------------------|--------------------|----------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|----------------------------|
| | Number of schools | Average student membership | Number of schools | Average student membership | Number of schools | Average student membership | Number of schools | Average student membership | Number of schools | Average student membership |
| United States² | 88,182 | 546.4 | 52,299 | 450.8 | 16,448 | 574.8 | 16,057 | 854.3 | 3,378 | 425.0 |
| Alabama | 1,347 | 553.0 | 707 | 473.0 | 269 | 533.5 | 270 | 740.5 | 101 | 663.8 |
| Alaska | 450 | 261.3 | 171 | 317.5 | 36 | 460.1 | 51 | 595.8 | 192 | 85.2 |
| Arizona | 1,912 | 555.9 | 1,131 | 509.6 | 268 | 559.0 | 401 | 739.7 | 112 | 358.0 |
| Arkansas | 1,078 | 444.2 | 547 | 416.3 | 224 | 465.4 | 279 | 473.7 | 28 | 524.6 |
| California | 8,377 | 712.2 | 5,617 | 530.6 | 1,355 | 803.0 | 1,199 | 1481.3 | 206 | 589.7 |
| Colorado | 1,683 | 484.2 | 1,027 | 409.0 | 296 | 481.8 | 290 | 741.7 | 70 | 530.5 |
| Connecticut | 1,040 | 525.3 | 661 | 404.8 | 194 | 584.4 | 164 | 959.1 | 21 | 387.0 |
| Delaware | 181 | 633.9 | 111 | 511.4 | 39 | 682.3 | 27 | 1091.8 | 4 | 472.0 |
| District of Columbia | 198 | 333.9 | 133 | 294.3 | 27 | 310.1 | 26 | 523.6 | 12 | 415.6 |
| Florida | 3,222 | 797.7 | 2,026 | 627.5 | 580 | 883.4 | 450 | 1589.7 | 166 | 428.5 |
| Georgia | 2,236 | 740.7 | 1,305 | 621.2 | 493 | 749.7 | 383 | 1183.8 | 55 | 410.0 |
| Hawaii | 284 | 633.7 | 181 | 510.4 | 38 | 767.1 | 39 | 1330.7 | 26 | 252.0 |
| Idaho | 632 | 428.9 | 354 | 363.3 | 113 | 489.7 | 120 | 585.2 | 45 | 376.0 |
| Illinois | 4,005 | 519.5 | 2,527 | 424.3 | 775 | 470.4 | 645 | 942.1 | 58 | 619.8 |
| Indiana | 1,867 | 558.7 | 1,137 | 435.3 | 347 | 591.3 | 337 | 940.1 | 46 | 565.6 |
| Iowa | 1,402 | 341.2 | 759 | 298.7 | 289 | 337.0 | 316 | 452.0 | 38 | 299.1 |
| Kansas | 1,380 | 339.8 | 764 | 303.3 | 253 | 361.1 | 333 | 415.0 | 30 | 255.0 |
| Kentucky | 1,217 | 550.1 | 754 | 454.7 | 229 | 568.8 | 213 | 878.3 | 21 | 446.1 |
| Louisiana | 1,259 | 518.3 | 712 | 465.3 | 243 | 496.4 | 212 | 737.0 | 92 | 482.7 |
| Maine | 619 | 297.5 | 383 | 223.5 | 114 | 355.4 | 109 | 508.6 | 13 | 201.6 |
| Maryland | 1,321 | 626.8 | 886 | 463.5 | 234 | 698.1 | 186 | 1336.1 | 15 | 361.5 |
| Massachusetts | 1,755 | 520.4 | 1,039 | 412.4 | 333 | 595.6 | 282 | 904.8 | 101 | 310.8 |
| Michigan | 3,247 | 477.1 | 1,845 | 386.5 | 607 | 513.3 | 633 | 739.9 | 162 | 345.5 |
| Minnesota | 1,647 | 489.5 | 912 | 415.6 | 253 | 589.3 | 431 | 603.4 | 51 | 351.4 |
| Mississippi | 924 | 532.8 | 456 | 489.0 | 192 | 515.7 | 200 | 672.1 | 76 | 471.9 |
| Missouri | 2,165 | 418.1 | 1,242 | 349.7 | 383 | 474.5 | 485 | 546.0 | 55 | 442.1 |
| Montana | 822 | 172.4 | 423 | 162.4 | 231 | 126.2 | 168 | 261.0 | 0 | † |
| Nebraska | 1,020 | 288.9 | 619 | 243.0 | 126 | 380.6 | 275 | 350.2 | 0 | † |
| Nevada | 590 | 726.3 | 371 | 560.2 | 108 | 858.8 | 98 | 1231.7 | 13 | 556.8 |
| New Hampshire | 483 | 408.2 | 294 | 299.4 | 97 | 460.9 | 88 | 727.5 | 4 | 94.3 |
| New Jersey | 2,358 | 573.9 | 1,506 | 439.8 | 445 | 609.5 | 340 | 1152.8 | 67 | 413.4 |
| New Mexico | 804 | 407.2 | 456 | 358.0 | 173 | 388.9 | 152 | 581.3 | 23 | 369.1 |
| New York ² | 4,577 | 585.4 | 2,540 | 499.4 | 856 | 597.9 | 909 | 861.2 | 272 | 427.3 |
| North Carolina | 2,507 | 589.0 | 1,411 | 505.8 | 484 | 648.4 | 469 | 879.1 | 143 | 256.9 |
| North Dakota | 471 | 197.5 | 267 | 172.9 | 40 | 363.6 | 161 | 191.4 | 3 | 509.3 |
| Ohio | 3,643 | 481.6 | 1,999 | 402.4 | 729 | 490.8 | 775 | 668.1 | 140 | 530.9 |
| Oklahoma | 1,786 | 366.0 | 971 | 359.7 | 334 | 375.5 | 461 | 356.5 | 20 | 727.0 |
| Oregon | 1,252 | 437.7 | 733 | 354.7 | 211 | 516.3 | 249 | 668.7 | 59 | 213.3 |
| Pennsylvania | 3,117 | 558.5 | 1,845 | 430.3 | 554 | 598.9 | 601 | 888.7 | 117 | 693.6 |
| Rhode Island | 295 | 473.8 | 190 | 337.3 | 58 | 556.9 | 46 | 940.8 | 1 | 126.0 |
| South Carolina | 1,132 | 637.3 | 657 | 532.3 | 258 | 601.6 | 195 | 1042.7 | 22 | 601.9 |
| South Dakota | 670 | 182.7 | 336 | 176.0 | 167 | 158.2 | 166 | 221.7 | 1 | 37.0 |
| Tennessee | 1,672 | 578.4 | 1,007 | 477.6 | 303 | 591.9 | 284 | 946.1 | 78 | 487.9 |
| Texas | 7,489 | 637.0 | 4,325 | 549.1 | 1,690 | 620.5 | 1,128 | 1059.9 | 346 | 437.9 |
| Utah | 851 | 668.7 | 547 | 574.4 | 131 | 795.0 | 132 | 941.1 | 41 | 646.3 |

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-7. Average student membership size of regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2009–10—Continued

| State or jurisdiction | Total ¹ | | Primary | | Middle | | High | | Other | |
|---|--------------------|----------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|----------------------------|
| | Number of schools | Average student membership | Number of schools | Average student membership | Number of schools | Average student membership | Number of schools | Average student membership | Number of schools | Average student membership |
| Vermont | 307 | 280.5 | 220 | 209.4 | 26 | 315.0 | 44 | 608.8 | 17 | 298.1 |
| Virginia | 1,866 | 665.6 | 1,194 | 502.9 | 349 | 722.6 | 306 | 1236.7 | 17 | 634.6 |
| Washington | 1,864 | 527.9 | 1,124 | 420.1 | 329 | 567.0 | 302 | 936.8 | 109 | 388.8 |
| West Virginia | 692 | 406.8 | 447 | 311.7 | 121 | 460.2 | 105 | 730.8 | 19 | 514.6 |
| Wisconsin | 2,132 | 406.3 | 1,236 | 344.2 | 375 | 416.9 | 461 | 577.2 | 60 | 307.2 |
| Wyoming | 334 | 260.3 | 194 | 217.0 | 69 | 292.0 | 61 | 379.5 | 10 | 155.0 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | | | | | |
| DoDDS: DoDs Overseas ³ | — | — | — | — | — | — | — | — | — | — |
| DDESS: DoDs Domestic ³ | — | — | — | — | — | — | — | — | — | — |
| Bureau of Indian Education | 173 | 239.0 | 103 | 202.3 | 5 | 165.0 | 18 | 319.8 | 47 | 296.4 |
| American Samoa | — | — | — | — | — | — | — | — | — | — |
| Guam | — | — | — | — | — | — | — | — | — | — |
| Commonwealth of the | | | | | | | | | | |
| Northern Mariana Islands | 30 | 365.4 | 21 | 281.9 | 3 | 561.3 | 5 | 660.8 | 1 | 54.0 |
| Puerto Rico | 1,446 | 327.1 | 870 | 253.5 | 236 | 380.6 | 164 | 559.7 | 176 | 402.1 |
| U.S. Virgin Islands | 31 | 496.9 | 20 | 378.9 | 6 | 436.7 | 4 | 1266.3 | 1 | 142.0 |

— Not available.

† Not applicable.

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

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

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

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Every school is assigned a school type based on its instructional emphasis. Instructional levels are primary (low grade prekindergarten to 3, high grade up to 8); middle (low grade 4 to 7, high grade 4 to 9); high (low grade 7 to 12, high grade 12 only); and other (any configuration not falling within the previous three, including ungraded schools).

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

Table B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2009–10

| State or jurisdiction | City | | | | | | Suburban | | | | | |
|----------------------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|
| | Large | | Midsize | | Small | | Large | | Midsize | | Small | |
| | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students |
| United States¹ | 12,888 | 15.3 | 5,457 | 6.5 | 6,529 | 7.5 | 21,785 | 29.1 | 2,698 | 3.2 | 1,807 | 2.0 |
| Alabama | 0 | † | 203 | 13.9 | 110 | 7.4 | 112 | 10.7 | 45 | 4.2 | 32 | 2.1 |
| Alaska | 79 | 30.4 | 0 | † | 13 | 3.9 | 0 | † | 0 | † | 10 | 4.2 |
| Arizona | 773 | 36.9 | 89 | 4.8 | 79 | 3.5 | 301 | 18.7 | 0 | † | 33 | 2.1 |
| Arkansas | 0 | † | 58 | 5.6 | 159 | 19.9 | 58 | 7.4 | 16 | 1.7 | 5 | 0.5 |
| California | 2,156 | 24.4 | 866 | 10.1 | 870 | 9.7 | 2,714 | 32.0 | 428 | 4.6 | 285 | 2.8 |
| Colorado | 329 | 22.1 | 76 | 4.5 | 105 | 6.9 | 383 | 27.1 | 24 | 1.2 | 61 | 4.2 |
| Connecticut | 0 | † | 173 | 14.6 | 149 | 12.9 | 472 | 43.5 | 115 | 10.6 | 0 | † |
| Delaware | 0 | † | 0 | † | 36 | 13.0 | 75 | 40.5 | 0 | † | 12 | 6.0 |
| District of Columbia | 216 | 100.0 | 0 | † | 0 | † | 0 | † | 0 | † | 0 | † |
| Florida | 333 | 7.5 | 294 | 7.2 | 396 | 9.3 | 1,437 | 42.7 | 264 | 7.3 | 66 | 1.3 |
| Georgia | 106 | 3.1 | 148 | 5.0 | 141 | 5.7 | 665 | 35.9 | 26 | 1.1 | 49 | 2.0 |
| Hawaii | 72 | 23.1 | 0 | † | 0 | † | 66 | 33.1 | 26 | 6.8 | 0 | † |
| Idaho | 0 | † | 60 | 11.1 | 94 | 17.0 | 34 | 7.6 | 0 | † | 40 | 7.8 |
| Illinois | 634 | 19.4 | 211 | 6.2 | 231 | 5.8 | 1,363 | 38.8 | 131 | 3.3 | 73 | 1.6 |
| Indiana | 232 | 13.9 | 67 | 3.5 | 182 | 10.8 | 311 | 20.4 | 31 | 1.8 | 26 | 1.3 |
| Iowa | 0 | † | 127 | 13.5 | 124 | 14.1 | 54 | 6.4 | 16 | 1.3 | 8 | 0.9 |
| Kansas | 85 | 9.7 | 122 | 13.3 | 16 | 1.6 | 112 | 13.2 | 9 | 1.0 | 2 | 0.1 |
| Kentucky | 178 | 16.3 | 0 | † | 52 | 3.4 | 122 | 11.1 | 23 | 1.5 | 22 | 1.9 |
| Louisiana | 91 | 5.5 | 174 | 14.0 | 127 | 9.1 | 139 | 11.3 | 75 | 6.5 | 54 | 4.8 |
| Maine | 0 | † | 0 | † | 50 | 12.5 | 0 | † | 34 | 8.1 | 23 | 4.0 |
| Maryland | 194 | 9.9 | 0 | † | 94 | 7.3 | 660 | 49.5 | 78 | 6.4 | 51 | 4.0 |
| Massachusetts | 147 | 6.4 | 112 | 6.3 | 143 | 8.3 | 1,046 | 60.4 | 91 | 4.8 | 2 | 0.1 |
| Michigan | 246 | 7.4 | 216 | 5.6 | 382 | 11.7 | 979 | 32.7 | 122 | 3.7 | 119 | 3.4 |
| Minnesota | 274 | 10.9 | 36 | 1.6 | 152 | 8.5 | 482 | 28.7 | 12 | 0.5 | 13 | 0.7 |
| Mississippi | 0 | † | 56 | 5.8 | 47 | 4.6 | 34 | 5.0 | 22 | 2.5 | 12 | 1.1 |
| Missouri | 253 | 10.4 | 70 | 3.6 | 64 | 3.4 | 425 | 27.6 | 16 | 1.0 | 30 | 1.7 |
| Montana | 0 | † | 28 | 10.0 | 34 | 12.7 | 0 | † | 4 | 1.0 | 7 | 1.8 |
| Nebraska | 184 | 33.7 | 0 | † | 0 | † | 54 | 10.7 | 6 | 1.1 | 0 | † |
| Nevada | 109 | 20.0 | 92 | 14.2 | 31 | 4.8 | 156 | 33.4 | 0 | † | 0 | † |
| New Hampshire | 0 | † | 21 | 8.0 | 20 | 6.3 | 28 | 7.6 | 41 | 14.8 | 35 | 8.8 |
| New Jersey | 92 | 3.3 | 0 | † | 177 | 6.7 | 1,873 | 74.5 | 48 | 1.9 | 34 | 1.4 |
| New Mexico | 145 | 22.9 | 0 | † | 63 | 10.1 | 49 | 8.7 | 6 | 0.9 | 10 | 1.5 |
| New York | 1,688 | 38.0 | 102 | 2.2 | 178 | 3.8 | 1,365 | 33.2 | 48 | 0.9 | 50 | 1.2 |
| North Carolina | 253 | 11.6 | 226 | 8.8 | 147 | 5.5 | 133 | 7.8 | 147 | 5.8 | 25 | 1.0 |
| North Dakota | 0 | † | 0 | † | 55 | 27.7 | 0 | † | 8 | 5.6 | 7 | 3.0 |

See notes at end of table.

Table B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2009–10—Continued

| State or jurisdiction | City | | | | | | Suburban | | | | | |
|---|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|
| | Large | | Midsize | | Small | | Large | | Midsize | | Small | |
| | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students |
| Ohio | 538 | 12.7 | 118 | 2.5 | 196 | 4.8 | 1,082 | 35.3 | 70 | 1.7 | 96 | 2.4 |
| Oklahoma | 235 | 19.6 | 0 | † | 32 | 2.2 | 157 | 16.7 | 2 | 0.1 | 22 | 2.3 |
| Oregon | 124 | 10.9 | 92 | 9.1 | 114 | 12.5 | 182 | 18.8 | 46 | 3.9 | 7 | 0.6 |
| Pennsylvania | 407 | 12.5 | 50 | 1.8 | 145 | 5.1 | 1,066 | 38.2 | 107 | 3.9 | 103 | 3.4 |
| Rhode Island | 0 | † | 56 | 17.6 | 46 | 14.5 | 158 | 53.0 | 0 | † | 0 | † |
| South Carolina | 0 | † | 58 | 4.3 | 124 | 11.9 | 176 | 18.0 | 41 | 3.5 | 30 | 3.2 |
| South Dakota | 0 | † | 46 | 15.4 | 24 | 9.6 | 0 | † | 0 | † | 2 | 0.7 |
| Tennessee | 309 | 17.2 | 117 | 7.1 | 86 | 5.3 | 161 | 12.6 | 32 | 1.9 | 30 | 1.6 |
| Texas | 2,012 | 26.9 | 698 | 9.1 | 388 | 5.3 | 1,355 | 22.0 | 108 | 1.3 | 100 | 1.3 |
| Utah | 0 | † | 71 | 7.1 | 104 | 9.7 | 401 | 50.9 | 0 | † | 26 | 2.6 |
| Vermont | 0 | † | 0 | † | 14 | 6.9 | 0 | † | 20 | 10.3 | 0 | † |
| Virginia | 80 | 5.7 | 245 | 12.5 | 111 | 4.8 | 525 | 34.9 | 28 | 1.4 | 43 | 2.4 |
| Washington | 100 | 4.6 | 194 | 9.7 | 248 | 13.0 | 607 | 33.2 | 149 | 7.6 | 46 | 1.9 |
| West Virginia | 0 | † | 0 | † | 87 | 13.3 | 0 | † | 73 | 11.6 | 27 | 5.0 |
| Wisconsin | 214 | 10.0 | 85 | 4.7 | 242 | 12.7 | 213 | 13.4 | 110 | 6.6 | 73 | 3.8 |
| Wyoming | 0 | † | 0 | † | 47 | 23.9 | 0 | † | 0 | † | 6 | 1.8 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | | | | | | | |
| DoDDS: DoDs Overseas ² | † | † | † | † | † | † | † | † | † | † | † | † |
| DDESS: DoDs Domestic ² | † | † | † | † | † | † | † | † | † | † | † | † |
| Bureau of Indian Education | † | † | † | † | † | † | † | † | † | † | † | † |
| American Samoa | † | † | † | † | † | † | † | † | † | † | † | † |
| Guam | † | † | † | † | † | † | † | † | † | † | † | † |
| Commonwealth of the Northern Mariana Islands | † | † | † | † | † | † | † | † | † | † | † | † |
| Puerto Rico | 129 | 8.1 | 27 | 1.7 | 84 | 5.6 | 650 | 45.8 | 173 | 11.2 | 77 | 5.3 |
| U.S. Virgin Islands | 0 | † | 0 | † | 0 | † | 0 | † | 0 | † | 0 | † |

See notes at end of table.

Table B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2009–10—Continued

| State or jurisdiction | Town | | | | | | Rural | | | | | |
|----------------------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|
| | Fringe | | Distant | | Remote | | Fringe | | Distant | | Remote | |
| | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students |
| United States¹ | 1,865 | 1.9 | 6,681 | 6.3 | 4,649 | 3.8 | 12,545 | 14.8 | 11,345 | 7.1 | 6,901 | 2.4 |
| Alabama | 27 | 2.6 | 138 | 9.3 | 35 | 2.4 | 260 | 22.2 | 316 | 19.6 | 108 | 5.7 |
| Alaska | 0 | † | 33 | 11.0 | 58 | 12.4 | 42 | 16.7 | 22 | 3.6 | 248 | 17.8 |
| Arizona | 28 | 1.4 | 64 | 2.3 | 188 | 6.5 | 273 | 16.1 | 140 | 5.7 | 122 | 2.0 |
| Arkansas | 26 | 3.0 | 104 | 11.2 | 89 | 8.8 | 206 | 20.7 | 226 | 14.2 | 145 | 7.1 |
| California | 242 | 2.2 | 469 | 3.3 | 165 | 0.7 | 904 | 8.6 | 407 | 1.3 | 259 | 0.4 |
| Colorado | 36 | 2.8 | 43 | 2.2 | 150 | 5.9 | 209 | 15.7 | 131 | 3.7 | 245 | 3.8 |
| Connecticut | 52 | 3.8 | 8 | 0.6 | 0 | † | 158 | 13.0 | 23 | 1.0 | 0 | † |
| Delaware | 8 | 4.2 | 26 | 11.6 | 0 | † | 36 | 19.4 | 12 | 5.3 | 0 | † |
| District of Columbia | | | | | | | | | | | | |
| Florida | 39 | 0.7 | 177 | 3.7 | 46 | 0.9 | 562 | 16.4 | 161 | 2.7 | 21 | 0.3 |
| Georgia | 39 | 1.7 | 176 | 7.0 | 60 | 2.2 | 555 | 26.3 | 251 | 8.4 | 55 | 1.5 |
| Hawaii | 0 | † | 7 | 1.7 | 64 | 22.7 | 25 | 7.7 | 18 | 3.5 | 9 | 1.3 |
| Idaho | 14 | 2.2 | 60 | 7.2 | 83 | 12.0 | 116 | 21.2 | 98 | 8.0 | 112 | 6.1 |
| Illinois | 69 | 1.5 | 311 | 5.2 | 224 | 3.8 | 360 | 8.4 | 563 | 5.1 | 102 | 0.9 |
| Indiana | 49 | 2.5 | 267 | 13.2 | 18 | 0.7 | 347 | 18.5 | 358 | 12.9 | 12 | 0.4 |
| Iowa | 15 | 1.5 | 148 | 10.9 | 203 | 14.3 | 126 | 10.9 | 404 | 17.2 | 233 | 9.0 |
| Kansas | 22 | 1.9 | 120 | 9.5 | 202 | 15.7 | 151 | 15.3 | 211 | 9.0 | 336 | 9.9 |
| Kentucky | 23 | 2.1 | 145 | 11.2 | 119 | 9.1 | 248 | 20.8 | 281 | 15.8 | 124 | 6.8 |
| Louisiana | 23 | 1.5 | 228 | 13.9 | 49 | 2.8 | 230 | 16.4 | 209 | 11.5 | 62 | 2.6 |
| Maine | 9 | 2.1 | 42 | 9.9 | 38 | 6.9 | 104 | 20.8 | 215 | 26.9 | 107 | 8.8 |
| Maryland | 35 | 2.6 | 38 | 2.5 | 0 | † | 182 | 13.6 | 80 | 4.2 | 1 | # |
| Massachusetts | 26 | 1.1 | 30 | 0.9 | 0 | † | 189 | 10.9 | 45 | 0.9 | 0 | † |
| Michigan | 101 | 2.7 | 222 | 5.7 | 160 | 3.5 | 463 | 12.4 | 475 | 8.8 | 180 | 2.5 |
| Minnesota | 69 | 3.3 | 185 | 7.6 | 219 | 8.9 | 219 | 13.9 | 250 | 7.8 | 322 | 7.4 |
| Mississippi | 11 | 1.7 | 56 | 6.4 | 213 | 21.8 | 150 | 21.4 | 226 | 21.4 | 100 | 8.3 |
| Missouri | 30 | 1.9 | 181 | 8.8 | 179 | 8.8 | 270 | 14.9 | 457 | 11.1 | 321 | 6.9 |
| Montana | 4 | 1.4 | | | 135 | 35.1 | 40 | 7.0 | 135 | 10.8 | 440 | 20.2 |
| Nebraska | 7 | 1.3 | 37 | 4.6 | 156 | 18.0 | 73 | 8.3 | 141 | 8.3 | 366 | 14.0 |
| Nevada | 8 | 0.9 | 19 | 2.1 | 39 | 4.3 | 87 | 17.3 | 18 | 1.5 | 74 | 1.4 |
| New Hampshire | 6 | 1.1 | 48 | 10.9 | 32 | 5.0 | 98 | 19.6 | 114 | 14.2 | 40 | 3.5 |
| New Jersey | 55 | 1.6 | 10 | 0.3 | 0 | † | 246 | 9.5 | 28 | 0.7 | 0 | † |
| New Mexico | 11 | 1.8 | 35 | 4.3 | 187 | 21.4 | 118 | 18.3 | 52 | 3.4 | 169 | 6.7 |
| New York | 103 | 2.0 | 239 | 4.1 | 80 | 1.3 | 352 | 7.2 | 409 | 5.6 | 60 | 0.6 |
| North Carolina | 51 | 2.3 | 282 | 9.5 | 28 | 0.9 | 651 | 29.5 | 490 | 15.5 | 79 | 1.9 |
| North Dakota | 0 | † | 3 | 0.4 | 61 | 20.2 | 21 | 6.5 | 60 | 8.4 | 258 | 28.1 |

See notes at end of table.

Table B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2009–10—Continued

| State or jurisdiction | Town | | | | | | Rural | | | | | |
|---|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|
| | Fringe | | Distant | | Remote | | Fringe | | Distant | | Remote | |
| | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students | Number of schools | Percent of students |
| Ohio | 124 | 3.2 | 408 | 10.3 | 15 | 0.4 | 528 | 15.9 | 540 | 10.5 | 5 | 0.1 |
| Oklahoma | 17 | 1.3 | 196 | 12.9 | 164 | 9.7 | 216 | 12.7 | 436 | 14.9 | 318 | 7.7 |
| Oregon | 70 | 6.3 | 136 | 11.1 | 132 | 8.9 | 151 | 10.2 | 131 | 5.1 | 112 | 2.6 |
| Pennsylvania | 96 | 2.8 | 274 | 8.7 | 44 | 1.2 | 490 | 14.5 | 343 | 7.3 | 36 | 0.6 |
| Rhode Island | 7 | 2.4 | 0 | † | 0 | † | 35 | 10.6 | 6 | 2.1 | 0 | † |
| South Carolina | 20 | 1.7 | 141 | 11.2 | 22 | 1.6 | 305 | 31.4 | 216 | 12.6 | 12 | 0.6 |
| South Dakota | 6 | 2.9 | 16 | 4.0 | 73 | 20.5 | 32 | 11.0 | 110 | 9.9 | 391 | 25.9 |
| Tennessee | 16 | 0.9 | 186 | 10.2 | 53 | 3.4 | 362 | 24.3 | 316 | 13.4 | 52 | 2.0 |
| Texas | 114 | 1.2 | 617 | 5.6 | 446 | 3.9 | 1,250 | 16.5 | 901 | 5.3 | 482 | 1.7 |
| Utah | 14 | 1.1 | 67 | 7.5 | 58 | 4.4 | 97 | 10.9 | 43 | 2.8 | 101 | 3.0 |
| Vermont | 0 | † | 21 | 11.9 | 27 | 13.9 | 50 | 18.7 | 123 | 27.5 | 53 | 10.8 |
| Virginia | 12 | 0.5 | 125 | 5.6 | 27 | 1.1 | 336 | 19.2 | 293 | 10.0 | 65 | 1.9 |
| Washington | 58 | 2.6 | 147 | 6.1 | 102 | 3.9 | 252 | 11.0 | 202 | 4.5 | 137 | 1.9 |
| West Virginia | 6 | 0.9 | 93 | 15.5 | 46 | 6.8 | 129 | 20.5 | 201 | 20.1 | 66 | 6.4 |
| Wisconsin | 67 | 3.9 | 303 | 14.8 | 53 | 2.0 | 214 | 10.9 | 429 | 11.6 | 221 | 5.4 |
| Wyoming | 0 | † | 0 | † | 107 | 41.1 | 27 | 9.5 | 29 | 4.9 | 140 | 18.7 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | | | | | | | |
| DoDDS: DoDs Overseas ² | † | † | † | † | † | † | † | † | † | † | † | † |
| DDESS: DoDs Domestic ² | † | † | † | † | † | † | † | † | † | † | † | † |
| Bureau of Indian Education | † | † | † | † | † | † | † | † | † | † | † | † |
| American Samoa | † | † | † | † | † | † | † | † | † | † | † | † |
| Guam | † | † | † | † | † | † | † | † | † | † | † | † |
| Commonwealth of the Northern Mariana Islands | † | † | † | † | † | † | † | † | † | † | † | † |
| Puerto Rico | 55 | 3.8 | 0 | † | 0 | † | 301 | 18.3 | 2 | 0.0 | 0 | † |
| U.S. Virgin Islands | 0 | † | 0 | † | 28 | 93.4 | 2 | 6.0 | 1 | 0.6 | 0 | † |

†Not applicable.

Rounds to zero.

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

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

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Details may not sum to totals because of rounding.

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

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

Page intentionally left blank.

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

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

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.

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

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

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

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

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

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

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

Locale, Urban-Centric

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

The locale code categories are defined below.

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

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

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

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

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

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

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

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

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

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

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

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

Page intentionally left blank.

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.

www.ed.gov



ies.ed.gov