

Documentation to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2010–11

Provisional Version 1a

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June 2012

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I. Introduction to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2010–11 Provisional File Version 1a

The Common Core of Data (CCD) nonfiscal surveys consist of data submitted annually to the National Center for Education Statistics (NCES) by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four U.S. Island Areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Department of Defense Education Activity (DoDEA), and the Bureau of Indian Education (BIE). In order to provide data comparable across states to the maximum extent feasible, NCES and SEAs have worked since the 1950s to develop and accept common data items and definitions. SEAs report school-, agency-, and state-level education data for the CCD through the U.S. Department of Education’s *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.

This data file for the State Nonfiscal Survey of Public Elementary/Secondary Education provides state-level, aggregate information about students and staff in public elementary and secondary education for the 2010–11 school year. There are 58 records on the file, one for each state or jurisdiction covered by the CCD.² SEAs obtain the data from their local education agencies (LEAs) that operate public schools. Each SEA may edit or examine the individual LEA reports before computing state totals. NCES requests that SEAs provide membership and staff counts as of the school day closest to October 1. However, reference dates for membership counts may vary slightly from state to state.

This documentation intends to answer questions users may have about the contents of the CCD state nonfiscal survey data file. In the “User’s Guide” that follows this introduction, the section on “Data Collection” describes the CCD nonfiscal data collection process. The section on “Coverage, Response, and Nonsampling Error” describes responding states and jurisdictions and issues related to state-by-state definitional differences. The section on “High School Completion Data” addresses the change made to the high school completion data. The section on “Imputation and Editing Methodology” describes any edits that were made to the reported data and how missing data were imputed. The section on “List of Edits and Imputations” identifies any data item that was edited for any state. The section on “Comments for Users of the Data File” discusses item nonresponse and identifies any cases in which states varied from the CCD standards in reporting data items. The section on “User Guidelines for Processing the State Nonfiscal Survey of Public Elementary/Secondary Education Data File” explains the file version assignment system. The section on “Guidelines for Using the Flat ASCII Data File” provides tips to data users importing data into software such as Microsoft Excel for analysis. Table 2 identifies

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

² Prior to the 2010–11 school year Department of Defense dependents schools were two separate entities (overseas and domestic), resulting in 59 records. In 2010–11, the Department of Defense Education Activity reported as a single entity, resulting in 58 records.

the two-letter postal abbreviations and the American National Standards Institute (ANSI)³ state codes for each state or other jurisdiction reporting in the CCD.

There are four appendixes:

- **Appendix A—Record Layout** provides the variable names and labels of the data items discussed throughout the documentation, as well as their location in the data file.
- **Appendix B—Value Distribution, Field Frequencies, and Data Tables** reports the minimum, maximum, and mean values for each item and the number of states for which the item was missing or not applicable. The appendix also indicates the number of states for which any data item was imputed. Data tables for selected statistics are also presented.
- **Appendix C—Glossary** provides definitions for CCD data items.
- **Appendix D—State Notes** provides comments for data users on individual states.

II. User's Guide

A. Data Collection

The *EDFacts* data collection system is the primary collection tool for the nonfiscal 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 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 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.

States report data to *EDFacts* through multiple file groups that are submitted on a reporting schedule at different dates throughout the year. The requested reporting schedule is summarized in Table 1 on the next page.

³ American National Standards Institute (ANSI) state 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.

Table 1: Due dates for CCD Data File Groups

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

The specifications for these data files are available online at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>. States may report data outside the collection period and may revise their reported data at any time. The 2010–11 school year EDFacts collection of CCD data opened in January 2011. NCES extracted data from EDFacts between January 3rd, 2011 and November 8th, 2011. CCD processed these file groups on a flow basis, so the date of the extract for each file group and each state may vary depending on when SEAs completed their submission for each file group. Once a file group was edited and verified for a particular state, CCD survey staff did not continue to incorporate late reports or updates unless these late reports or updates resulted in a major change of the reported data. Late reports or updates from SEAs may be included in subsequent file releases.

B. Coverage, Response, and Nonsampling Error

Coverage. The State Nonfiscal Survey of Public Elementary/Secondary Education includes 58 responding units: the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the U.S. Virgin Islands, the Department of Defense Education Activity (DoDEA) and the Bureau of Indian Education (table 2).

Response. Item response is described in appendix B, which lists the minimum, maximum, and mean values for each item and the number of states for which the item was missing or not applicable. The DoDEA and American Samoa did not report for the 2010–11 school year.

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.

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

C. High School Completion Data

Beginning with the 2006–07 school year, the number of diploma recipients and other high school completers are no longer included in the State Nonfiscal Survey of Public Elementary/Secondary Education file. These data are now published in the public-use Common Core of Data State Dropout and Completion Data File.

D. Imputation and Editing Methodology

CCD survey staff imputed for missing items and edited some reported values to create a data file that more accurately reflects student and staff counts and improves comparability among states. CCD survey staff performed imputations on state-level missing data from the 50 states and the District of Columbia only. The list of imputation flags provided on the data file indicates which variables were edited or imputed. An imputation flag of “R” (reported) for an item indicates that its values are as reported by the state and not edited or imputed. Other imputation flag values indicate the type of edit or imputation applied to the item. See table B-3 for complete list of imputation flags and a description of the values for each flag.

The imputation and editing process consisted of several stages and steps, and varied with the nature of the missing data. (Section E, “List of Edits and Imputations,” identifies all items affected by these procedures, except for totals and subtotals). Growth rate imputations were performed first, followed by disaggregation, and then other edits. Totals and subtotals were recalculated after all imputations and edits had been performed.

“Imputations” provide estimates in cases in which missing values are not reported at all, indicating that subtotals and totals for the category are underreported. When an imputation is performed, the subtotals and totals containing this item would increase by the amount of the imputation.

“Edits” include corrections or adjustments to reported data. An edit may be used to correct cases in which a value reported for one item incorrectly contains a value for one or more additional items not reported. For example, a state might not differentiate between kindergarten teachers and prekindergarten teachers, reporting “-1” (missing) for prekindergarten teachers and a value representing the count of staff for both categories as kindergarten teachers. CCD survey staff edits these two responses by reducing the amount reported for kindergarten teachers and adding

that amount to prekindergarten teachers. The total count for teachers would not be affected by this edit. Edits may also be used to change reported data to prevent identification of individuals.

D.1. Imputations

Growth rate imputation may be applied if a missing item was reported by the state in the previous year or was previously imputed using the growth rate method in the prior year.

Impute using growth rate. Growth rate imputation applies a rate of change to an item from the previous to the current year. The method for growth rate imputation is as follows: (1) calculate the ratio of the current year value for the item to the previous year's value among states reporting the item strictly by the definition (states reporting these items "strictly by the definition" are those states that (a) report values greater than 0 for each of the items involved in the imputation; and (b) have no values affected by another imputation or edit); (2) calculate the average of these ratios; and (3) multiply the value reported in the previous year (but missing this year) by this average ratio. These items are indicated in the list in section E by "impute using growth rate."

D.2. Edits

CCD survey staff applied several different methods for editing reported data. These methods are described below. The edit method used for each variable in each state is specified in section E, "List of Edits and Imputations." Please note that each edited item is contained in the list. Variable names in the list can be identified by using the record layout in appendix A.

"Combined with" and "contains" edits. Statements with "combined with" indicate that the first item was reported as missing and the value was included in the item(s) following "combined with." These statements can be matched to statements with "contains," where the first variable contains the value for that item plus the value for the item(s) following "contains." At the end of the "contains" statement, the total used in calculating the ratio used in the edit is indicated by the word "using." In all cases, this total is total number of students (MEMBER). For example, "STUSUP combined with LEAADM" indicates that the value for student support services staff (STUSUP) was included in the amount reported for LEA administrators (LEAADM). The edit process reduces the amount for LEAADM and places it in STUSUP. "LEAADM contains STUSUP using MEMBER" describes the same condition. The amount reported for LEAADM contains the count for STUSUP, and the distribution is based on a ratio with total number of students (MEMBER) in the denominator. The method used for this edit is as follows: (1) calculate the ratio of each missing item and the item containing the missing value(s) to the total indicated at the end of the "contains" statement for each state reporting these items strictly by the definition; (2) calculate the average of each of these ratios; (3) calculate the ratio of each average ratio to the sum of the average ratios for the unreported items as well as for the item that will be distributed; and (4) multiply the reported item by the ratio calculated in step 3 to determine the share for each item. States reporting these items "strictly by the definition" are those states that (a) report values greater than 0 for each of the items involved in the edit; and (b) have no values affected by another "contains" or "combined with" edit.

“Disaggregated from” edits. Edit statements with “disaggregated” are used only for the distribution of total guidance counselors (TOTGUI) or other guidance counselors (OTHGUI) into elementary and secondary counselors (ELMGUI and SECGUI) in those states not reporting this detail. In these cases, the total number of counselors is not affected by the edit operation. This methodology for disaggregating elementary and secondary guidance counselors from the total guidance counselor count was used for the first time on the 2006–07 data file and differs from the methodology used in prior years. The method used for “disaggregated from” edits is as follows: (1) calculate the sum of elementary students (defined as grades prekindergarten through grade 6) and secondary students (defined as grades 7–12) and proportionally allocate ungraded students to the elementary and secondary student counts for the current year; (2) calculate the sum of elementary and secondary students (as defined in step 1) and calculate the ratios of elementary counselors (ELMGUI) to the number of elementary students and secondary counselors (SECGUI) to the number of secondary students in the prior year; (3) multiply the ratios calculated in step 2 by the number of elementary students and secondary students in the current year, respectively, to determine the share of elementary and secondary guidance counselors in the current year; and (4) multiply the total number of guidance counselors in the current year (TOTGUI) by the share factor calculated in step 3 to determine the values of ELMGUI and SECGUI for the current year.

“First-year disaggregate from” edits. Starting with the 2007–08 CCD, the “first-year disaggregate from” methodology was used in cases where a state reported two or more items separately in the prior year, but in the current year reported these variables combined into a single count and reported one of the items as missing. For example, in the prior year, the state reported LEA support staff (LEASUP) and other support staff (OTHSUP) individually, but in the current year, the state reported LEASUP and OTHSUP data combined in the LEASUP count. The methodology for this edit is as follows: (1) using prior year data for the affected state, calculate the ratios of each item to the total indicated; and (2) multiply the total for the current year by the prior year’s ratio for each component to disaggregate the current year count.

Edits to ungraded teacher and ungraded student counts. In cases where a state reported zero or missing for ungraded teachers (UGTCH) or ungraded students (UG), and the state does not allow teachers or students to be classified as ungraded, the reported value of zero or missing was edited to not applicable.

“Edited to sum of internal detail” edits (nonimputed data). In cases where a state reported a total count of teachers (TOTTCH), or student membership (MEMBER) that exceeded or was less than the sum of associated detail, but none of the associated components had been imputed, the reported total was edited to equal the sum of the associated detail.

“Edited to sum of external detail” edits. In some cases, data items were reported by the state at the school or LEA level, but were not reported at the state level. In these cases, the data were imputed by aggregating corresponding data items from available school- and LEA-level data. Additionally, if a state reported a data item at the state level that was less than the total reported on the LEA or school level, the state level count was edited to equal the aggregate of the data item from the school or LEA level if the SEA agreed that this value was more accurate. For example, 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 files should be less than or equal to the total membership on higher level files. A common reason for these differences is that SEAs report a student membership in the school the student attends, but report a student's membership in the LEA that is financially responsible for the student. For example, a regular school district may not be able to provide services to students with special needs and may instead pay tuition for students to attend private schools that provide services to students with special needs. These students are then counted in the regular school district, but not in any of the schools in CCD school file. In school year 2008–09, CCD survey staff began editing student membership at one or more levels to ensure that the sum of the lower level membership does not exceed the sum of the higher level membership.

“Totaled from sum of internal detail” edits (imputed data). In cases where a state reported a total count of teachers (TOTTCH), or student membership (MEMBER) that exceeded or was less than the sum of associated detail, and one of the associated components had been imputed with growth rate or impute/import, the reported total was edited to equal the sum of the associated detail. For example, if the sum of prekindergarten teachers (PKTCH), kindergarten teachers (KGTCH), elementary teachers (ELMTCH), secondary teachers (SECTCH), and ungraded teachers (UGTCH) was less than the total number of teachers reported (TOTTCH), TOTTCH was edited to match the sum of the associated teacher detail. MEMBER was edited to sum to the total of grade detail only (i.e., MEMBER was not edited to match the sum of race/ethnicity by grade detail). In cases where a state reported a total count of guidance counselors (TOTGUI) that was less than the sum of the associated detail, the reported total was edited upwards to equal the sum of the associated detail.

E. List of Edits and Imputations

Edits and imputations to data items in the 2010–11 state nonfiscal data file, organized alphabetically by state or other jurisdiction, are as follows:

ALABAMA

- UGTCH edited to not applicable
- UG edited to not applicable

ALASKA

- UGTCH edited to not applicable
- CORSUP imputed using growth rate
- UG edited to not applicable

ARIZONA

- UGTCH edited to not applicable
- OTHGUI edited to not applicable

ARKANSAS

- OTHGUI edited to not applicable

CALIFORNIA

PKTCH imputed using growth rate
KGTCH totaled from external detail
ELMTCH totaled from external detail
SECTCH totaled from external detail
UGTCH totaled from external detail
TOTTCH totaled from internal detail
AIDES totaled from external detail
CORSUP totaled from external detail
ELMGUI totaled from external detail
SECGUI totaled from external detail
OTHGUI edited to not applicable
TOTGUI totaled from external detail
LIBSPE totaled from external detail
LIBSUP imputed using growth rate
LEAADM totaled from external detail
LEASUP totaled from external detail
SCHADM totaled from external detail
SCHSUP totaled from external detail
STUSUP totaled from external detail
OTHSUP totaled from external detail
PK edited using Individuals with Disabilities Education Act (IDEA) counts for students
ages 3–5
KG totaled from external detail
MEMBER totaled from internal detail

COLORADO

UGTCH edited to not applicable
UG edited to not applicable.

CONNECTICUT

AIDES totaled from external detail
OTHGUI edited to not applicable
LEASUP totaled from external detail
OTHSUP totaled from external detail
G02 totaled from external detail
G04 totaled from external detail
G12 totaled from external detail
UG edited to not applicable
MEMBER totaled from external detail

DELAWARE

UGTCH edited to not applicable
OTHGUI edited to not applicable
STUSUP totaled from external detail
OTHSUP totaled from external detail
UG edited to not applicable

DISTRICT OF COLUMBIA

MEMBER totaled from internal detail

FLORIDA

UG edited to not applicable

GEORGIA

OTHGUI edited to not applicable
LIBSPE totaled from external detail
LIBSUP totaled from external detail
LEASUP totaled from external detail
SCHADM totaled from external detail
SCHSUP totaled from external detail
STUSUP totaled from external detail
OTHSUP totaled from external detail
UG edited to not applicable

HAWAII

KG TCH combined with ELMTCH
ELMTCH contains KG TCH using MEMBER
OTHGUI edited to not applicable

IDAHO

UGTCH edited to not applicable
OTHGUI edited to not applicable
UG edited to not applicable

ILLINOIS

UGTCH edited to not applicable
AIDES imputed using growth rate
LIBSUP imputed using growth rate
LEASUP imputed using growth rate
SCHSUP imputed using growth rate
OTHSUP imputed using growth rate
KG totaled from internal detail
UG edited to not applicable
MEMBER totaled from internal detail

INDIANA

PKTCH imputed using growth rate
TOTTCH totaled from internal detail
AIDES imputed using growth rate
OTHGUI edited to not applicable
STUSUP imputed using growth rate
UG edited to not applicable
MEMBER totaled from internal detail

IOWA

UGTCH edited to not applicable
OTHGUI edited to not applicable
G06 totaled from internal detail
G10 totaled from internal detail
UG edited to not applicable
MEMBER totaled from internal detail

KANSAS

OTHGUI edited to not applicable

KENTUCKY

ELMGUI disaggregated from OTHGUI
SECGUI disaggregated from OTHGUI
OTHGUI contained ELMGUI, SECGUI
PK totaled from external detail
KG totaled from external detail
G01 totaled from external detail
G02 totaled from external detail
G03 totaled from external detail
G04 totaled from external detail
G05 totaled from external detail
G06 totaled from external detail
G07 totaled from external detail
G08 totaled from external detail
G09 totaled from external detail
G10 totaled from external detail
G11 totaled from external detail
G12 totaled from external detail
UG totaled from external detail
MEMBER totaled from external detail

LOUISIANA

UGTCH edited to not applicable
OTHGUI edited to not applicable
UG edited to not applicable

MAINE

UGTCH edited to not applicable
OTHGUI edited to not applicable
UG edited to not applicable

MARYLAND

ELMCH totaled from external detail
SECTCH totaled from external detail
UGTCH edited to not applicable
SECGUI totaled from external detail
OTHGUI edited to not applicable
SCHSUP totaled from external detail
OTHSUP totaled from external detail
UG edited to not applicable\

MASSACHUSETTS

PKTCH totaled from external detail
KGTCH totaled from external detail
ELMTCH totaled from external detail
SECTCH totaled from external detail
UGTCH edited to not applicable
TOTTCH totaled from external detail
OTHGUI edited to not applicable

MICHIGAN

None

MINNESOTA

OTHGUI edited to not applicable
LIBSPE totaled from external detail
LIBSUP totaled from external detail
LEAADM totaled from external detail
LEASUP totaled from external detail
SCHADM totaled from external detail
SCHSUP totaled from external detail
STUSUP totaled from external detail
OTHSUP totaled from external detail
UG edited to not applicable

MISSISSIPPI

OTHGUI edited to not applicable

MISSOURI

PKTCH totaled from external detail
KGTCH totaled from external detail
ELMTCH totaled from external detail
SECTCH totaled from external detail
UGTCH edited to not applicable
TOTTCH totaled from external detail
AIDES totaled from external detail
CORSUP totaled from external detail
ELMGUI totaled from external detail
SECGUI totaled from external detail
OTHGUI totaled from external detail
TOTGUI totaled from external detail
LEASUP totaled from external detail
STUSUP totaled from external detail
OTHSUP totaled from external detail
UG edited to not applicable

MONTANA

PKTCH combined with ELMTCH
KGTCH combined with ELMTCH
ELMTCH contains PKTCH, KGTCH using MEMBER
UGTCH edited to not applicable
TOTTCH totaled from external detail
LIBSUP imputed using growth rate
LEASUP imputed using growth rate
SCHSUP imputed using growth rate
OTHSUP imputed using growth rate
UG edited to not applicable

NEBRASKA

UGTCH edited to not applicable
OTHGUI edited to not applicable
UG edited to not applicable

NEVADA

ELMTCH totaled from external detail
SECTCH totaled from external detail
AIDES imputed using growth rate
CORSUP imputed using growth rate
LIBSUP imputed using growth rate
LEASUP imputed using growth rate
SCHSUP imputed using growth rate
PK totaled from external detail
KG totaled from external detail
G01 totaled from external detail

G02 totaled from external detail
G03 totaled from external detail
G04 totaled from external detail
G05 totaled from external detail
G06 totaled from external detail
G07 totaled from external detail
G08 totaled from external detail
G09 totaled from external detail
G10 totaled from external detail
G11 totaled from external detail
G12 totaled from external detail
UG totaled from external detail
MEMBER totaled from external detail

NEW HAMPSHIRE

UGTCH edited to not applicable
CORSUP combined with SCHADM
OTHGUI edited to not applicable
SCHADM contains CORSUP using MEMBER
SCHSUP contains STUSUP using MEMBER
STUSUP combined with SCHSUP
PK totaled from external detail
KG totaled from external detail
G01 totaled from external detail
G02 totaled from external detail
G03 totaled from external detail
G04 totaled from external detail
G05 totaled from external detail
G06 totaled from external detail
G07 totaled from external detail
G08 totaled from external detail
G09 totaled from external detail
G10 totaled from external detail
G11 totaled from external detail
G12 totaled from external detail
UG edited to not applicable
MEMBER totaled from external detail

NEW JERSEY

OTHGUI edited to not applicable
LIBSUP imputed using growth rate

NEW MEXICO

UG edited to not applicable

NEW YORK

OTHGUI edited to not applicable
PK totaled from external detail
KG totaled from external detail
G01 totaled from external detail
G02 totaled from external detail
G03 totaled from external detail
G04 totaled from external detail
G05 totaled from external detail
G06 totaled from external detail
G07 totaled from external detail
G08 totaled from external detail
G09 totaled from external detail
G10 totaled from external detail
G11 totaled from external detail
G12 totaled from external detail
UG totaled from external detail
MEMBER totaled from external detail

NORTH CAROLINA

KGTCH combined with ELMTCH
ELMTCH contains KGTCH using MEMBER
MEMBER totaled from internal detail

NORTH DAKOTA

UGTCH edited to not applicable
ELMGUI disaggregated from TOTGUI
SECGUI disaggregated from TOTGUI
OTHGUI edited to not applicable
UG edited to not applicable

OHIO

ELMGUI disaggregated from TOTGUI
SECGUI disaggregated from TOTGUI
OTHGUI edited to not applicable
UG edited to not applicable

OKLAHOMA

UGTCH edited to not applicable
OTHGUI edited to not applicable

OREGON

UGTCH edited to not applicable
ELMGUI disaggregated from TOTGUI
SECGUI disaggregated from TOTGUI
OTHGUI edited to not applicable
PK edited using Individuals with Disabilities Education Act (IDEA) counts for students
ages 3–5
UG edited to not applicable
MEMBER totaled from internal detail

PENNSYLVANIA

UGTCH totaled from external detail
OTHGUI edited to not applicable

RHODE ISLAND

UGTCH edited to not applicable
OTHGUI edited to not applicable
UG edited to not applicable

SOUTH CAROLINA

UGTCH edited to not applicable
OTHGUI edited to not applicable
UG edited to not applicable

SOUTH DAKOTA

ELMGUI disaggregated from TOTGUI
SECGUI disaggregated from TOTGUI
OTHGUI edited to not applicable
LIBSPE totaled from external detail
LIBSUP totaled from external detail
LEAADM totaled from external detail
LEASUP totaled from external detail
SCHADM totaled from external detail
SCHSUP totaled from external detail
STUSUP totaled from external detail
OTHSUP totaled from external detail
UG edited to not applicable

TENNESSEE

PK totaled from external detail
KG totaled from external detail
G01 totaled from external detail
G02 totaled from external detail
G03 totaled from external detail
G04 totaled from external detail
G05 totaled from external detail
G06 totaled from external detail
G07 totaled from external detail
G08 totaled from external detail
G09 totaled from external detail
G10 totaled from external detail
G11 totaled from external detail
G12 totaled from external detail
UG edited to not applicable
MEMBER totaled from external detail

TEXAS

ELMGUI disaggregated from TOTGUI
SECGUI disaggregated from TOTGUI
OTHGUI edited to not applicable
UG edited to not applicable

UTAH

OTHGUI edited to not applicable
PK totaled from external detail
KG totaled from external detail
G01 totaled from external detail
G02 totaled from external detail
G03 totaled from external detail
G04 totaled from external detail
G05 totaled from external detail
G06 totaled from external detail
G07 totaled from external detail
G08 totaled from external detail
G09 totaled from external detail
G10 totaled from external detail
G11 totaled from external detail
G12 totaled from external detail
UG edited to not applicable
MEMBER totaled from external detail

VERMONT

OTHGUI edited to not applicable
PK totaled from external detail
KG totaled from external detail
G01 totaled from external detail
G02 totaled from external detail
G03 totaled from external detail
G04 totaled from external detail
G05 totaled from external detail
G06 totaled from external detail
G07 totaled from external detail
G08 totaled from external detail
G09 totaled from external detail
G10 totaled from external detail
G11 totaled from external detail
G12 totaled from external detail
UG edited to not applicable
MEMBER totaled from external detail

VIRGINIA

UGTCH edited to not applicable
UG edited to not applicable
MEMBER totaled from internal detail

WASHINGTON

OTHGUI edited to not applicable
UG edited to not applicable

WEST VIRGINIA

UGTCH edited to not applicable
LIBSUP imputed using growth rate
UG edited to not applicable

WISCONSIN

UG edited to not applicable

WYOMING

UGTCH edited to not applicable
OTHGUI edited to not applicable
UG edited to not applicable

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

UGTCH edited to missing
TOTTCH edited to missing
OTHGUI edited to not applicable
TOTGUI edited to missing

BUREAU OF INDIAN EDUCATION

UGTCH edited to missing
TOTTCH edited to missing
OTHGUI edited to not applicable
TOTGUI edited to missing
PK edited to missing
UG edited to not applicable

AMERICAN SAMOA

UGTCH edited to not applicable
TOTTCH edited to missing
OTHGUI edited to not applicable
TOTGUI edited to missing
UG edited to not applicable

GUAM

UGTCH edited to not applicable
OTHGUI edited to not applicable
PK totaled from external detail
KG totaled from external detail
G01 totaled from external detail
G02 totaled from external detail
G03 totaled from external detail
G04 totaled from external detail
G05 totaled from external detail
G06 totaled from external detail
G07 totaled from external detail
G08 totaled from external detail
G09 totaled from external detail
G10 totaled from external detail
G11 totaled from external detail
G12 totaled from external detail
UG edited to not applicable
MEMBER totaled from external detail

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

OTHGUI edited to not applicable
LIBSPE edited to missing

PUERTO RICO

KGTCH edited to missing
ELMGUI edited to missing
SECGUI edited to missing

U.S. VIRGIN ISLANDS

PKTCH edited to missing
PK edited to missing
UG edited to not applicable

F. Comments for Users of the Data File

F.1. Data item values less than 1

Values for items for which states did not report anything or reported an entry of less than 1, and for which no imputations or edits were made, have been edited to 0, -1, or -2 according to the following criteria:

0: A zero value represents a report of no occurrences of a data element. A value was expected and measured, but zero cases were found in the category. (For example, a secondary school district having no 12th-graders would report “0.”)

-1: A value of -1 indicates that data are missing. A value was expected, but none was measured. (For example, a district that has at least one 12th-grader but cannot measure the number of 12th-graders would report “-1.”)

-2: A value of -2 indicates that data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report “-2” for 12th-graders.)

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

```
data new;
  set st101a;
  array remove (*) _numeric_;
  do i = 1 to dim (remove);
    if remove (i) < 0 then remove (i) = .;
  end;
  drop i;
run;
```

In the 2010–11 collection, *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.

F.2. NCES edits to nonfiscal data

This section presents information on anomalies for nonfiscal data submitted by states, as well as any edits made by CCD survey staff to correct the anomalies. These edits include imputations and edits as described previously, as well as any edits made as the result of a consistency check on submitted data (e.g., reported membership cannot be less than the sum of the individual grade variables; in those cases, membership is edited to match the sum of the grade detail). Specific state reporting practices concerning missing data are also explained wherever possible. All nonfiscal edits and reporting practices listed below apply to school year 2010–11. NCES does not impute missing data for jurisdictions other than the 50 states and the District of Columbia.

The Department of Defense Education Activity and American Samoa did not report for the 2010–11 school year. Neither of these jurisdictions is included in the following discussion of data edits.

Prekindergarten student membership. California and Oregon reported prekindergarten student membership as missing. California and Oregon prekindergarten student membership was edited based on Individuals with Disabilities Education Act (IDEA) Part B counts for students ages 3–5. The prekindergarten student membership count was totaled from external (lower-level file) detail for Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont and Guam. The prekindergarten student membership count was edited to missing for the Bureau of Indian Education and the U.S. Virgin Islands.

Kindergarten student membership. The kindergarten student membership counts for California, Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam were totaled from external (lower-level file) detail. The kindergarten student membership count was totaled from internal (state-level) detail for Illinois.

Grade 1 student membership. The grade 1 student membership counts for Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam were totaled from external (lower-level file) detail.

Grade 2 student membership. The grade 2 student membership counts for Connecticut, Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam were totaled from external (lower-level file) detail.

Grade 3 student membership. The grade 3 student membership counts for Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam were totaled from external (lower-level file) detail.

Grade 4 student membership. The grade 4 student membership counts for Connecticut, Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam were totaled from external (lower-level file) detail.

Grade 5 student membership. The grade 5 student membership counts for Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam were totaled from external (lower-level file) detail.

Grade 6 student membership. The grade 6 student membership counts for Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam were totaled from external (lower-level file) detail. The grade 6 student membership counts were totaled from internal (state-level) detail for Iowa.

Grade 7 student membership. The grade 7 student membership counts for Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam were totaled from external (lower-level file) detail.

Grade 8 student membership. The grade 8 student membership counts for Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam were totaled from external (lower-level file) detail.

Grade 9 student membership. The grade 9 student membership counts for Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam were totaled from external (lower-level file) detail.

Grade 10 student membership. The grade 10 student membership counts for Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam were totaled from external (lower-level file) detail. The grade 10 student membership counts were totaled from internal (state-level) detail for Iowa.

Grade 11 student membership. The grade 11 student membership counts for Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam were totaled from external (lower-level file) detail.

Grade 12 student membership. The grade 12 student membership counts for Connecticut, Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam were totaled from external (lower-level file) detail.

Ungraded student membership. 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, Guam, and the U.S. Virgin Islands reported values of missing, zero, or blanks. The counts of ungraded students in these states were edited to not applicable. The ungraded student membership counts for Kentucky, Nevada and New York were totaled from external (lower-level file) detail.

Total student membership. The total student membership for California, Connecticut, the District of Columbia, Illinois, Indiana, Iowa, Kentucky, Nevada, New Hampshire, New York, North

Carolina, Oregon, Tennessee, Utah, Vermont, Virginia, and Guam were totaled to equal the sum of grade detail.

Student membership by grade by race/ethnicity by gender. Student membership counts by grade by race/ethnicity by gender were edited for Kentucky, Nevada, New Hampshire, New York, Tennessee, Utah, Vermont, and Guam to total external (lower-level file) detail or correct discrepancies between internal totals and the sum of reported grade by race/ethnicity by gender details.

Prekindergarten teachers. California and Indiana reported prekindergarten teachers as missing. Montana included prekindergarten teachers in the elementary teacher counts. Imputations or edits were performed for these states. Counts for Massachusetts and Missouri were totaled from external (local education agency-level) detail. The count was edited to missing for the U.S. Virgin Islands.

Kindergarten teachers. Hawaii, Montana, and North Carolina reported kindergarten teachers in the elementary teacher counts. Edits were performed for all of these states. The kindergarten teacher counts for California, Massachusetts, and Missouri were totaled from external (local education agency-level) detail. The count was edited to missing for Puerto Rico.

Elementary teachers. Hawaii, Montana, and North Carolina included prekindergarten and/or kindergarten teachers in the elementary teacher counts. Edits were performed for these states. The elementary teacher counts for California, Maryland, Massachusetts, and Missouri were totaled from external (local education agency-level) detail. Counts were totaled from internal detail for Nevada.

Secondary teachers. The secondary teacher counts for California, Maryland, Massachusetts, and Missouri were totaled from external (local education agency-level) detail. Counts were totaled from internal detail for Nevada.

Ungraded teachers. Ungraded teachers were edited to not applicable for Alabama, Alaska, Arizona, Colorado, Delaware, Idaho, Illinois, Iowa, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, Nebraska, New Hampshire, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, Virginia, West Virginia, and Wyoming. Ungraded teacher counts for California and Pennsylvania were totaled from external (local education agency-level) detail. Counts for the Bureau of Indian Education were edited to missing. Counts for Guam were edited to not applicable.

Total teachers. The total teacher count was calculated for California, and Indiana. The count of teachers was totaled from external (local education agency-level) detail for Massachusetts, Missouri, and Montana. The count was edited to missing for the Bureau of Indian Education.

Instructional aides. Instructional aides were missing for Illinois, Indiana, and Nevada. Instructional aides were imputed for these states. The instructional aides count for California, Connecticut, and Missouri were totaled from external (local education agency-level) detail.

Instructional coordinators and supervisors. Counts were missing in Alaska and Nevada. New Hampshire included instructional coordinators and supervisors in the school administrator count. The missing counts were imputed for Alaska and Nevada. The counts were edited for New Hampshire. The count of instructional coordinators and supervisors was totaled from external (local education agency-level) detail for California and Missouri.

Elementary guidance counselors. Kentucky, North Dakota, Ohio, Oregon, South Dakota, and Texas reported either other or total guidance counselors only, and the count of elementary guidance counselors was proportioned out from this count. The count of elementary guidance counselors for California and Missouri was totaled from external (local education agency-level) detail. The count was edited to missing for Puerto Rico.

Secondary guidance counselors. Kentucky, North Dakota, Ohio, Oregon, South Dakota, and Texas reported other guidance counselors or total guidance counselors only, and the count for secondary guidance counselors was proportioned out from this count. The count of secondary guidance counselors for California, Maryland, and Missouri was totaled from external (local education agency-level) detail. The count was edited to missing for Puerto Rico.

Other guidance counselors. The following states and jurisdictions reported other guidance counselors as missing, zero, or blank, and the reported values were edited to not applicable: Arkansas, Arizona, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Washington, Wyoming, the Bureau of Indian Education, Guam, and the Commonwealth of the Northern Mariana Islands. The count of other guidance counselors was totaled from external (local education agency-level) detail for Missouri and South Dakota.

Total guidance counselors. The total guidance counselor count was calculated for California and Missouri. The count was edited to missing for the Bureau of Indian Education.

Librarians. The count of librarians for California, Georgia, Minnesota, and South Dakota were totaled from external (local education agency-level) detail. The count of librarians was edited to missing for the Commonwealth of the Northern Marianas Islands.

Library support staff. Counts for these staff were missing for California, Illinois, Montana, Nevada, New Jersey, and West Virginia. This category was imputed for each of these states. The count of library support staff for Georgia, Minnesota, and South Dakota were totaled from external (local education agency-level) detail.

LEA administrators. Counts of LEA administrators were totaled from external (local education agency-level) detail for California, Minnesota, and South Dakota.

LEA administrative support staff. Counts of these staff were missing for Illinois, Montana, and Nevada. LEA administrative support staff counts were imputed for each of these states. The

count of LEA administrative support staff was totaled from external (local education agency-level) detail for California, Connecticut, Georgia, Minnesota, Missouri, and South Dakota.

School administrators. Counts of school administrators were totaled from external (local education agency-level) detail for California, Georgia, Minnesota, and South Dakota. New Hampshire included instructional coordinators and supervisors with their school administrators count, and the count was edited.

School administrative support staff. Counts of school administrative support staff were missing for Illinois, Montana, and Nevada. Counts were imputed for these states. New Hampshire included school administrative support staff with their student support services staff. This number was edited for New Hampshire. The counts of school administrative support staff were totaled from external (local education agency-level) detail for California, Georgia, Maryland, Minnesota, and South Dakota.

Student support services staff. New Hampshire combined student support services staff with their school administrative support staff count. This number was edited for New Hampshire. The counts of student support services staff was totaled from external (local education agency-level) detail for California, Delaware, Georgia, Minnesota, Missouri, and South Dakota. Indiana did not report this count, and the count was imputed.

All other support services staff. Counts for the category of all other support services staff were missing for Illinois and Montana. The counts were imputed for these states. The counts for California, Connecticut, Delaware, Georgia, Maryland, Minnesota, Missouri, and South Dakota were totaled from external (local education agency-level) detail.

F.3. Information about student membership counts by race/ethnicity

The categorical data item RACECAT indicates whether the state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. For 2010–11, every state and jurisdiction reported student enrollment counts by seven racial/ethnic categories except the Bureau of Indian Education which continued reporting enrollment by five racial/ethnic categories. For the 2010–11 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 appendix A, the racial/ethnic categories represented by the five and seven reporting categories are followed by a notation of “(5)” or “(7)”, respectively.

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

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

SOURCE: Geography Division, Geographic Standards and Criteria Branch. (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.

G. User Guidelines for Processing the State Nonfiscal Survey of Public Elementary/Secondary Education Data File

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2010–11 State Nonfiscal Survey of Public Elementary/Secondary Education Excel file is called ST101A.XLS, the flat ASCII file is called ST101A.TXT, and the SAS data file is called ST101A.SAS7BDAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (10 = 2010–11 CCD collection), and the fifth and sixth characters indicate the version number (1 = provisional file, A = first version). The record layout for the state nonfiscal survey file is contained in appendix A.

If errors are discovered in published 1a file (provisional file, first version) or if states report new or corrected data, NCES may revise the file. The revised file is labeled 2a.

Approximately 1 year after the release of the 1a file, NCES releases a revised state nonfiscal data file. The purpose of the revised data file is to allow state education agencies to submit any corrections to their data. The revised file is labeled 2a, unless another revision of the original file has occurred sometime in that year due to an NCES error found in the file.

H. 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., FIPST) 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 State Nonfiscal
Survey of Public Elementary/Secondary Education:
School Year 2010–11**

APPENDIX A—Record Layout for the Common Core of Data
State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2010–11

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

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

Variable Name	Order	Data Type	Description
SURVYEAR	1	AN	Starting year of survey (2010)
FIPST	2	AN	American National Standards Institute (ANSI) state codes 01 = Alabama 24 = Maryland 45 = South Carolina 02 = Alaska 25 = Massachusetts 46 = South Dakota 04 = Arizona 26 = Michigan 47 = Tennessee 05 = Arkansas 27 = Minnesota 48 = Texas 06 = California 28 = Mississippi 49 = Utah 09 = Colorado 29 = Missouri 50 = Vermont 09 = Connecticut 30 = Montana 51 = Virginia 10 = Delaware 31 = Nebraska 53 = Washington 11 = District of Columbia 32 = Nevada 54 = West Virginia 12 = Florida 33 = New Hampshire 55 = Wisconsin 13 = Georgia 34 = New Jersey 56 = Wyoming 15 = Hawaii 35 = New Mexico 59 = Bureau of Indian Education 16 = Idaho 36 = New York 60 = American Samoa 17 = Illinois 37 = North Carolina 63 = DoD Dependents Schools (Combined 18 = Indiana 38 = North Dakota Overseas and Domestic) 19 = Iowa 39 = Ohio 66 = Guam 20 = Kansas 40 = Oklahoma 69 = Commonwealth of the Northern 21 = Kentucky 41 = Oregon Mariana Islands 22 = Louisiana 42 = Pennsylvania 72 = Puerto Rico 23 = Maine 44 = Rhode Island 78 = Virgin Islands
STABR	3	AN	Postal state abbreviation codes
SEANAME	4	AN	Name of state education agency
STREET	5	AN	Mailing address
CITY	6	AN	City
STNAME	7	AN	Name of the state
ZIP	8	AN	U.S. Postal Service ZIP for mailing
ZIP4	9	AN	U.S. Postal Service ZIP+4 for mailing
PHONE	10	AN	Area code and local phone number
PKTCH	11 *	N	Prekindergarten teachers
KGTCH	12 *	N	Kindergarten teachers

APPENDIX A—Record Layout for the Common Core of Data
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2010–11

Variable Name	Order	Data Type	Description
ELMTCH	13 *	N	Elementary teachers
SECTCH	14 *	N	Secondary teachers
UGTCH	15 *	N	Teachers of ungraded classes
TOTTCH	16 *	N	Total full-time-equivalent (FTE) teachers
AIDES	17 *	N	Instructional aides
CORSUP	18 *	N	Instructional coordinators and supervisors
ELMGUI	19 *	N	Elementary guidance counselors/directors
SECGUI	20 *	N	Secondary guidance counselors/directors
OTHGUI	21 *	N	Other guidance counselors/directors
TOTGUI	22 *	N	Total guidance counselors/directors
LIBSPE	23 *	N	Librarians
LIBSUP	24 *	N	Library support staff
LEAADM	25 *	N	Local Education Agency (LEA) administrators
LEASUP	26 *	N	Administrative support staff
SCHADM	27 *	N	School administrators
SCHSUP	28 *	N	School administrative support staff
STUSUP	29 *	N	Student support services
OTHSUP	30 *	N	All other support services staff
PK	31	N	Prekindergarten students
KG	32	N	Kindergarten students
G01	33	N	Grade 1 students
G02	34	N	Grade 2 students
G03	35	N	Grade 3 students
G04	36	N	Grade 4 students
G05	37	N	Grade 5 students
G06	38	N	Grade 6 students
G07	39	N	Grade 7 students

APPENDIX A—Record Layout for the Common Core of Data
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2010–11

Variable Name	Order	Data Type	Description
G08	40	N	Grade 8 students
G09	41	N	Grade 9 students
G10	42	N	Grade 10 students
G11	43	N	Grade 11 students
G12	44	N	Grade 12 students
UG	45	N	Ungraded students
MEMBER	46	N	Total students
RACECAT	47	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; 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.
AMPKM	48	N	Prekindergarten students – American Indian/Alaska Native – Male
AMPKF	49	N	Prekindergarten students – American Indian/Alaska Native – Female
ASPKM	50	N	Prekindergarten students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
ASPKF	51	N	Prekindergarten students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HIPKM	52	N	Prekindergarten students – Hispanic – Male
HIPKF	53	N	Prekindergarten students – Hispanic – Female
BLPKM	54	N	Prekindergarten students – Black – Male
BLPKF	55	N	Prekindergarten students – Black – Female
WHPKM	56	N	Prekindergarten students – White – Male
WHPKF	57	N	Prekindergarten students – White – Female
HPPKM	58	N	Prekindergarten students – Hawaiian Native/Pacific Islander – Male
HPPKF	59	N	Prekindergarten students – Hawaiian Native/Pacific Islander – Female
TRPKM	60	N	Prekindergarten students – Two or more races – Male
TRPKF	61	N	Prekindergarten students – Two or more races – Female

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Variable Name	Order	Data Type	Description
AMKGM	62	N	Kindergarten students – American Indian/Alaska Native – Male
AMKGF	63	N	Kindergarten students – American Indian/Alaska Native – Female
ASKGM	64	N	Kindergarten students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
ASKGF	65	N	Kindergarten students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HIKGM	66	N	Kindergarten students – Hispanic – Male
HIKGF	67	N	Kindergarten students – Hispanic – Female
BLKGM	68	N	Kindergarten students – Black – Male
BLKGF	69	N	Kindergarten students – Black – Female
WHKGM	70	N	Kindergarten students – White – Male
WHKGF	71	N	Kindergarten students – White – Female
HPKGM	72	N	Kindergarten students – Hawaiian Native/Pacific Islander – Male
HPKGF	73	N	Kindergarten students – Hawaiian Native/Pacific Islander – Female
TRKGM	74	N	Kindergarten students – Two or more races – Male
TRKGF	75	N	Kindergarten students – Two or more races – Female
AM01M	76	N	Grade 1 students – American Indian/Alaska Native – Male
AM01F	77	N	Grade 1 students – American Indian/Alaska Native – Female
AS01M	78	N	Grade 1 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
AS01F	79	N	Grade 1 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HI01M	80	N	Grade 1 students – Hispanic – Male
HI01F	81	N	Grade 1 students – Hispanic – Female
BL01M	82	N	Grade 1 students – Black – Male
BL01F	83	N	Grade 1 students – Black – Female
WH01M	84	N	Grade 1 students – White – Male
WH01F	85	N	Grade 1 students – White – Female
HP01M	86	N	Grade 1 students – Hawaiian Native/Pacific Islander – Male
HP01F	87	N	Grade 1 students – Hawaiian Native/Pacific Islander – Female
TR01M	88	N	Grade 1 students – Two or more races – Male

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Variable Name	Order	Data Type	Description
TR01F	89	N	Grade 1 students – Two or more races – Female
AM02M	90	N	Grade 2 students – American Indian/Alaska Native – Male
AM02F	91	N	Grade 2 students – American Indian/Alaska Native – Female
AS02M	92	N	Grade 2 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
AS02F	93	N	Grade 2 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HI02M	94	N	Grade 2 students – Hispanic – Male
HI02F	95	N	Grade 2 students – Hispanic – Female
BL02M	96	N	Grade 2 students – Black – Male
BL02F	97	N	Grade 2 students – Black – Female
WH02M	98	N	Grade 2 students – White – Male
WH02F	99	N	Grade 2 students – White – Female
HP02M	100	N	Grade 2 students – Hawaiian Native/Pacific Islander – Male
HP02F	101	N	Grade 2 students – Hawaiian Native/Pacific Islander – Female
TR02M	102	N	Grade 2 students – Two or more races – Male
TR02F	103	N	Grade 2 students – Two or more races – Female
AM03M	104	N	Grade 3 students – American Indian/Alaska Native – Male
AM03F	105	N	Grade 3 students – American Indian/Alaska Native – Female
AS03M	106	N	Grade 3 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
AS03F	107	N	Grade 3 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HI03M	108	N	Grade 3 students – Hispanic – Male
HI03F	109	N	Grade 3 students – Hispanic – Female
BL03M	110	N	Grade 3 students – Black – Male
BL03F	111	N	Grade 3 students – Black – Female
WH03M	112	N	Grade 3 students – White – Male
WH03F	113	N	Grade 3 students – White – Female
HP03M	114	N	Grade 3 students – Hawaiian Native/Pacific Islander – Male
HP03F	115	N	Grade 3 students – Hawaiian Native/Pacific Islander – Female

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Variable Name	Order	Data Type	Description
TR03M	116	N	Grade 3 students – Two or more races – Male
TR03F	117	N	Grade 3 students – Two or more races – Female
AM04M	118	N	Grade 4 students – American Indian/Alaska Native – Male
AM04F	119	N	Grade 4 students – American Indian/Alaska Native – Female
AS04M	120	N	Grade 4 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
AS04F	121	N	Grade 4 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HI04M	122	N	Grade 4 students – Hispanic – Male
HI04F	123	N	Grade 4 students – Hispanic – Female
BL04M	124	N	Grade 4 students – Black – Male
BL04F	125	N	Grade 4 students – Black – Female
WH04M	126	N	Grade 4 students – White – Male
WH04F	127	N	Grade 4 students – White – Female
HP04M	128	N	Grade 4 students – Hawaiian Native/Pacific Islander – Male
HP04F	129	N	Grade 4 students – Hawaiian Native/Pacific Islander – Female
TR04M	130	N	Grade 4 students – Two or more races – Male
TR04F	131	N	Grade 4 students – Two or more races – Female
AM05M	132	N	Grade 5 students – American Indian/Alaska Native – Male
AM05F	133	N	Grade 5 students – American Indian/Alaska Native – Female
AS05M	134	N	Grade 5 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
AS05F	135	N	Grade 5 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HI05M	136	N	Grade 5 students – Hispanic – Male
HI05F	137	N	Grade 5 students – Hispanic – Female
BL05M	138	N	Grade 5 students – Black – Male
BL05F	139	N	Grade 5 students – Black – Female
WH05M	140	N	Grade 5 students – White – Male
WH05F	141	N	Grade 5 students – White – Female
HP05M	142	N	Grade 5 students – Hawaiian Native/Pacific Islander – Male

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Variable Name	Order	Data Type	Description
HP05F	143	N	Grade 5 students – Hawaiian Native/Pacific Islander – Female
TR05M	144	N	Grade 5 students – Two or more races – Male
TR05F	145	N	Grade 5 students – Two or more races – Female
AM06M	146	N	Grade 6 students – American Indian/Alaska Native – Male
AM06F	147	N	Grade 6 students – American Indian/Alaska Native – Female
AS06M	148	N	Grade 6 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
AS06F	149	N	Grade 6 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HI06M	150	N	Grade 6 students – Hispanic – Male
HI06F	151	N	Grade 6 students – Hispanic – Female
BL06M	152	N	Grade 6 students – Black – Male
BL06F	153	N	Grade 6 students – Black – Female
WH06M	154	N	Grade 6 students – White – Male
WH06F	155	N	Grade 6 students – White – Female
HP06M	156	N	Grade 6 students – Hawaiian Native/Pacific Islander – Male
HP06F	157	N	Grade 6 students – Hawaiian Native/Pacific Islander – Female
TR06M	158	N	Grade 6 students – Two or more races – Male
TR06F	159	N	Grade 6 students – Two or more races – Female
AM07M	160	N	Grade 7 students – American Indian/Alaska Native – Male
AM07F	161	N	Grade 7 students – American Indian/Alaska Native – Female
AS07M	162	N	Grade 7 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
AS07F	163	N	Grade 7 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HI07M	164	N	Grade 7 students – Hispanic – Male
HI07F	165	N	Grade 7 students – Hispanic – Female
BL07M	166	N	Grade 7 students – Black – Male
BL07F	167	N	Grade 7 students – Black – Female
WH07M	168	N	Grade 7 students – White – Male
WH07F	169	N	Grade 7 students – White – Female

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Variable Name	Order	Data Type	Description
HP07M	170	N	Grade 7 students – Hawaiian Native/Pacific Islander – Male
HP07F	171	N	Grade 7 students – Hawaiian Native/Pacific Islander – Female
TR07M	172	N	Grade 7 students – Two or more races – Male
TR07F	173	N	Grade 7 students – Two or more races – Female
AM08M	174	N	Grade 8 students – American Indian/Alaska Native – Male
AM08F	175	N	Grade 8 students – American Indian/Alaska Native – Female
AS08M	176	N	Grade 8 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
AS08F	177	N	Grade 8 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HI08M	178	N	Grade 8 students – Hispanic – Male
HI08F	179	N	Grade 8 students – Hispanic – Female
BL08M	180	N	Grade 8 students – Black – Male
BL08F	181	N	Grade 8 students – Black – Female
WH08M	182	N	Grade 8 students – White – Male
WH08F	183	N	Grade 8 students – White – Female
HP08M	184	N	Grade 8 students – Hawaiian Native/Pacific Islander – Male
HP08F	185	N	Grade 8 students – Hawaiian Native/Pacific Islander – Female
TR08M	186	N	Grade 8 students – Two or more races – Male
TR08F	187	N	Grade 8 students – Two or more races – Female
AM09M	188	N	Grade 9 students – American Indian/Alaska Native – Male
AM09F	189	N	Grade 9 students – American Indian/Alaska Native – Female
AS09M	190	N	Grade 9 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
AS09F	191	N	Grade 9 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HI09M	192	N	Grade 9 students – Hispanic – Male
HI09F	193	N	Grade 9 students – Hispanic – Female
BL09M	194	N	Grade 9 students – Black – Male
BL09F	195	N	Grade 9 students – Black – Female
WH09M	196	N	Grade 9 students – White – Male

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Variable Name	Order	Data Type	Description
WH09F	197	N	Grade 9 students – White – Female
HP09M	198	N	Grade 9 students – Hawaiian Native/Pacific Islander – Male
HP09F	199	N	Grade 9 students – Hawaiian Native/Pacific Islander – Female
TR09M	200	N	Grade 9 students – Two or more races – Male
TR09F	201	N	Grade 9 students – Two or more races – Female
AM10M	202	N	Grade 10 students – American Indian/Alaska Native – Male
AM10F	203	N	Grade 10 students – American Indian/Alaska Native – Female
AS10M	204	N	Grade 10 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
AS10F	205	N	Grade 10 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HI10M	206	N	Grade 10 students – Hispanic – Male
HI10F	207	N	Grade 10 students – Hispanic – Female
BL10M	208	N	Grade 10 students – Black – Male
BL10F	209	N	Grade 10 students – Black – Female
WH10M	210	N	Grade 10 students – White – Male
WH10F	211	N	Grade 10 students – White – Female
HP10M	212	N	Grade 10 students – Hawaiian Native/Pacific Islander – Male
HP10F	213	N	Grade 10 students – Hawaiian Native/Pacific Islander – Female
TR10M	214	N	Grade 10 students – Two or more races – Male
TR10F	215	N	Grade 10 students – Two or more races – Female
AM11M	216	N	Grade 11 students – American Indian/Alaska Native – Male
AM11F	217	N	Grade 11 students – American Indian/Alaska Native – Female
AS11M	218	N	Grade 11 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
AS11F	219	N	Grade 11 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HI11M	220	N	Grade 11 students – Hispanic – Male
HI11F	221	N	Grade 11 students – Hispanic – Female
BL11M	222	N	Grade 11 students – Black – Male
BL11F	223	N	Grade 11 students – Black – Female

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Variable Name	Order	Data Type	Description
WH11M	224	N	Grade 11 students – White – Male
WH11F	225	N	Grade 11 students – White – Female
HP11M	226	N	Grade 11 students – Hawaiian Native/Pacific Islander – Male
HP11F	227	N	Grade 11 students – Hawaiian Native/Pacific Islander – Female
TR11M	228	N	Grade 11 students – Two or more races – Male
TR11F	229	N	Grade 11 students – Two or more races – Female
AM12M	230	N	Grade 12 students – American Indian/Alaska Native – Male
AM12F	231	N	Grade 12 students – American Indian/Alaska Native – Female
AS12M	232	N	Grade 12 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
AS12F	233	N	Grade 12 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HI12M	234	N	Grade 12 students – Hispanic – Male
HI12F	235	N	Grade 12 students – Hispanic – Female
BL12M	236	N	Grade 12 students – Black – Male
BL12F	237	N	Grade 12 students – Black – Female
WH12M	238	N	Grade 12 students – White – Male
WH12F	239	N	Grade 12 students – White – Female
HP12M	240	N	Grade 12 students – Hawaiian Native/Pacific Islander – Male
HP12F	241	N	Grade 12 students – Hawaiian Native/Pacific Islander – Female
TR12M	242	N	Grade 12 students – Two or more races – Male
TR12F	243	N	Grade 12 students – Two or more races – Female
AMUGM	244	N	Ungraded students – American Indian/Alaska Native – Male
AMUGF	245	N	Ungraded students – American Indian/Alaska Native – Female
ASUGM	246	N	Ungraded students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
ASUGF	247	N	Ungraded students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HIUGM	248	N	Ungraded students – Hispanic – Male
HIUGF	249	N	Ungraded students – Hispanic – Female
BLUGM	250	N	Ungraded students – Black – Male

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Variable Name	Order	Data Type	Description
BLUGF	251	N	Ungraded students – Black – Female
WHUGM	252	N	Ungraded students – White – Male
WHUGF	253	N	Ungraded students – White – Female
HPUGM	254	N	Ungraded students – Hawaiian Native/Pacific Islander – Male
HPUGF	255	N	Ungraded students – Hawaiian Native/Pacific Islander – Female
TRUGM	256	N	Ungraded students – Two or more races – Male
TRUGF	257	N	Ungraded students – Two or more races – Female
AM	258	N	Total students – American Indian/Alaska Native
AMALM	259	N	Total students – American Indian/Alaska Native – Male
AMALF	260	N	Total students – American Indian/Alaska Native – Female
AS	261	N	Total students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7)
ASALM	262	N	Total students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male
ASALF	263	N	Total students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female
HI	264	N	Total students – Hispanic
HIALM	265	N	Total students – Hispanic – Male
HIALF	266	N	Total students – Hispanic – Female
BL	267	N	Total students – Black
BLALM	268	N	Total students – Black – Male
BLALF	269	N	Total students – Black – Female
WH	270	N	Total students – White
WHALM	271	N	Total students – White – Male
WHALF	272	N	Total students – White – Female
HP	273	N	Total students – Hawaiian Native/Pacific Islander
HPALM	274	N	Total students – Hawaiian Native/Pacific Islander – Male
HPALF	275	N	Total students – Hawaiian Native/Pacific Islander – Female
TR	276	N	Total students – Two or more races
TRALM	277	N	Total students – Two or more races – Male

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Variable Name	Order	Data Type	Description
TRALF	278	N	Total students – Two or more races – Female
IPKTCH	279	AN	Imputation flag – Prekindergarten teachers
IKGTCH	280	AN	Imputation flag – Kindergarten teachers
IELMTCH	281	AN	Imputation flag – Elementary teachers
ISECTCH	282	AN	Imputation flag – Secondary teachers
IUGTCH	283	AN	Imputation flag – Teachers of ungraded classes
ITOTTCH	284	AN	Imputation flag – Total full-time-equivalent (FTE) teachers
IAIDES	285	AN	Imputation flag – Instructional aides
ICORSUP	286	AN	Imputation flag – Instructional coordinators and supervisors
IELMGUI	287	AN	Imputation flag – Elementary guidance counselors/directors
ISECGUI	288	AN	Imputation flag – Secondary guidance counselors/directors
IOTHGUI	289	AN	Imputation flag – Other guidance counselors/directors
ITOTGUI	290	AN	Imputation flag – Total guidance counselors/directors
ILIBSPE	291	AN	Imputation flag – Librarians
ILIBSUP	292	AN	Imputation flag – Library support staff
ILEAADM	293	AN	Imputation flag – Local Education Agency (LEA) administrators
ILEASUP	294	AN	Imputation flag – Administrative support staff
ISCHADM	295	AN	Imputation flag – School administrators
ISCHSUP	296	AN	Imputation flag – School administrative support staff
ISTUSUP	297	AN	Imputation flag – Student support services
IOTHSUP	298	AN	Imputation flag – All other support services staff
IPK	299	AN	Imputation flag – Prekindergarten students
IKG	300	AN	Imputation flag – Kindergarten students
IG01	301	AN	Imputation flag – Grade 1 students
IG02	302	AN	Imputation flag – Grade 2 students
IG03	303	AN	Imputation flag – Grade 3 students
IG04	304	AN	Imputation flag – Grade 4 students

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Variable Name	Order	Data Type	Description
IG05	305	AN	Imputation flag – Grade 5 students
IG06	306	AN	Imputation flag – Grade 6 students
IG07	307	AN	Imputation flag – Grade 7 students
IG08	308	AN	Imputation flag – Grade 8 students
IG09	309	AN	Imputation flag – Grade 9 students
IG10	310	AN	Imputation flag – Grade 10 students
IG11	311	AN	Imputation flag – Grade 11 students
IG12	312	AN	Imputation flag – Grade 12 students
IUG	313	AN	Imputation flag – Ungraded students
IMEMBER	314	AN	Imputation flag – Total students

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

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

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

Variable	Label	Missing	Not applicable	Reported
SURVYEAR	Starting year of survey (2010)	0	0	58
FIPST	American National Standards Institute code	0	0	58
STABR	Postal state abbreviation codes	0	0	58
SEANAME	Name of state education agency	0	0	58
STREET	State education agency mailing street	0	0	58
CITY	State education agency mailing city	0	0	58
STNAME	State education agency mailing state	0	0	58
ZIP	State education agency mailing ZIP code	0	0	58
ZIP4	State education agency mailing ZIP+4 code	17	0	41
PHONE	Area code and local phone number	0	0	58

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

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data State
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Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2010–11

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
PKTCH	Prekindergarten teachers	9.0	8,502.1	1,035.2	4	0
KGTCH	Kindergarten teachers	22.0	20,134.8	3,175.7	4	0
ELMTCH	Elementary teachers	286.0	153,045.6	27,261.8	3	0
SECTCH	Secondary teachers	266.0	133,218.4	22,098.4	3	0
UGTCH	Teachers of ungraded classes	3.0	40,540.6	6,577.0	0	28
TOTTCH	Total full-time-equivalent (FTE) teachers	607.0	334,996.9	57,082.0	3	0
AIDES	Instructional aides	95.0	63,972.0	13,328.0	3	0
CORSUP	Instructional coordinators and supervisors	10.0	13,419.2	1,263.1	3	0
ELMGUI	Elementary guidance counselors/directors	13.0	4,620.1	746.4	4	0
SECGUI	Secondary guidance counselors/directors	23.0	6,591.9	1,139.0	4	0
OTHGUI	Other guidance counselors/directors	2.0	828.0	237.6	0	40
TOTGUI	Total guidance counselors/directors	36.0	11,212.0	1,928.9	3	0
LIBSPE	Librarians	23.0	5,097.0	954.4	4	0
LIBSUP	Library support staff	3.0	4,047.0	660.1	3	0
LEAADM	Local Education Agency (LEA) administrators	8.0	6,563.0	1,183.6	3	0
LEASUP	Administrative support staff	53.0	22,339.0	3,413.6	3	0
SCHADM	School administrators	40.0	22,360.0	3,031.2	3	0
SCHSUP	School administrative support staff	46.0	31,484.5	4,452.3	3	0
STUSUP	Student support services	34.0	24,171.0	4,933.8	3	0
OTHSUP	All other support services staff	99.0	144,500.0	21,640.7	3	0
PK	Prekindergarten students	68.0	249,122.0	23,705.1	4	0
KG	Kindergarten students	604.0	468,036.0	66,456.3	2	0
G01	Grade 1 students	775.0	477,086.0	67,828.7	2	0
G02	Grade 2 students	782.0	470,001.0	66,823.3	2	0
G03	Grade 3 students	818.0	461,967.0	66,573.8	2	0
G04	Grade 4 students	841.0	463,691.0	67,074.2	2	0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data State
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Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2010–11—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
G05	Grade 5 students	855.0	469,800.0	67,181.9	2	0
G06	Grade 6 students	826.0	467,271.0	66,549.8	2	0
G07	Grade 7 students	856.0	463,505.0	66,500.8	2	0
G08	Grade 8 students	816.0	476,639.0	66,154.0	2	0
G09	Grade 9 students	1,088.0	510,011.0	72,388.2	2	0
G10	Grade 10 students	873.0	502,452.0	68,613.3	2	0
G11	Grade 11 students	740.0	488,530.0	63,878.5	2	0
G12	Grade 12 students	716.0	492,545.0	62,631.7	2	0
UG	Ungraded students	53.0	56,860.0	7,409.9	0	40
MEMBER	Total students	11,105.0	6,289,578.0	893,894.6	2	0
AMPKM	Prekindergarten students – American Indian/Alaska Native – Male	0.0	3,546.0	181.9	6	0
AMPKF	Prekindergarten students – American Indian/Alaska Native – Female	0.0	3,237.0	151.8	6	0
ASPKM	Prekindergarten students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	3,707.0	366.7	6	0
ASPKF	Prekindergarten students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	3,212.0	313.8	6	0
HIPKM	Prekindergarten students – Hispanic – Male	0.0	80,987.0	3,435.9	6	0
HIPKF	Prekindergarten students – Hispanic – Female	0.0	76,459.0	3,077.8	6	0
BLPKM	Prekindergarten students – Black – Male	0.0	18,608.0	2,424.9	6	0
BLPKF	Prekindergarten students – Black – Female	0.0	17,401.0	2,207.2	6	0
WHPKM	Prekindergarten students – White – Male	0.0	23,950.0	5,741.3	6	0
WHPKF	Prekindergarten students – White – Female	0.0	19,647.0	4,504.5	6	0
HPPKM	Prekindergarten students – Hawaiian Native/Pacific Islander – Male	0.0	358.0	31.7	3	3
HPPKF	Prekindergarten students – Hawaiian Native/Pacific Islander – Female	0.0	159.0	25.2	3	3

See notes at end of table.

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

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
TRPKM	Prekindergarten students – Two or more races – Male	0.0	1,736.0	319.5	3	3
TRPKF	Prekindergarten students – Two or more races – Female	0.0	1,549.0	261.8	3	3
AMKGM	Kindergarten students – American Indian/Alaska Native – Male	0.0	4,522.0	420.4	2	0
AMKGF	Kindergarten students – American Indian/Alaska Native – Female	0.0	4,205.0	402.4	2	0
ASKGM	Kindergarten students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	23,300.0	1,483.0	2	0
ASKGF	Kindergarten students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	21,991.0	1,439.8	2	0
HIKGM	Kindergarten students – Hispanic – Male	0.0	132,186.0	8,914.8	2	0
HIKGF	Kindergarten students – Hispanic – Female	0.0	125,042.0	8,445.4	2	0
BLKGM	Kindergarten students – Black – Male	0.0	23,714.0	5,097.2	2	0
BLKGF	Kindergarten students – Black – Female	0.0	22,013.0	4,798.2	2	0
WHKGM	Kindergarten students – White – Male	0.0	59,741.0	17,235.7	2	0
WHKGF	Kindergarten students – White – Female	0.0	54,130.0	15,845.5	2	0
HPKGM	Kindergarten students – Hawaiian Native/Pacific Islander – Male	0.0	3,230.0	160.5	0	3
HPKGF	Kindergarten students – Hawaiian Native/Pacific Islander – Female	0.0	2,834.0	148.3	0	3
TRKGM	Kindergarten students – Two or more races – Male	0.0	10,709.0	1,077.6	0	3
TRKGF	Kindergarten students – Two or more races – Female	0.0	10,177.0	1,030.7	0	3
AM01M	Grade 1 students – American Indian/Alaska Native – Male	0.0	4,623.0	424.9	2	0
AM01F	Grade 1 students – American Indian/Alaska Native – Female	0.0	4,276.0	396.9	2	0
AS01M	Grade 1 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	25,944.0	1,604.2	2	0
AS01F	Grade 1 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	24,483.0	1,577.1	2	0
HI01M	Grade 1 students – Hispanic – Male	0.0	131,763.0	8,988.4	2	0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data State
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Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2010–11—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HI01F	Grade 1 students – Hispanic – Female	0.0	124,960.0	8,503.3	2	0
BL01M	Grade 1 students – Black – Male	0.0	24,448.0	5,273.4	2	0
BL01F	Grade 1 students – Black – Female	0.0	22,807.0	4,962.9	2	0
WH01M	Grade 1 students – White – Male	0.0	61,768.0	17,515.7	2	0
WH01F	Grade 1 students – White – Female	0.0	56,935.0	16,323.1	2	0
HP01M	Grade 1 students – Hawaiian Native/Pacific Islander – Male	0.0	2,861.0	152.9	0	3
HP01F	Grade 1 students – Hawaiian Native/Pacific Islander – Female	0.0	2,611.0	144.2	0	3
TR01M	Grade 1 students – Two or more races – Male	0.0	8,953.0	1,026.3	0	3
TR01F	Grade 1 students – Two or more races – Female	0.0	8,507.0	976.7	0	3
AM02M	Grade 2 students – American Indian/Alaska Native – Male	0.0	4,363.0	409.7	2	0
AM02F	Grade 2 students – American Indian/Alaska Native – Female	0.0	4,092.0	390.1	2	0
AS02M	Grade 2 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	26,425.0	1,609.9	2	0
AS02F	Grade 2 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	24,964.0	1,583.7	2	0
HI02M	Grade 2 students – Hispanic – Male	0.0	127,934.0	8,662.3	2	0
HI02F	Grade 2 students – Hispanic – Female	0.0	122,222.0	8,254.7	2	0
BL02M	Grade 2 students – Black – Male	0.0	24,041.0	5,202.0	2	0
BL02F	Grade 2 students – Black – Female	0.0	22,859.0	4,959.1	2	0
WH02M	Grade 2 students – White – Male	0.0	61,312.0	17,363.5	2	0
WH02F	Grade 2 students – White – Female	0.0	57,550.0	16,291.6	2	0
HP02M	Grade 2 students – Hawaiian Native/Pacific Islander – Male	0.0	2,759.0	148.4	0	3
HP02F	Grade 2 students – Hawaiian Native/Pacific Islander – Female	0.0	2,410.0	136.0	0	3
TR02M	Grade 2 students – Two or more races – Male	0.0	7,764.0	940.5	0	3
TR02F	Grade 2 students – Two or more races – Female	0.0	7,646.0	909.9	0	3

See notes at end of table.

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

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AM03M	Grade 3 students – American Indian/Alaska Native – Male	0.0	4,369.0	404.9	2	0
AM03F	Grade 3 students – American Indian/Alaska Native – Female	0.0	4,298.0	396.1	2	0
AS03M	Grade 3 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	25,818.0	1,570.0	2	0
AS03F	Grade 3 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	24,497.0	1,540.6	2	0
HI03M	Grade 3 students – Hispanic – Male	0.0	125,104.0	8,497.0	2	0
HI03F	Grade 3 students – Hispanic – Female	0.0	119,918.0	8,122.9	2	0
BL03M	Grade 3 students – Black – Male	0.0	25,450.0	5,346.3	2	0
BL03F	Grade 3 students – Black – Female	0.0	23,592.0	5,097.0	2	0
WH03M	Grade 3 students – White – Male	0.0	60,453.0	17,334.8	2	0
WH03F	Grade 3 students – White – Female	0.0	56,658.0	16,284.7	2	0
HP03M	Grade 3 students – Hawaiian Native/Pacific Islander – Male	0.0	2,640.0	142.4	0	3
HP03F	Grade 3 students – Hawaiian Native/Pacific Islander – Female	0.0	2,487.0	135.8	0	3
TR03M	Grade 3 students – Two or more races – Male	0.0	7,340.0	882.4	0	3
TR03F	Grade 3 students – Two or more races – Female	0.0	6,879.0	854.9	0	3
AM04M	Grade 4 students – American Indian/Alaska Native – Male	0.0	4,498.0	411.1	2	0
AM04F	Grade 4 students – American Indian/Alaska Native – Female	0.0	4,220.0	392.3	2	0
AS04M	Grade 4 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	26,215.0	1,569.1	2	0
AS04F	Grade 4 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	24,656.0	1,534.8	2	0
HI04M	Grade 4 students – Hispanic – Male	0.0	124,494.0	8,384.4	2	0
HI04F	Grade 4 students – Hispanic – Female	0.0	119,653.0	8,038.4	2	0
BL04M	Grade 4 students – Black – Male	0.0	24,456.0	5,388.4	2	0
BL04F	Grade 4 students – Black – Female	0.0	23,826.0	5,165.2	2	0

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data State
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Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2010–11—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
WH04M	Grade 4 students – White – Male	0.0	61,379.0	17,643.9	2	0
WH04F	Grade 4 students – White – Female	0.0	57,091.0	16,606.4	2	0
HP04M	Grade 4 students – Hawaiian Native/Pacific Islander – Male	0.0	2,425.0	138.5	0	3
HP04F	Grade 4 students – Hawaiian Native/Pacific Islander – Female	0.0	2,371.0	134.9	0	3
TR04M	Grade 4 students – Two or more races – Male	0.0	7,320.0	862.6	0	3
TR04F	Grade 4 students – Two or more races – Female	0.0	7,027.0	839.5	0	3
AM05M	Grade 5 students – American Indian/Alaska Native – Male	0.0	4,446.0	407.1	2	0
AM05F	Grade 5 students – American Indian/Alaska Native – Female	0.0	4,344.0	396.0	2	0
AS05M	Grade 5 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	27,622.0	1,599.1	2	0
AS05F	Grade 5 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	25,748.0	1,556.8	2	0
HI05M	Grade 5 students – Hispanic – Male	0.0	124,700.0	8,215.2	2	0
HI05F	Grade 5 students – Hispanic – Female	0.0	119,781.0	7,900.4	2	0
BL05M	Grade 5 students – Black – Male	0.0	24,969.0	5,387.1	2	0
BL05F	Grade 5 students – Black – Female	0.0	24,017.0	5,211.6	2	0
WH05M	Grade 5 students – White – Male	0.0	63,041.0	17,855.4	2	0
WH05F	Grade 5 students – White – Female	0.0	58,883.0	16,780.9	2	0
HP05M	Grade 5 students – Hawaiian Native/Pacific Islander – Male	0.0	2,508.0	143.6	0	3
HP05F	Grade 5 students – Hawaiian Native/Pacific Islander – Female	0.0	2,381.0	132.3	0	3
TR05M	Grade 5 students – Two or more races – Male	0.0	6,708.0	824.9	0	3
TR05F	Grade 5 students – Two or more races – Female	0.0	6,332.0	805.4	0	3
AM06M	Grade 6 students – American Indian/Alaska Native – Male	0.0	4,436.0	416.6	2	0
AM06F	Grade 6 students – American Indian/Alaska Native – Female	0.0	4,309.0	399.7	2	0

See notes at end of table.

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

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AS06M	Grade 6 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	26,723.0	1,510.1	2	0
AS06F	Grade 6 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	25,036.0	1,469.1	2	0
HI06M	Grade 6 students – Hispanic – Male	0.0	122,753.0	8,003.9	2	0
HI06F	Grade 6 students – Hispanic – Female	0.0	117,243.0	7,653.2	2	0
BL06M	Grade 6 students – Black – Male	0.0	24,253.0	5,410.4	2	0
BL06F	Grade 6 students – Black – Female	0.0	23,353.0	5,160.0	2	0
WH06M	Grade 6 students – White – Male	0.0	64,394.0	17,903.5	2	0
WH06F	Grade 6 students – White – Female	0.0	59,874.0	16,805.8	2	0
HP06M	Grade 6 students – Hawaiian Native/Pacific Islander – Male	0.0	2,521.0	143.3	0	3
HP06F	Grade 6 students – Hawaiian Native/Pacific Islander – Female	0.0	2,300.0	132.1	0	3
TR06M	Grade 6 students – Two or more races – Male	0.0	6,731.0	795.2	0	3
TR06F	Grade 6 students – Two or more races – Female	0.0	6,562.0	780.2	0	3
AM07M	Grade 7 students – American Indian/Alaska Native – Male	0.0	4,461.0	419.7	2	0
AM07F	Grade 7 students – American Indian/Alaska Native – Female	0.0	4,176.0	401.5	2	0
AS07M	Grade 7 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	25,810.0	1,506.9	2	0
AS07F	Grade 7 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	23,830.0	1,452.1	2	0
HI07M	Grade 7 students – Hispanic – Male	0.0	121,234.0	7,908.5	2	0
HI07F	Grade 7 students – Hispanic – Female	0.0	116,448.0	7,540.0	2	0
BL07M	Grade 7 students – Black – Male	0.0	24,319.0	5,412.7	2	0
BL07F	Grade 7 students – Black – Female	0.0	23,405.0	5,177.6	2	0
WH07M	Grade 7 students – White – Male	0.0	64,596.0	17,994.3	2	0
WH07F	Grade 7 students – White – Female	0.0	60,900.0	16,952.9	2	0

See notes at end of table.

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

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HP07M	Grade 7 students – Hawaiian Native/Pacific Islander – Male	0.0	2,403.0	139.0	0	3
HP07F	Grade 7 students – Hawaiian Native/Pacific Islander – Female	0.0	2,188.0	128.6	0	3
TR07M	Grade 7 students – Two or more races – Male	0.0	6,475.0	750.9	0	3
TR07F	Grade 7 students – Two or more races – Female	0.0	6,218.0	747.7	0	3
AM08M	Grade 8 students – American Indian/Alaska Native – Male	0.0	4,108.0	405.2	2	0
AM08F	Grade 8 students – American Indian/Alaska Native – Female	0.0	4,186.0	394.0	2	0
AS08M	Grade 8 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	28,333.0	1,567.9	2	0
AS08F	Grade 8 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	26,301.0	1,500.7	2	0
HI08M	Grade 8 students – Hispanic – Male	0.0	122,707.0	7,733.7	2	0
HI08F	Grade 8 students – Hispanic – Female	0.0	117,932.0	7,431.0	2	0
BL08M	Grade 8 students – Black – Male	0.0	23,909.0	5,320.5	2	0
BL08F	Grade 8 students – Black – Female	0.0	23,091.0	5,130.9	2	0
WH08M	Grade 8 students – White – Male	0.0	66,804.0	18,014.9	2	0
WH08F	Grade 8 students – White – Female	0.0	62,449.0	16,995.8	2	0
HP08M	Grade 8 students – Hawaiian Native/Pacific Islander – Male	0.0	2,258.0	137.1	0	3
HP08F	Grade 8 students – Hawaiian Native/Pacific Islander – Female	0.0	1,980.0	124.0	0	3
TR08M	Grade 8 students – Two or more races – Male	0.0	6,175.0	709.8	0	3
TR08F	Grade 8 students – Two or more races – Female	0.0	6,093.0	718.8	0	3
AM09M	Grade 9 students – American Indian/Alaska Native – Male	0.0	4,519.0	464.1	2	0
AM09F	Grade 9 students – American Indian/Alaska Native – Female	0.0	4,066.0	429.6	2	0
AS09M	Grade 9 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	28,518.0	1,659.1	2	0

See notes at end of table.

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AS09F	Grade 9 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	26,642.0	1,567.4	2	0
HI09M	Grade 9 students – Hispanic – Male	0.0	134,805.0	8,654.4	2	0
HI09F	Grade 9 students – Hispanic – Female	0.0	127,147.0	8,010.4	2	0
BL09M	Grade 9 students – Black – Male	0.0	30,447.0	6,444.0	2	0
BL09F	Grade 9 students – Black – Female	0.0	27,430.0	5,880.2	2	0
WH09M	Grade 9 students – White – Male	0.0	70,446.0	19,417.4	2	0
WH09F	Grade 9 students – White – Female	0.0	65,982.0	18,069.7	2	0
HP09M	Grade 9 students – Hawaiian Native/Pacific Islander – Male	0.0	2,616.0	153.0	0	3
HP09F	Grade 9 students – Hawaiian Native/Pacific Islander – Female	0.0	2,405.0	138.4	0	3
TR09M	Grade 9 students – Two or more races – Male	0.0	7,183.0	766.7	0	3
TR09F	Grade 9 students – Two or more races – Female	0.0	6,967.0	766.4	0	3
AM10M	Grade 10 students – American Indian/Alaska Native – Male	0.0	4,200.0	425.3	2	0
AM10F	Grade 10 students – American Indian/Alaska Native – Female	0.0	4,074.0	405.4	2	0
AS10M	Grade 10 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	30,016.0	1,665.4	2	0
AS10F	Grade 10 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	27,571.0	1,575.1	2	0
HI10M	Grade 10 students – Hispanic – Male	0.0	127,267.0	7,731.8	2	0
HI10F	Grade 10 students – Hispanic – Female	0.0	121,560.0	7,386.5	2	0
BL10M	Grade 10 students – Black – Male	0.0	24,132.0	5,705.8	2	0
BL10F	Grade 10 students – Black – Female	0.0	23,740.0	5,520.0	2	0
WH10M	Grade 10 students – White – Male	0.0	72,779.0	18,805.6	2	0
WH10F	Grade 10 students – White – Female	0.0	68,482.0	17,819.4	2	0
HP10M	Grade 10 students – Hawaiian Native/Pacific Islander – Male	0.0	2,173.0	137.9	0	3

See notes at end of table.

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HP10F	Grade 10 students – Hawaiian Native/Pacific Islander – Female	0.0	2,052.0	128.0	0	3
TR10M	Grade 10 students – Two or more races – Male	0.0	5,850.0	654.7	0	3
TR10F	Grade 10 students – Two or more races – Female	0.0	5,869.0	681.0	0	3
AM11M	Grade 11 students – American Indian/Alaska Native – Male	0.0	3,900.0	388.4	2	0
AM11F	Grade 11 students – American Indian/Alaska Native – Female	0.0	3,795.0	381.7	2	0
AS11M	Grade 11 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	30,037.0	1,602.1	2	0
AS11F	Grade 11 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	27,728.0	1,505.0	2	0
HI11M	Grade 11 students – Hispanic – Male	0.0	119,761.0	6,797.8	2	0
HI11F	Grade 11 students – Hispanic – Female	0.0	115,975.0	6,651.0	2	0
BL11M	Grade 11 students – Black – Male	0.0	21,524.0	4,939.8	2	0
BL11F	Grade 11 students – Black – Female	0.0	21,019.0	5,038.6	2	0
WH11M	Grade 11 students – White – Male	0.0	73,050.0	17,974.7	2	0
WH11F	Grade 11 students – White – Female	0.0	68,942.0	17,224.5	2	0
HP11M	Grade 11 students – Hawaiian Native/Pacific Islander – Male	0.0	1,913.0	122.3	0	3
HP11F	Grade 11 students – Hawaiian Native/Pacific Islander – Female	0.0	1,827.0	117.6	0	3
TR11M	Grade 11 students – Two or more races – Male	0.0	5,382.0	564.4	0	3
TR11F	Grade 11 students – Two or more races – Female	0.0	5,228.0	595.6	0	3
AM12M	Grade 12 students – American Indian/Alaska Native – Male	0.0	3,600.0	375.3	2	0
AM12F	Grade 12 students – American Indian/Alaska Native – Female	0.0	3,461.0	370.0	2	0
AS12M	Grade 12 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	31,056.0	1,584.9	2	0
AS12F	Grade 12 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	28,849.0	1,490.1	2	0

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HI12M	Grade 12 students – Hispanic – Male	0.0	118,142.0	6,405.1	2	0
HI12F	Grade 12 students – Hispanic – Female	0.0	113,995.0	6,377.6	2	0
BL12M	Grade 12 students – Black – Male	0.0	20,026.0	4,662.8	2	0
BL12F	Grade 12 students – Black – Female	0.0	21,464.0	4,929.6	2	0
WH12M	Grade 12 students – White – Male	0.0	75,753.0	17,975.4	2	0
WH12F	Grade 12 students – White – Female	0.0	70,454.0	17,222.8	2	0
HP12M	Grade 12 students – Hawaiian Native/Pacific Islander – Male	0.0	1,639.0	121.3	0	3
HP12F	Grade 12 students – Hawaiian Native/Pacific Islander – Female	0.0	1,570.0	112.6	0	3
TR12M	Grade 12 students – Two or more races – Male	0.0	4,837.0	501.3	0	3
TR12F	Grade 12 students – Two or more races – Female	0.0	4,872.0	525.5	0	3
AMUGM	Ungraded students – American Indian/Alaska Native – Male	0.0	172.0	27.8	0	40
AMUGF	Ungraded students – American Indian/Alaska Native – Female	0.0	95.0	16.3	0	40
ASUGM	Ungraded students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	1,739.0	195.6	0	40
ASUGF	Ungraded students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	650.0	88.4	0	40
HIUGM	Ungraded students – Hispanic – Male	0.0	10,885.0	1,699.8	0	40
HIUGF	Ungraded students – Hispanic – Female	0.0	4,512.0	790.1	0	40
BLUGM	Ungraded students – Black – Male	0.0	10,363.0	1,237.0	0	40
BLUGF	Ungraded students – Black – Female	0.0	4,183.0	558.2	0	40
WHUGM	Ungraded students – White – Male	0.0	17,251.0	1,828.7	0	40
WHUGF	Ungraded students – White – Female	0.0	6,844.0	910.9	0	40
HPUGM	Ungraded students – Hawaiian Native/Pacific Islander – Male	0.0	43.0	7.9	0	40
HPUGF	Ungraded students – Hawaiian Native/Pacific Islander – Female	0.0	32.0	4.7	0	40

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
TRUGM	Ungraded students – Two or more races – Male	0.0	233.0	29.8	0	40
TRUGF	Ungraded students – Two or more races – Female	0.0	81.0	14.6	0	40
AM	Total students – American Indian/Alaska Native	0.0	116,597.0	10,852.2	2	0
AMALM	Total students – American Indian/Alaska Native – Male	0.0	59,763.0	5,550.3	2	0
AMALF	Total students – American Indian/Alaska Native – Female	0.0	56,834.0	5,301.8	2	0
AS	Total students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7)	0.0	688,613.0	41,047.1	2	0
ASALM	Total students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	356,180.0	20,935.1	2	0
ASALF	Total students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	332,433.0	20,112.1	2	0
HI	Total students – Hispanic	0.0	3,197,490.0	212,060.7	2	0
HIALM	Total students – Hispanic – Male	0.0	1,634,664.0	108,634.1	2	0
HIALF	Total students – Hispanic – Female	0.0	1,562,826.0	103,426.6	2	0
BL	Total students – Black	0.0	638,377.0	141,499.3	2	0
BLALM	Total students – Black – Male	0.0	327,613.0	72,239.6	2	0
BLALF	Total students – Black – Female	0.0	310,764.0	69,259.7	2	0
WH	Total students – White	0.0	1,655,539.0	462,652.3	2	0
WHALM	Total students – White – Male	0.0	856,595.0	238,953.7	2	0
WHALF	Total students – White – Female	0.0	798,944.0	223,698.6	2	0
HP	Total students – Hawaiian Native/Pacific Islander	0.0	61,954.0	3,610.7	0	3
HPALM	Total students – Hawaiian Native/Pacific Islander – Male	0.0	32,347.0	1,872.7	0	3
HPALF	Total students – Hawaiian Native/Pacific Islander – Female	0.0	29,607.0	1,738.1	0	3
TR	Total students – Two or more races	4.0	179,880.0	21,153.8	0	3
TRALM	Total students – Two or more races – Male	2.0	91,475.0	10,669.1	0	3
TRALF	Total students – Two or more races – Female	2.0	88,405.0	10,484.6	0	3

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

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

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag - ethnic categories indicator (RACECAT)				
5—5 categories	3	5.2	3	5.2
7—7 categories	55	94.8	58	100.0
Imputation flag - prekindergarten teachers (IPKTCH)				
A—Edit ¹	3	5.2	3	5.2
C—Combined with data provided elsewhere by the state	1	1.7	4	6.9
P—Imputation based on prior year’s data	2	3.5	6	10.3
R—As reported by the state	52	89.7	58	100.0
Imputation flag - kindergarten teachers (IKGTCH)				
A—Edit ¹	4	6.9	4	6.9
C—Combined with data provided elsewhere by the state	3	5.2	7	12.1
R—As reported by the state	51	87.9	58	100.0
Imputation flag - elementary teachers (IELMTCH)				
A—Edit ¹	8	13.8	8	13.8
R—As reported by the state	50	86.2	58	100.0
Imputation flag - secondary teachers (ISECTCH)				
A—Edit ¹	5	8.6	5	8.6
R—As reported by the state	53	91.4	58	100.0
Imputation flag - teachers of ungraded classes (IUGTCH)				
A—Edit ¹	30	51.7	30	51.7
R—As reported by the state	28	48.3	58	100.0
Imputation flag - total FTE teachers (ITOTTCH)				
A—Edit ¹	6	10.3	6	10.3
R—As reported by the state	50	86.2	56	96.6
T—Total based on sum of detail from imputed value	2	3.5	58	100.0
Imputation flag - instructional aides (IAIDES)				
A—Edit ¹	3	5.2	3	5.2
P—Imputation based on prior year’s data	3	5.2	6	10.3
R—As reported by the state	52	89.7	58	100.0

See notes at end of table.

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

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag - instructional coordinators and supervisors (ICORSUP)				
A—Edit ¹	2	3.5	2	3.5
C—Combined with data provided elsewhere by the state	1	1.7	3	5.2
P—Imputation based on prior year’s data	2	3.5	5	8.6
R—As reported by the state	53	91.4	58	100.0
Imputation flag - elementary guidance counselors/directors (IELMGUI)				
A—Edit ¹	3	5.2	3	5.2
D—Disaggregated from reported total	6	10.3	9	15.5
R—As reported by the state	49	84.5	58	100.0
Imputation flag - secondary guidance counselors/directors (ISECGUI)				
A—Edit ¹	4	6.9	4	6.9
D—Disaggregated from reported total	6	10.3	10	17.2
R—As reported by the state	48	82.8	58	100.0
Imputation flag - other guidance counselors/directors (IOTHGUI)				
A—Edit ¹	41	70.7	41	70.7
R—As reported by the state	17	29.3	58	100.0
Imputation flag - total guidance counselors/directors (ITOTGUI)				
A—Edit ¹	5	8.6	5	8.6
R—As reported by the state	53	91.4	58	100.0
Imputation flag – librarians (ILIBSPE)				
A—Edit ¹	5	8.62	5	8.6
R—As reported by the state	53	91.38	58	100.0
Imputation flag - library support staff (ILIBSUP)				
A—Edit ¹	3	5.2	3	5.2
P—Imputation based on prior year’s data	6	10.3	9	15.5
R—As reported by the state	49	84.5	58	100.0

See notes at end of table.

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

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag - LEA administrators (ILEAADM)				
A—Edit ¹	3	5.2	3	5.2
R—As reported by the state	55	94.8	58	100.0
Imputation flag - LEA administrative support staff (ILEASUP)				
A—Edit ¹	6	10.3	6	10.3
P—Imputation based on prior year's data	3	5.2	9	15.5
R—As reported by the state	49	84.5	58	100.0
Imputation flag - school administrators (ISCHADM)				
A—Edit ¹	5	8.6	5	8.6
R—As reported by the state	53	91.4	58	100.0
Imputation flag - school administrative support staff (ISCHSUP)				
A—Edit ¹	6	10.3	6	10.3
P—Imputation based on prior year's data	3	5.2	9	15.5
R—As reported by the state	49	84.5	58	100.0
Imputation flag - student support services (ISTUSUP)				
A—Edit ¹	6	10.3	6	10.3
C—Combined with data provided elsewhere by the state	1	1.7	7	12.1
P—Imputation based on prior year's data	1	1.7	8	13.8
R—As reported by the state	50	86.2	58	100.0
Imputation flag - all other support services (IOTHSUP)				
A—Edit ¹	8	13.8	8	13.8
P—Imputation based on prior year's data	2	3.5	10	17.2
R—As reported by the state	48	82.8	58	100.0
Imputation flag - prekindergarten students (IPK)				
A—Edit ¹	12	20.7	12	20.7
R—As reported by the state	46	79.3	58	100.0
Imputation flag - kindergarten students (IKG)				
A—Edit ¹	10	17.2	10	17.2
R—As reported by the state	48	82.8	58	100.0
Imputation flag - grade 1 students (IG01)				
A—Edit ¹	8	13.8	8	13.8
R—As reported by the state	50	86.2	58	100.0

See notes at end of table.

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

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag - grade 2 students (IG02)				
A—Edit ¹	9	15.5	9	15.5
R—As reported by the state	49	84.5	58	100.0
Imputation flag - grade 3 students (IG03)				
A—Edit ¹	8	13.8	8	13.8
R—As reported by the state	50	86.2	58	100.0
Imputation flag - grade 4 students (IG04)				
A—Edit ¹	9	15.5	9	15.5
R—As reported by the state	49	84.5	58	100.0
Imputation flag - grade 5 students (IG05)				
A—Edit ¹	8	13.8	8	13.8
R—As reported by the state	50	86.2	58	100.0
Imputation flag - grade 6 students (IG06)				
A—Edit ¹	9	15.5	9	15.5
R—As reported by the state	49	84.5	58	100.0
Imputation flag - grade 7 students (IG07)				
A—Edit ¹	8	13.8	8	13.8
R—As reported by the state	50	86.2	58	100.0
Imputation flag - grade 8 students (IG08)				
A—Edit ¹	8	13.8	8	13.8
R—As reported by the state	50	86.2	58	100.0
Imputation flag - grade 9 students (IG09)				
A—Edit ¹	8	13.8	8	13.8
R—As reported by the state	50	86.2	58	100.0
Imputation flag - grade 10 students (IG10)				
A—Edit ¹	9	15.5	9	15.5
R—As reported by the state	49	84.5	58	100.0
Imputation flag - grade 11 students (IG11)				
A—Edit ¹	8	13.8	8	13.8
R—As reported by the state	50	86.2	58	100.0

See notes at end of table.

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

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag - grade 12 students (IG12)				
A—Edit ¹	9	15.5	9	15.5
R—As reported by the state	49	84.5	58	100.0
Imputation flag - ungraded students (IUG)				
A—Edit ¹	42	72.4	42	72.4
R—As reported by the state	16	27.6	58	100.0
Imputation flag - total students (IMEMBER)				
A—Edit ¹	17	29.3	17	29.3
R—As reported by the state	41	70.7	58	100.0

¹Prior to 2009–10, the imputation flag value “A” was labeled as “Adjustment”.

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), "State Nonfiscal Survey of Public Elementary/ Secondary Education," 2010–11, Version 1a.

Table B-4. Public school student membership, by grade and state or jurisdiction: School year 2010–11

State or jurisdiction	Total student membership	Pre-kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
United States¹	49,484,181	1,278,678	3,682,092	3,753,951	3,700,668	3,685,833	3,711,341	3,717,521
Alabama	755,552	8,179	57,665	58,448	56,699	57,216	59,117	59,897
Alaska	132,104	2,990	10,120	9,991	10,006	9,787	9,917	9,988
Arizona	1,071,751	8,554	82,860	84,473	83,544	82,485	82,862	82,690
Arkansas	482,114	14,059	37,701	37,651	36,770	36,624	36,873	36,628
California	6,289,578 ²	72,404 ³	468,036 ²	477,086	470,001	461,967	463,691	469,800
Colorado	843,316	30,593	65,182	65,665	65,885	64,238	63,819	63,328
Connecticut	560,546 ²	15,921	39,670	40,830	41,203 ²	40,254	41,155 ²	41,550
Delaware	129,403	1,626	9,810	10,157	10,127	9,796	9,797	9,897
District of Columbia	71,284 ²	9,581	5,939	5,240	4,915	4,873	4,877	4,825
Florida	2,643,347	52,779	197,097	200,806	196,620	205,650	200,682	200,738
Georgia	1,677,067	42,816	132,008	130,171	127,744	129,879	131,326	131,057
Hawaii	179,601	1,393	16,028	14,754	14,540	14,234	13,457	14,171
Idaho	275,859	1,821	21,144	21,865	21,577	21,592	21,575	21,434
Illinois	2,091,654 ²	78,260	146,225 ²	153,996	151,647	153,926	153,781	154,636
Indiana	1,047,232 ²	11,652	76,765	81,397	78,857	78,972	82,387	80,081
Iowa	495,775 ²	27,211	39,306	35,369	35,121	34,939	35,071	35,336
Kansas	483,701	17,318	37,023	36,520	36,357	35,648	35,991	35,898
Kentucky	673,128 ²	24,260 ²	51,091 ²	52,207 ²	50,855 ²	51,279 ²	51,189 ²	50,980 ²
Louisiana	696,558	29,657	54,276	55,750	53,975	53,842	58,778	52,976
Maine	189,077	4,247	13,819	13,647	13,405	13,420	13,728	13,858
Maryland	852,211	29,377	62,704	63,635	63,086	62,640	60,765	61,641
Massachusetts	955,563	27,747	67,496	70,973	70,797	70,312	71,140	71,402
Michigan	1,587,067	28,187	112,835	116,028	112,653	112,875	115,722	117,035
Minnesota	838,037	14,405	62,961	63,218	62,116	60,648	61,627	61,130
Mississippi	490,526	3,447	38,923	39,740	37,607	38,157	38,295	39,155
Missouri	918,710	28,495	69,376	68,974	67,818	67,296	68,313	68,709
Montana	141,693	1,351	11,115	11,066	10,813	10,693	10,751	10,535
Nebraska	298,500	12,656	23,411	23,134	22,390	22,150	21,901	21,680
Nevada	437,149 ²	4,444 ²	32,454 ²	33,809 ²	33,492 ²	33,600 ²	34,047 ²	33,754 ²
New Hampshire	194,711 ²	3,097 ²	11,970 ²	14,120 ²	13,913 ²	14,187 ²	14,294 ²	14,602 ²
New Jersey	1,402,548	53,564	92,413	99,976	98,791	97,716	98,641	99,344
New Mexico	338,122	7,980	26,688	26,660	26,087	25,906	25,955	25,615
New York	2,734,955 ²	51,649 ²	194,607 ²	202,889 ²	201,820 ²	198,573 ²	198,720 ²	201,761 ²
North Carolina	1,490,605 ²	23,510	115,782	108,078	117,107	117,747	118,617	117,170
North Dakota	96,323	1,529	7,449	7,484	7,197	6,915	6,974	6,676

See notes at end of table.

Table B-4. Public school student membership, by grade and state or jurisdiction: School year 2010–11—Continued

State or jurisdiction	Total student membership	Pre-kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Ohio	1,754,191	30,047	129,964	132,638	130,425	130,593	133,202	134,109
Oklahoma	659,911	40,688	52,114	52,420	50,070	48,899	48,519	48,490
Oregon	570,720 ²	9,392 ³	40,656	42,508	42,322	42,013	42,924	43,144
Pennsylvania	1,793,284	16,294	128,120	131,170	130,253	129,292	132,497	134,499
Rhode Island	143,793	2,054	10,057	11,070	10,745	10,755	10,865	10,195
South Carolina	725,838	24,188	54,624	55,328	53,846	54,100	55,636	55,887
South Dakota	126,128	1,974	11,049	9,903	9,498	9,233	9,140	9,321
Tennessee	987,422 ²	28,787 ²	76,642 ²	76,706 ²	74,788 ²	74,793 ²	75,481 ²	75,057 ²
Texas	4,935,715	249,122	374,195	387,899	379,910	375,454	374,111	372,509
Utah	585,552 ²	10,376 ²	48,043 ²	48,770 ²	48,122 ²	46,753 ²	46,127 ²	45,822 ²
Vermont	96,858 ²	10,678 ²	6,259 ²	6,213 ²	6,171 ²	6,214 ²	6,291 ²	6,294 ²
Virginia	1,251,440 ²	30,821	92,899	95,368	93,687	93,328	93,965	94,182
Washington	1,043,788	12,056	75,933	78,598	77,707	76,802	78,546	79,062
West Virginia	282,879	14,660	21,256	21,167	20,299	20,786	20,493	20,842
Wisconsin	872,286	50,200	60,721	61,262	60,226	59,981	61,015	61,420
Wyoming	89,009	582	7,611	7,124	7,064	6,801	6,694	6,711
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
Bureau of Indian Education	41,962	— ²	4,721	4,042	3,794	3,554	3,397	3,292
American Samoa	—	—	—	—	—	—	—	—
DOD Dependents Schools ⁴	—	—	—	—	—	—	—	—
Guam	31,618 ²	68 ²	2,102 ²	2,324 ²	2,290 ²	2,302 ²	2,412 ²	2,441 ²
Commonwealth of the Northern Mariana Islands	11,105	462	604	775	782	818	841	855
Puerto Rico	473,735	866	30,968	36,217	33,432	34,442	36,919	36,860
U.S. Virgin Islands	15,495	— ²	1,063	1,099	1,138	1,182	1,243	1,217

See notes at end of table.

Table B-4. Public school student membership, by grade and state or jurisdiction: School year 2010–11—Continued

State or jurisdiction	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded
United States¹	3,682,052	3,676,309	3,659,405	4,007,857	3,799,883	3,538,482	3,471,888	118,221
Alabama	59,157	59,242	57,992	62,615	57,644	51,962	49,719	+ ²
Alaska	9,933	9,636	9,622	10,023	9,723	10,725	9,643	+ ²
Arizona	82,305	81,445	80,636	82,304	79,842	76,275	81,326	150
Arkansas	36,591	36,306	36,237	37,807	35,280	32,739	30,330	518
California	467,271	463,505	476,639	510,011	502,452	488,530	492,545	5,640
Colorado	61,755	60,928	59,684	62,258	60,775	58,307	60,899	+ ²
Connecticut	41,930	42,616	42,346	45,908	43,573	42,209	41,381 ²	+ ²
Delaware	9,847	9,718	9,504	11,416	10,147	9,097	8,464	+ ²
District of Columbia	4,391	4,439	4,307	5,858	4,516	3,851	3,407	265
Florida	202,303	200,147	201,676	214,993	205,142	186,399	178,315	+ ²
Georgia	127,442	126,242	123,794	145,043	124,239	104,914	100,392	+ ²
Hawaii	13,285	12,982	12,567	15,164	13,466	12,527	10,818	215
Idaho	21,563	20,985	20,588	22,062	20,451	19,840	19,362	+ ²
Illinois	153,748	154,281	154,293	169,967	169,365	150,576	146,953	+ ²
Indiana	79,585	79,928	79,790	84,139	81,558	77,285	74,836	+ ²
Iowa	35,080 ²	35,416	35,263	36,984	36,540 ²	36,435	37,704	+ ²
Kansas	35,372	35,244	34,220	37,010	35,639	33,676	33,180	4,605
Kentucky	49,988 ²	49,633 ²	48,525 ²	52,668 ²	50,262 ²	46,008 ²	43,723 ²	460 ²
Louisiana	51,813	51,676	49,523	57,941	46,689	41,224	38,438	+ ²
Maine	14,034	14,413	14,358	14,836	14,996	15,001	15,315	+ ²
Maryland	60,475	61,862	61,971	72,700	67,923	62,877	60,555	+ ²
Massachusetts	71,404	72,667	71,588	77,787	73,101	70,557	67,716	876
Michigan	117,129	118,958	118,831	132,050	133,238	121,344	122,236	7,946
Minnesota	60,831	61,321	61,706	63,935	65,013	65,465	73,661	+ ²
Mississippi	37,607	37,048	36,113	38,666	36,364	31,579	29,668	8,157
Missouri	67,913	69,153	66,944	73,080	69,794	66,855	65,990	+ ²
Montana	10,713	10,725	10,729	11,569	10,733	10,584	10,316	+ ²
Nebraska	21,103	20,992	20,875	22,567	21,998	21,407	22,236	+ ²
Nevada	34,054 ²	33,947 ²	33,070 ²	33,780 ²	34,199 ²	32,645 ²	29,207 ²	647 ²
New Hampshire	14,795 ²	15,191 ²	15,407 ²	16,832 ²	15,994 ²	15,290 ²	15,019 ²	+ ²
New Jersey	100,245	100,225	99,630	106,281	103,267	98,237	97,358	56,860
New Mexico	25,329	24,656	24,469	29,179	26,451	22,553	20,594	+ ²
New York	199,937 ²	202,305 ²	203,761 ²	235,380 ²	227,380 ²	197,541 ²	191,528 ²	27,104 ²
North Carolina	115,186	113,310	111,112	126,090	111,889	102,676	91,541	790
North Dakota	7,141	7,372	7,298	7,591	7,701	7,415	7,581	+ ²

See notes at end of table.

Table B-4. Public school student membership, by grade and state or jurisdiction: School year 2010–11—Continued

State or jurisdiction	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded
Ohio	133,615	135,005	133,210	152,198	138,532	121,707	118,946	† ²
Oklahoma	47,809	47,418	45,737	48,131	45,564	42,620	39,634	1,798
Oregon	43,280	43,528	42,834	44,540	44,289	43,078	46,212	† ²
Pennsylvania	134,782	135,869	135,876	150,150	148,716	141,866	141,710	2,190
Rhode Island	9,889	11,150	10,954	12,888	11,814	10,891	10,466	† ²
South Carolina	54,788	54,280	52,904	62,161	54,685	48,708	44,703	† ²
South Dakota	9,331	9,212	9,275	10,307	9,779	9,043	9,063	† ²
Tennessee	74,615 ²	73,363 ²	71,475 ²	76,010 ²	73,509 ²	68,755 ²	67,441 ²	† ²
Texas	361,700	357,395	354,314	391,554	344,241	314,911	298,400	† ²
Utah	44,797 ²	43,942 ²	42,227 ²	41,419 ²	40,964 ²	39,446 ²	38,744 ²	† ²
Vermont	6,484 ²	6,628 ²	6,757 ²	7,139 ²	7,287 ²	7,329 ²	7,114 ²	† ²
Virginia	92,762	92,557	91,877	102,407	96,918	91,403	89,266	† ²
Washington	78,531	78,489	78,448	84,449	81,990	79,465	83,712	† ²
West Virginia	20,595	20,919	20,455	22,785	21,037	19,155	18,430	† ²
Wisconsin	61,053	61,264	61,337	68,383	66,490	69,076	69,858	† ²
Wyoming	6,766	6,776	6,657	6,842	6,724	6,424	6,233	† ²
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
Bureau of Indian Education	3,195	2,998	2,992	2,802	2,663	2,309	2,203	† ²
American Samoa	—	—	—	—	—	—	—	† ²
DOD Dependents Schools ⁴	—	—	—	—	—	—	—	†
Guam	2,469 ²	2,382 ²	2,771 ²	3,404 ²	2,713 ²	2,096 ²	1,844 ²	† ²
Commonwealth of the Northern Mariana Islands	826	856	816	1,088	873	740	716	53
Puerto Rico	37,066	40,264	37,481	36,913	35,093	32,470	29,640	15,104
U.S. Virgin Islands	1,183	1,234	1,159	1,677	1,120	1,098	1,082	† ²

— Not available.

† Not applicable.

¹ U.S. totals include the 50 states and the District of Columbia.² Data were edited. There were several variations in the way edits were carried out. See Section II.D.2. in "Documentation to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2010–11" for more information regarding the edit methods.³ California and Oregon prekindergarten data taken from Individuals with Disabilities Education Act (IDEA) Part B counts for students ages 3–5 years.⁴ Department of Defense dependents schools (combined overseas and domestic).

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

**APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data
State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2010–11**

Table B-5. Public school student membership, by race/ethnicity and state or jurisdiction: School year 2010–11

State or jurisdiction	Total students reported ²	Race/ethnicity ¹						Two or more races
		American Indian/Alaska Native	Asian	Hispanic	Black	White	Hawaiian Native/Pacific Islander	
United States³	49,402,385	564,949	2,287,310	11,399,633	7,911,927	25,907,184	170,031	1,161,351
Alabama	755,552	6,102	9,614	35,389	261,255	440,519	139	2,534
Alaska	132,104	30,433	7,816	7,802	4,788	68,967	2,740	9,558
Arizona	1,071,751	55,312	30,080	452,283	59,549	459,348	2,347	12,832
Arkansas	482,114	3,369	6,828	47,340	103,637	312,372	2,151	6,417
California	6,217,174	43,546	688,613	3,197,490	416,299	1,655,539	35,807	179,880
Colorado	843,316	7,452	24,493	266,098	40,537	479,327	1,844	23,565
Connecticut	560,546	2,100	24,070	104,312	74,130	347,739	296	7,899
Delaware	129,403	635	4,393	15,988	41,737	64,784	48	1,818
District of Columbia	71,284	52	963	8,980	55,441	5,093	64	691
Florida	2,643,347	10,493	64,900	740,786	607,134	1,137,860	2,980	79,194
Georgia	1,677,067	3,959	55,150	200,086	621,222	745,145	1,630	49,875
Hawaii	179,601	1,071	63,125	7,996	4,444	25,962	61,954	15,049
Idaho	275,859	3,846	3,577	43,795	2,819	216,683	976	4,163
Illinois	2,091,654	6,846	85,509	479,515	384,701	1,072,617	2,266	60,200
Indiana	1,047,232	3,376	16,948	88,133	126,783	765,473	522	45,997
Iowa	495,775	2,362	9,914	42,295	25,215	404,160	709	11,120
Kansas	483,701	6,184	12,037	79,129	35,958	329,036	759	20,598
Kentucky	673,128	941	9,123	26,188	72,915	551,461	420	12,080
Louisiana	696,558	6,585	10,140	18,145	316,083	338,126	382	7,097
Maine	189,077	1,385	1,990	2,766	3,347	174,828	102	4,659
Maryland	852,211	3,047	48,693	98,404	305,310	366,004	1,246	29,507
Massachusetts	955,563	2,382	52,770	147,524	78,825	650,166	1,053	22,843
Michigan	1,587,067	13,003	41,553	92,734	301,176	1,107,198	1,522	29,881
Minnesota	838,037	16,296	50,153	60,175	77,015	618,819	551	15,028
Mississippi	490,526	930	4,550	12,360	244,634	225,697	99	2,256
Missouri	918,710	4,341	16,984	41,691	156,941	686,147	1,096	11,510
Montana	141,693	15,734	1,194	4,996	1,378	115,827	367	2,197
Nebraska	298,500	4,413	6,013	47,900	19,990	211,205	337	8,642
Nevada	437,149	5,705	26,682	169,236	43,225	169,220	4,527	18,554
New Hampshire	194,711	653	5,244	7,231	3,821	174,778	126	2,858
New Jersey	1,402,548	1,864	121,265	309,673	234,395	722,642	3,254	9,455
New Mexico	338,122	34,530	4,194	200,774	7,151	88,009	203	3,261
New York	2,734,955	14,541	226,894	611,873	519,113	1,346,498	0	16,036
North Carolina	1,490,605	22,199	36,411	187,967	394,635	792,461	1,127	55,805
North Dakota	96,323	8,789	1,072	95	2,318	80,661	195	3,193
Ohio	1,754,191	2,519	30,048	60,506	285,091	1,301,921	593	73,513
Oklahoma	659,911	116,597	12,252	81,009	67,107	360,125	1,864	20,957
Oregon	561,328	10,406	21,720	115,102	14,599	372,194	3,513	23,794
Pennsylvania	1,793,284	2,892	55,885	149,247	280,981	1,276,052	1,029	27,198
Rhode Island	143,793	951	4,158	29,917	11,457	93,683	210	3,417
South Carolina	725,838	2,111	9,582	46,202	263,034	387,520	870	16,519
South Dakota	126,128	14,683	1,731	4,352	3,144	100,680	137	1,401
Tennessee	987,422	1,902	15,772	60,549	236,013	664,947	1,068	7,171
Texas	4,935,715	23,607	169,358	2,480,792	638,377	1,539,026	6,131	78,424
Utah	585,552	7,816	10,726	88,285	8,468	456,510	9,216	4,531

See notes at end of table.

**APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data
State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2010–11**

Table B-5. Public school student membership, by race/ethnicity and state or jurisdiction: School year 2010–11—Continued

State or jurisdiction	Total students reported ²	Race/ethnicity ¹						
		American Indian/Alaska Native	Asian	Hispanic	Black	White	Hawaiian Native/Pacific Islander	Two or more races
Vermont	96,858	268	1,496	1,307	1,787	89,899	67	2,034
Virginia	1,251,440	4,251	73,220	142,536	301,427	677,123	1,713	51,170
Washington	1,043,788	17,570	75,098	187,783	50,048	655,984	9,025	48,280
West Virginia	282,879	338	2,006	3,139	14,786	260,278	57	2,275
Wisconsin	872,286	11,625	30,583	80,826	86,665	648,801	582	13,204
Wyoming	89,009	2,937	720	10,932	1,022	72,070	117	1,211
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
Bureau of Indian Education	41,962	41,962	0	0	0	0	†	†
American Samoa	—	—	—	—	—	—	†	†
DOD Dependents Schools ⁴	—	—	—	—	—	—	†	†
Guam	31,618	320	6,997	33	69	590	21,748	1,861
Commonwealth of the Northern Mariana Islands	11,105	0	4,248	0	0	66	6,747	44
Puerto Rico	473,735	463	35	472,649	76	461	47	4
U.S. Virgin Islands	15,495	28	49	3,086	11,890	228	18	196

— Not available.

† Not applicable.

¹ Black includes African American, Hispanic includes Latino. For Bureau of Indian Education, which reports using 5 race/ethnicity categories, Asian includes Native Hawaiian or Other Pacific Islander. Race categories exclude persons of Hispanic ethnicity.

² Totals exclude students for whom race/ethnicity was not reported. Counts of prekindergarten students by race/ethnicity were not available for California and Oregon.

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

⁴ Department of Defense dependents schools (combined overseas and domestic).

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

State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2010–11

Table B-6. Number of staff for public schools, by category and state or jurisdiction: School year 2010–11

State or jurisdiction	Total teachers	Instructional aides	Instructional coordinators and supervisors	Total guidance counselors	Librarians	Library support staff	School district administrators	School district administrative support staff	School administrators	School administrative support staff	Student support staff	Other support staff
United States¹	3,099,095	731,705	69,236	105,079	50,300	36,163	64,597	185,602	165,047	242,324	267,376	1,178,684
Alabama	49,363	6,550	1,013	1,802	1,413	672	803	1,658	2,606	3,281	2,318	23,665
Alaska	8,171	2,537	192 ²	327	163	103	709	752	683	1,235	537	2,694
Arizona	50,031	14,386	98	1,245	529	1,230	425	852	2,471	4,579	7,383	13,393
Arkansas	34,273	8,065	847	1,527	1,088	277	668	2,427	1,767	3,254	7,697	10,295
California	260,806 ³	63,972 ⁴	3,391 ⁴	6,191 ⁴	757 ⁴	4,047 ²	3,579 ⁴	21,271 ⁴	15,267 ⁴	31,485 ⁴	16,314 ⁴	103,258 ⁴
Colorado	48,543	14,680	2,434	2,100	773	829	1,174	4,487	2,777	4,653	5,542	13,434
Connecticut	42,951	15,637 ⁴	3,496	1,081	781	630	1,800	3,336 ⁴	2,127	1,724	2,725	16,799 ⁴
Delaware	8,933	1,577	226	281	134	3	366	463	413	350	743 ⁴	2,988 ⁴
District of Columbia	5,925	1,635	377	260	111	23	246	213	491	624	757	721
Florida	175,609	30,031	696	5,859	2,589	951	1,920	15,448	7,957	15,867	10,488	65,768
Georgia	112,460	25,773	2,353	3,557	2,247 ⁴	1,401 ⁴	2,300	2,553 ⁴	6,157 ⁴	8,997 ⁴	7,493 ⁴	51,898 ⁴
Hawaii	11,396	2,407	573	632	208	62	218	577	571	1,170	1,664	2,225
Idaho	15,673	2,991	229	564	98	281	133	582	701	896	692	4,944
Illinois	132,983	30,219 ²	491	3,193	1,960	1,921 ²	2,828	2,411 ²	7,362	1,779 ²	9,636	20,982 ²
Indiana	58,121 ³	23,589 ²	2,219	1,688	646	1,331	1,096	702	2,903	7,223	2,442 ²	36,842
Iowa	34,642	10,531	305	1,157	513	397	1,237	1,921	1,740	2,290	4,190	10,689
Kansas	34,644	9,163	970	1,061	797	522	477	1,407	1,807	2,052	4,259	10,592
Kentucky	42,042	14,325	1,000	1,515	1,122	313	922	2,262	3,147	5,737	2,866	23,975
Louisiana	48,655	11,448	2,079	1,919	1,157	315	380	2,811	2,880	3,521	4,856	20,860
Maine	15,384	5,744	250	575	222	337	418	765	876	1,250	1,542	5,187
Maryland	58,428	11,360	1,792	2,389	1,245	508	3,328	2,324	3,635	5,771 ⁴	4,724	19,863 ⁴
Massachusetts	68,754 ⁴	23,484	408	2,168	727	1,145	2,496	3,010	4,382	5,322	8,659	1,502
Michigan	88,615	21,379	3,347	2,249	746	596	3,132	1,202	4,751	11,482	13,435	42,554
Minnesota	52,672	16,759	2,035	1,072	709 ⁴	766 ⁴	2,072 ⁴	2,296 ⁴	2,103 ⁴	3,936 ⁴	11,750 ⁴	12,823 ⁴
Mississippi	32,255	8,195	649	1,096	872	170	989	2,033	1,912	2,320	2,907	14,469
Missouri	66,735 ⁴	13,314 ⁴	1,081 ⁴	2,613 ⁴	1,477	112	1,395	8,091 ⁴	3,136	348	4,435 ⁴	25,552 ⁴
Montana	10,361 ⁴	2,397	165	457	369	132 ²	175	479 ²	534	46 ²	694	3,440 ²
Nebraska	22,345	6,506	999	811	556	390	614	1,088	1,029	1,531	1,372	8,268
Nevada	21,839	4,152 ²	1,380 ²	880	376	306 ²	30	957 ²	993	1,338 ²	42	1,107
New Hampshire	15,365	7,356	264 ⁴	824	330	293	742	718	506 ⁴	569 ⁴	694 ⁴	5,294
New Jersey	110,202	26,227	3,138	3,904	1,585	305 ²	1,394	5,602	4,651	7,737	11,844	26,046
New Mexico	22,437	6,009	659	815	272	167	897	87	1,309	3,675	3,054	7,138
New York	211,606	37,849	1,979	6,979	2,775	1,424	2,921	22,216	9,282	7,085	11,936	97,920
North Carolina	98,357	26,173	1,043	3,976	2,290	396	1,565	4,934	5,101	7,565	9,806	31,833
North Dakota	8,417	2,071	179	309	193	200	474	245	447	515	792	2,397

See notes at end of table.

Table B-6. Number of staff for public schools, by category and state or jurisdiction: School year 2010–11—Continued

State or jurisdiction	Total teachers	Instructional aides	Instructional coordinators and supervisors	Total guidance counselors	Librarians	Library support staff	School district administrators	School district administrative support staff	School administrators	School administrative support staff	Student support staff	Other support staff
Ohio	109,282	19,333	1,676	3,655	1,217	1,795	2,110	13,517	5,053	12,258	20,543	50,773
Oklahoma	41,278	8,362	329	1,610	1,072	805	593	3,019	2,147	3,536	4,320	15,194
Oregon	28,109	9,837	409	1,032	306	685	446	3,194	1,584	3,786	2,335	11,880
Pennsylvania	129,911	34,314	1,671	4,763	2,136	2,017	2,708	7,421	5,531	10,572	8,351	57,401
Rhode Island	11,212	2,224	84	384	298	54	85	486	452	687	479	2,187
South Carolina	45,210	8,475	453	1,816	1,085	331	704	775	2,554	799	3,088	218
South Dakota	9,512	2,454	132	345	137 ⁴	76 ⁴	764 ⁴	403 ⁴	430 ⁴	506 ⁴	1,051 ⁴	3,735 ⁴
Tennessee	66,558	16,243	836	2,889	1,933	554	174	810	3,360	4,745	1,258	28,836
Texas	334,997	63,338	3,456	11,212	5,097	2,728	6,563	22,339	22,360	24,658	24,171	144,500
Utah	25,677	8,214	1,699	807	279	458	367	731	1,300	2,260	1,505	9,044
Vermont	8,382	4,284	235	413	212	228	135	444	488	674	900	2,091
Virginia	70,947	19,388	13,419	3,977	1,978	1,809	1,537	4,173	4,606	7,532	7,224	64,456
Washington	53,934	10,422	358	2,045	1,134	753	2,416	1,916	2,800	4,350	3,200	20,455
West Virginia	20,338	3,632	370	738	352	316 ²	771	1,136	1,105	453	1,590	8,469
Wisconsin	57,625	10,292	1,326	1,874	1,074	639	973	2,634	2,447	3,672	6,465	14,879
Wyoming	7,127	2,402	424	444	161	364	330	425	354	632	612	3,151
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
Bureau of Indian Education	— ⁴	—	—	— ⁴	—	—	—	—	—	—	—	—
American Samoa	— ⁴	—	—	— ⁴	—	—	—	—	—	—	—	—
DOD Dependents Schools ⁵	— ⁴	—	—	— ⁴	—	—	—	—	—	—	—	—
Guam	1,843	631	92	59	23	14	14	196	82	214	47	168
Commonwealth of the Northern Mariana Islands	607	244	10	36	— ⁴	16	8	60	40	61	34	99
Puerto Rico	36,506	95	104	828	1,183	102	450	1,835	1,464	2,227	3,697	10,770
U.S. Virgin Islands	1,457	367	29	85	30	11	28	53	84	51	206	517

— Not available.

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

² Data were imputed based on prior-year (fall 2009) data.

³ State total includes one or more imputed values or has been edited to reflect the sum of teachers of prekindergarten, kindergarten, elementary, secondary, and ungraded classes.

⁴ Data were edited.

⁵ Department of Defense dependents schools (combined overseas and domestic).

NOTE: All staff counts are full-time-equivalent (FTE) counts. FTE is the amount of time required to perform an assignment stated as a proportion of a full-time position. It is computed by dividing the amount of time employed by the amount of time normally required for a full-time position. FTE is not a head count; for example, two half-time employees represent one FTE.

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

**Appendix C—Glossary for the Common Core of Data:
School Year 2010–11**

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

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

Agency Charter Status

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

Alternative Education School

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

American Indian/Alaska Native

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

American National Standards Institute (ANSI) Code

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

Asian

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

Asian/Pacific Islander

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

Black or African American

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

Boundary Change

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

Charter School

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

City Locale

See “Locale, Urban-Centric.”

Classroom Teacher

See “Teacher.”

Combined Statistical Area (CSA)

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

Congressional District Code

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

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

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

Core Based Statistical Area (CBSA)

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

County Name, Local Education Agency (LEA) File

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

County Name, School File

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

County Number

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

Diploma Recipient

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

Diploma, High School

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

District Locale Code, Metro-Centric

See “District Locale, Metro-Centric.”

District Locale Code, Urban-Centric

See “District Locale, Urban-Centric.”

District Locale, Metro-Centric

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

District Locale, Urban-Centric

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

Dropout

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

Education Agency

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

Elementary

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

Elementary Teacher

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

English Language Learner (ELL)

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

Federally-Operated Education Agency

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

Free Lunch Eligible Student

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

Full-time Equivalency (FTE)

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

General Educational Development (GED) Test

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

Grade Span Offered

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

Graduate, High School

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

Guidance Counselor/Director

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

Head Start Program

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

High School Completion Count

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

High School Equivalency Certificate

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

High School Equivalency Recipient

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

High School Graduate, Other Programs

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

High School Graduate, Regular Day School

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

Hispanic

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

Individualized Educational Program (IEP)

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

Instructional Aide

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

Instructional Coordinator and Supervisor

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

Kindergarten

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

Kindergarten Teacher

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

Large City Locale

See "Locale, Metro-Centric."

Large Town Locale

See "Locale, Metro-Centric."

Latitude

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

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

Librarian or Media Specialist

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

Library and Media Support Staff

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

Limited-English Proficient (LEP)

See “English Language Learner (ELL).”

Local Education Agency (LEA) Administrative Support Staff

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

Local Education Agency (LEA) Administrator

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

Local Education Agency ID

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

Local Education Agency Type

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

Locale Code, Metro-Centric

See “Locale, Metro-Centric.”

Locale Code, Urban-Centric

See “Locale, Urban-Centric.”

Locale, Metro-Centric

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

The locale code categories are defined below.

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

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 2010–11

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 2010–11**

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

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

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

See notes at end of table.

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

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

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

See notes at end of table.

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

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

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

See notes at end of table.

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

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

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

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

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

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

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

See notes at end of table.

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

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

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

See notes at end of table.

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

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

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

See notes at end of table.

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

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

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

See notes at end of table.

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

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

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

See notes at end of table.

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

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

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

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

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

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

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

See notes at end of table.

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

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

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

See notes at end of table.

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

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

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

See notes at end of table.

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

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

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

See notes at end of table.

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

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

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

See notes at end of table.

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

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

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

See notes at end of table.

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

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

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

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

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

Alabama

None.

Alaska

None.

Arizona

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

Arkansas

None.

California

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

Colorado

None.

Connecticut

None.

Delaware

None.

District of Columbia

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

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

Florida

None.

Georgia

None.

Hawaii

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

Idaho

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

Illinois

None.

Indiana

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

Iowa

None.

Kansas

None.

Kentucky

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

Louisiana

None.

Maine

None.

Maryland

None.

Massachusetts

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

Michigan

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

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

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

Minnesota

None.

Mississippi

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

Missouri

None.

Montana

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

Nebraska

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

Nevada

None.

New Hampshire

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

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

New Jersey

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

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

New Mexico

None.

New York

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

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

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

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

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

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

North Carolina

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

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

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

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

North Dakota

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

Ohio

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

Oklahoma

None.

Oregon

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

Pennsylvania

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

Rhode Island

None.

South Carolina

None.

South Dakota

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

Tennessee

None.

Texas

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

Utah

None.

Vermont

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

Virginia

None.

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

Washington

None.

West Virginia

None.

Wisconsin

None.

Wyoming

None.

Bureau of Indian Education (BIE)

None.

Department of Defense Dependents Schools (combined overseas and domestic)

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

American Samoa

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

Guam

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

Commonwealth of the Northern Mariana Islands

None.

Puerto Rico

None.

U.S. Virgin Islands

None.

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