

Documentation to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2009–10

Final Version 1b

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December 2011

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I. Introduction to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2009–10 Final File Version 1b

The Common Core of Data (CCD) nonfiscal surveys consist of data submitted annually to the National Center for Education Statistics (NCES) by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four U.S. Island Areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Department of Defense (DoD) dependents schools (overseas and domestic), and the Bureau of Indian Education (BIE). In order to provide data comparable across states 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 2009–10 school year. There are 59 records on the file, one for each state or jurisdiction covered by the CCD. 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 1 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 2009–10 these organizations included staff at the U.S. Census Bureau and the American Institutes for Research.

the two-letter postal abbreviations and the American National Standards Institute (ANSI)² state codes for each state or other jurisdiction reporting in the CCD.

The revised file replaces version 1a of the 2009–10 file. See section D.3., “Revised file changes,” for details on what data fields changed between the two files.

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

States report data to *EDFacts* through multiple file groups that are submitted on a reporting schedule at different dates throughout the year. States may report data outside the collection period and may revise their reported data at any time. The 2009–10 school year *EDFacts* collection of CCD data opened in January 2010. NCES extracted data from *EDFacts* between

² 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.

April 29th, 2010 and January 3rd, 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 59 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 dependents schools (overseas and domestic), and the Bureau of Indian Education (table 1).

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 Department of Defense Dependents Schools (overseas and domestics), American Samoa, and Guam did not report for the 2009–10 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. NCES 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

Two different methods were used for imputing missing values: imputation using growth rate and impute/import approaches.

Impute using growth rate. Growth rate imputation applies a rate of change to an item from the previous to the current year. The growth rate is calculated among reporting states. 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. 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.”

Impute/import for prekindergarten teacher counts. The method used to impute prekindergarten teachers is as follows: (1) calculate the ratio of prekindergarten teachers (PKTCH) to prekindergarten students (PK) for each state reporting these items strictly by the definition; (2)

calculate the average of these ratios; and (3) multiply the count of prekindergarten students (PK) of the state with the missing item times the average ratio.

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 the lower level file should be less than or equal to the total membership on the 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 membership³.

³ CCD survey staff ensured cross file consistency for version “1a” files. However, because NCES only requests states to revise state level data after the release of “1a” files, the cross file consistency may not hold when performing cross file comparisons on the revised files (i.e., 1b, 1c, etc).

“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.

D.3. Revised file changes

CCD files are revised if errors are found on the file or a state resubmits data. States are given the opportunity to revise data reported on the state nonfiscal file one year after the initial release of the data. NCES extracted the most recent data that states reported to the *EDFacts* collection system by October 5th, 2011. Revisions on this one-year-later file are fully edited and the file is reimputed.

The following states changed their data on certain variables from the first release (version 1a) to the second release (version 1b) of the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2009–10:

Connecticut, Texas, and Vermont submitted revised student membership data;
the District of Columbia, Hawaii, Kentucky, Maryland, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, and Virginia submitted revised staff data; and
California, Maine, Pennsylvania, and Utah submitted revised student membership and staff data;

After incorporating these revised data for version 1b of this data file, all imputations and adjustments were recalculated.

E. List of Edits and Imputations

Edits and imputations to data items in the 2009–10 state nonfiscal data file, organized alphabetically by state or other jurisdiction, are as follows:

ALABAMA

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

UG edited to not applicable

ALASKA

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

COLORADO

PKTCH totaled from external detail
ELMTCH totaled from external detail
SECTCH totaled from external detail
UGTCH edited to not applicable
AIDES totaled from external detail
UG edited to not applicable.

CONNECTICUT

OTHGUI edited to not applicable
UG edited to not applicable

DELAWARE

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

DISTRICT OF COLUMBIA

None

FLORIDA

UG edited to not applicable

GEORGIA

PKTCH totaled from external detail
KGTCH totaled from external detail
UGTCH totaled from external detail
ELMGUI totaled from external detail
SECGUI totaled from external detail
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
UG edited to not applicable

HAWAII

KGTCH combined with ELMTCH
ELMTCH contains KGTCH using MEMBER
OTHGUI edited to not applicable

IDAHO

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

ILLINOIS

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
UG edited to not applicable

INDIANA

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

IOWA

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

KANSAS

OTHGUI edited to not applicable

KENTUCKY

ELMGUI disaggregated from OTHGUI
SECGUI disaggregated from OTHGUI
OTHGUI contained ELMGUI, SECGUI
MEMBER totaled from internal detail

LOUISIANA

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

MAINE

UGTCH edited to not applicable
UG edited to not applicable

MARYLAND

UGTCH edited to not applicable
OTHGUI edited to not applicable
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
SECGUI totaled from external detail
OTHGUI edited to not applicable

MICHIGAN

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
MEMBER totaled from external detail

MINNESOTA

OTHGUI edited to not applicable
UG edited to not applicable

MISSISSIPPI

OTHGUI edited to not applicable

MISSOURI

UGTCH edited to not applicable
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
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

PKTCH totaled from external detail
KGTCH totaled from external detail
SECTCH totaled from external detail
UGTCH totaled from external detail
TOTTCH totaled from external detail
AIDES imputed using growth rate
CORSUP imputed using growth rate
ELMGUI totaled from external detail
SECGUI totaled from external detail

OTHGUI totaled from external detail
LIBSPE totaled from external detail
LIBSUP imputed using growth rate
LEAADM totaled from external detail
SCHADM totaled from external detail
LEASUP imputed using growth rate
SCHSUP imputed using growth rate
STUSUP totaled from external detail
OTHSUP 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
UG edited to not applicable
MEMBER totaled from internal detail

NEW JERSEY

OTHGUI edited to not applicable
LIBSUP imputed using growth rate
KG totaled from external detail
G01 totaled from external detail
G02 totaled from external detail
UG edited to not applicable

NEW MEXICO

UG edited to not applicable

NEW YORK

OTHGUI edited to not applicable

NORTH CAROLINA

KGTCH imputed using growth rate
TOTTCH totaled from internal detail
OTHGUI edited to not applicable
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
UG edited to not applicable

PENNSYLVANIA

OTHGUI edited to not applicable
UG totaled from external detail
MEMBER totaled from external detail

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
G11 totaled from external detail
UG edited to not applicable

SOUTH DAKOTA

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

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

VERMONT

OTHGUI edited to not applicable
UG edited to not applicable

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
OTHGUI 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
LIBSPE totaled from external detail
UG edited to not applicable

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS – OVERSEAS

None

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS – DOMESTIC

None

BUREAU OF INDIAN EDUCATION

UG edited to not applicable

AMERICAN SAMOA

None

GUAM

None

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

OTHGUI edited to not applicable

PUERTO RICO

KGTCH totaled from external detail
ELMGUI totaled from external detail
SECGUI totaled from external detail

U.S. VIRGIN ISLANDS

PK edited to not applicable
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.)

In the 2009–10 collection, *EDFacts* allowed states to report null values (i.e., no value at all for a cell), which are not accepted by the CCD. CCD survey staff edited null values to missing, not applicable, or zero as appropriate. Appendix D identifies missing and not applicable data items for each state.

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 2009–10. NCES does not impute missing data for jurisdictions other than the 50 states and the District of Columbia.

The Department of Defense Dependents schools (overseas and domestic) American Samoa, and Guam did not report for the 2009–10 school year. None of these jurisdictions is included in the following discussion of data edits.

Prekindergarten student membership. California reported prekindergarten student membership as missing. California 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 (school-level) detail for Tennessee, totaled from internal (state-level) details for Utah, and edited to not applicable for the U.S. Virgin Islands.

Kindergarten student membership. The kindergarten student membership counts for Michigan, New Jersey, and Tennessee were totaled from external (school-level) detail.

Grade 1 student membership. The grade 1 student membership count for Michigan, New Jersey, and Tennessee was totaled from external (school-level) detail. The grade 1 student membership counts were totaled from internal (state-level) detail for Utah.

Grade 2 student membership. The grade 2 student membership counts for Michigan, New Jersey, and Tennessee were totaled from external (school-level) detail. The grade 2 student membership counts were totaled from internal (state-level) detail for Utah.

Grade 3 student membership. The grade 3 student membership counts for Michigan and Tennessee were totaled from external (school-level) detail. The grade 3 membership count for Utah was totaled from internal (state-level) detail.

Grade 4 student membership. The grade 4 student membership counts for Michigan and Tennessee were totaled from external (school-level) detail. The grade 4 student membership counts were totaled from internal (state-level) detail for Utah.

Grade 5 student membership. The grade 5 student membership counts for Michigan and Tennessee were totaled from external (school-level) detail. The grade 5 student membership counts were totaled from internal (state-level) detail for Utah.

Grade 6 student membership. The grade 6 student membership counts for Michigan, and Tennessee were totaled from external (school-level) detail. The grade 6 student membership counts were totaled from internal (state-level) detail for Utah.

Grade 7 student membership. The grade 7 student membership counts for Michigan, and Tennessee were totaled from external (school-level) detail. The grade 7 student membership counts were totaled from internal (state-level) detail for Utah.

Grade 8 student membership. The grade 8 student membership counts for Michigan and Tennessee were totaled from external (school-level) detail. The grade 8 student membership counts were totaled from internal (state-level) detail for Utah.

Grade 9 student membership. The grade 9 student membership counts for Michigan and Tennessee were totaled from external (school-level) detail. The grade 9 student membership counts were totaled from internal (state-level) detail for Utah.

Grade 10 student membership. The grade 10 student membership counts for Michigan and Tennessee were totaled from external (school-level) detail. The grade 10 student membership counts were totaled from internal (state-level) detail for Utah.

Grade 11 student membership. The grade 11 student membership counts for Michigan, South Carolina, and Tennessee were totaled from external (school-level) detail. The grade 11 student membership counts were totaled from internal (state-level) detail for Utah.

Grade 12 student membership. The grade 12 student membership counts for Michigan and Tennessee were totaled from external (school-level) detail. The grade 12 student membership counts were totaled from internal (state-level) detail for Utah.

Ungraded student membership. Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, the Bureau of Indian Education, and the U.S. Virgin Islands reported values of missing, zero, or blanks. The counts of ungraded students in these states were edited to not applicable. The ungraded student membership count for Pennsylvania was totaled from external (school-level) detail.

Total student membership. The total student membership for California, Indiana, Kentucky, Michigan, New Hampshire, North Carolina, Pennsylvania, Tennessee, Utah, and Virginia 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 Michigan, and Tennessee to total external (school-level) detail or correct discrepancies between internal totals and the sum of reported grade by race/ethnicity by gender details.

Prekindergarten teachers. California reported prekindergarten teachers as missing. Montana included prekindergarten teachers in the elementary teacher counts. Imputations or edits were performed for these states. Counts for Alabama, Colorado, Georgia, Massachusetts, and Nevada were totaled from external (local education agency-level) detail.

Kindergarten teachers. Hawaii and Montana reported kindergarten teachers in the elementary teacher counts. North Carolina and California reported kindergarten teachers as missing. Imputations or edits were performed for all of these states. The kindergarten teacher counts for Alabama, Georgia, Massachusetts, Nevada, and Puerto Rico were totaled from external (local education agency-level) detail.

Elementary teachers. Montana and Hawaii included prekindergarten and/or kindergarten teachers in the elementary teacher counts. Imputations or edits were performed for these states. The elementary teacher counts for Alabama, Colorado, and Massachusetts were totaled from external (local education agency-level) detail.

Secondary teachers. The secondary teacher counts for Alabama, Colorado, Massachusetts, and Nevada were totaled from external (local education agency-level) detail.

Ungraded teachers. Ungraded teachers were edited to not applicable for Alabama, Alaska, Arizona, California, Colorado, Delaware, Idaho, Iowa, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, Nebraska, New Hampshire, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, Virginia, West Virginia, and Wyoming. Ungraded

teacher counts for Georgia, and Nevada were totaled from external (local education agency-level) detail.

Total teachers. The total teacher count was calculated for Alabama, California, Massachusetts, Nevada, and North Carolina.

Instructional aides. Instructional aides were missing for Illinois and Nevada. Instructional aides were imputed for these states. The instructional aides count for Colorado was totaled from external (local education agency-level) detail.

Instructional coordinators and supervisors. Counts were missing in Alaska, California, and Nevada. New Hampshire included instructional coordinators and supervisors in the school administrator count. The missing counts were imputed for Alaska, California, and Nevada. The counts were edited for New Hampshire.

Elementary guidance counselors. The elementary guidance counselor count was missing for California. This count was imputed. 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 Georgia, Nevada, and Puerto Rico was totaled from external (local education agency-level) detail.

Secondary guidance counselors. The secondary guidance counselor count was missing for California. This count was imputed. 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 Georgia, , Massachusetts, Nevada, and Puerto Rico was totaled from external (local education agency-level) detail.

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: Alaska, Arkansas, Arizona, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Washington, West Virginia, Wyoming, and the Commonwealth of the Northern Mariana Islands. The count of other guidance counselors was totaled from external (local education agency-level) detail for Nevada.

Total guidance counselors. The total guidance counselor count was calculated for California.

Librarians. The count of librarians was missing for California and imputed. The count of librarians for Georgia, Nevada, and Wyoming were totaled from external (local education agency-level) detail.

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 was totaled from external (local education agency-level) detail.

LEA administrators. The count of LEA administrators for California was reported by the state, but due to problems with reporting, this count was imputed. Nevada's count was totaled from external (local education agency-level) detail.

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 Georgia.

School administrators. Counts of school administrators were totaled from external (local education agency-level) detail for Georgia, and Nevada. 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

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 count of student support services staff was totaled from external (local education agency-level) detail for Nevada. California misreported this count, and the reported count was replaced with an imputed count.

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 count for Nevada was totaled from external (local education agency-level) detail.

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

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

5 = State reported student enrollment counts in the following five race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black; and (e) White.

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

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

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

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

² U.S. Postal Service state abbreviation codes.

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

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

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 2009–10 State Nonfiscal Survey of Public Elementary/Secondary Education Excel file is called ST091B.XLS, the flat ASCII file is called ST091B.TXT, and the SAS data file is called ST091B.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 (09 = 2009–10 CCD collection), and the fifth and sixth characters indicate the version number (1 = final file, B = second version). The record layout for the state nonfiscal survey file is contained in appendix A.

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

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 1b, 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 2009–10**

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APPENDIX A—Record Layout for the Common Core of Data
State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2009–10

(*) 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 (2009)
FIPST	2	AN	American National Standards Institute (ANSI) state codes
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
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

APPENDIX A—Record Layout for the Common Core of Data
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Variable Name	Order	Data Type	Description
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
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

APPENDIX A—Record Layout for the Common Core of Data
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Variable Name	Order	Data Type	Description
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
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

APPENDIX A—Record Layout for the Common Core of Data
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Variable Name	Order	Data Type	Description
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
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

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Variable Name	Order	Data Type	Description
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
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

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Variable Name	Order	Data Type	Description
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
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

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Variable Name	Order	Data Type	Description
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
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

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Variable Name	Order	Data Type	Description
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
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

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Variable Name	Order	Data Type	Description
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
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

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Variable Name	Order	Data Type	Description
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
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

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Variable Name	Order	Data Type	Description
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
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

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Variable Name	Order	Data Type	Description
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
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

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Variable Name	Order	Data Type	Description
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 2009–10**

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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 2009–10

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

Variable	Label	Missing	Not applicable	Reported
SURVYEAR	Starting year of survey (2009)	0	0	59
FIPST	American National Standards Institute code	0	0	59
STABR	Postal state abbreviation codes	0	0	59
SEANAME	Name of state education agency	0	0	59
STREET	State education agency mailing street	1	0	58
CITY	State education agency mailing city	0	0	59
STNAME	State education agency mailing state	0	0	59
ZIP	State education agency mailing ZIP code	0	0	59
ZIP4	State education agency mailing ZIP+4 code	18	0	41
PHONE	Area code and local phone number	0	0	59

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009–10, Version 1b.

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

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
PKTCH	Prekindergarten teachers	18.0	8,861.9	1,085.7	7	0
KGTCH	Kindergarten teachers	20.0	21,467.0	3,388.7	6	0
ELMTCH	Elementary teachers	275.0	197,247.5	28,841.4	5	0
SECTCH	Secondary teachers	254.0	131,239.3	23,100.8	5	0
UGTCH	Teachers of ungraded classes	3.0	43,850.5	6,993.7	3	26
TOTTCH	Total full-time-equivalent (FTE) teachers	552.0	333,163.8	60,199.1	5	0
AIDES	Instructional aides	96.0	67,462.5	13,741.3	5	0
CORSUP	Instructional coordinators and supervisors	9.0	13,320.3	1,387.0	5	0
ELMGUI	Elementary guidance counselors/directors	7.0	4,569.9	771.4	6	0
SECGUI	Secondary guidance counselors/directors	13.0	6,535.1	1,196.4	6	0
OTHGUI	Other guidance counselors/directors	1.0	882.0	260.5	5	38
TOTGUI	Total guidance counselors/directors	20.0	11,105.0	2,008.6	5	0
LIBSPE	Librarians	28.0	5,140.0	1,015.1	5	1
LIBSUP	Library support staff	10.0	4,221.0	707.7	5	0
LEAADM	Local Education Agency (LEA) administrators	7.0	6,698.0	1,186.8	5	0
LEASUP	Administrative support staff	59.0	24,606.0	3,545.5	5	0
SCHADM	School administrators	35.0	21,684.0	3,149.2	5	0
SCHSUP	School administrative support staff	46.0	35,996.0	4,673.7	5	0
STUSUP	Student support services	43.2	23,657.0	5,020.4	5	0
OTHSUP	All other support services staff	99.0	143,206.0	22,243.0	5	0
PK	Prekindergarten students	91.0	239,030.0	22,660.8	4	1
KG	Kindergarten students	632.0	471,058.0	67,565.7	4	0
G01	Grade 1 students	766.0	470,783.0	68,559.7	4	0
G02	Grade 2 students	813.0	459,334.0	67,377.7	4	0
G03	Grade 3 students	839.0	459,813.0	68,178.5	4	0
G04	Grade 4 students	862.0	465,866.0	68,083.8	4	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 2009–10

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
G05	Grade 5 students	819.0	460,248.0	67,196.5	4	0
G06	Grade 6 students	891.0	461,373.0	67,051.2	4	0
G07	Grade 7 students	782.0	466,893.0	67,059.1	4	0
G08	Grade 8 students	823.0	472,856.0	67,185.6	4	0
G09	Grade 9 students	976.0	524,681.0	74,987.8	4	0
G10	Grade 10 students	827.0	506,192.0	70,051.0	4	0
G11	Grade 11 students	780.0	487,688.0	65,069.4	4	0
G12	Grade 12 students	635.0	478,503.0	62,998.3	4	0
UG	Ungraded students	54.0	115,851.0	12,414.8	4	37
MEMBER	Total students	10,961.0	6,263,438.0	907,676.0	4	0
AMPKM	Prekindergarten students – American Indian/Alaska Native – Male	0.0	3,842.0	181.1	6	1
AMPKF	Prekindergarten students – American Indian/Alaska Native – Female	0.0	3,554.0	154.0	6	1
ASPKM	Prekindergarten students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	3,856.0	389.3	6	1
ASPKF	Prekindergarten students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	3,303.0	330.1	6	1
HIPKM	Prekindergarten students – Hispanic – Male	0.0	78,729.0	3,130.2	6	1
HIPKF	Prekindergarten students – Hispanic – Female	0.0	73,694.0	2,790.1	6	1
BLPKM	Prekindergarten students – Black – Male	0.0	17,790.0	2,354.8	6	1
BLPKF	Prekindergarten students – Black – Female	0.0	16,980.0	2,151.9	6	1
WHPKM	Prekindergarten students – White – Male	0.0	23,736.0	5,535.8	6	1
WHPKF	Prekindergarten students – White – Female	0.0	19,373.0	4,363.5	6	1
HPPKM	Prekindergarten students – Hawaiian Native/Pacific Islander – Male	0.0	62.0	13.5	1	45
HPPKF	Prekindergarten students – Hawaiian Native/Pacific Islander – Female	0.0	60.0	10.8	1	45

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 2009–10

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
TRPKM	Prekindergarten students – Two or more races – Male	4.0	609.0	159.8	1	45
TRPKF	Prekindergarten students – Two or more races – Female	1.0	559.0	138.9	1	45
AMKGM	Kindergarten students – American Indian/Alaska Native – Male	0.0	4,844.0	460.9	4	0
AMKGF	Kindergarten students – American Indian/Alaska Native – Female	0.0	4,430.0	427.1	4	0
ASKGM	Kindergarten students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	24,533.0	1,679.3	4	0
ASKGF	Kindergarten students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	23,025.0	1,641.6	4	0
HIKGM	Kindergarten students – Hispanic – Male	0.0	129,521.0	8,647.5	4	0
HIKGF	Kindergarten students – Hispanic – Female	0.0	122,642.0	8,218.7	4	0
BLKGM	Kindergarten students – Black – Male	0.0	23,168.0	5,324.3	4	0
BLKGF	Kindergarten students – Black – Female	0.0	21,998.0	5,021.5	4	0
WHKGM	Kindergarten students – White – Male	0.0	61,687.0	18,012.3	4	0
WHKGF	Kindergarten students – White – Female	0.0	55,912.0	16,573.1	4	0
HPKGM	Kindergarten students – Hawaiian Native/Pacific Islander – Male	0.0	1,377.0	135.6	0	45
HPKGF	Kindergarten students – Hawaiian Native/Pacific Islander – Female	1.0	1,225.0	127.1	0	45
TRKGM	Kindergarten students – Two or more races – Male	46.0	11,277.0	1,263.1	0	45
TRKGF	Kindergarten students – Two or more races – Female	53.0	10,336.0	1,174.7	0	45
AM01M	Grade 1 students – American Indian/Alaska Native – Male	0.0	5,113.0	455.5	4	0
AM01F	Grade 1 students – American Indian/Alaska Native – Female	0.0	4,613.0	425.9	4	0
AS01M	Grade 1 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	26,022.0	1,740.8	4	0
AS01F	Grade 1 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	24,387.0	1,706.9	4	0
HI01M	Grade 1 students – Hispanic – Male	0.0	127,600.0	8,748.1	4	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 2009–10—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HI01F	Grade 1 students – Hispanic – Female	0.0	120,818.0	8,260.8	4	0
BL01M	Grade 1 students – Black – Male	0.0	24,856.0	5,543.3	4	0
BL01F	Grade 1 students – Black – Female	0.0	23,080.0	5,232.1	4	0
WH01M	Grade 1 students – White – Male	0.0	61,163.0	18,090.1	4	0
WH01F	Grade 1 students – White – Female	0.0	57,149.0	16,872.5	4	0
HP01M	Grade 1 students – Hawaiian Native/Pacific Islander – Male	0.0	1,388.0	132.8	0	45
HP01F	Grade 1 students – Hawaiian Native/Pacific Islander – Female	0.0	1,237.0	122.1	0	45
TR01M	Grade 1 students – Two or more races – Male	45.0	9,884.0	1,126.6	0	45
TR01F	Grade 1 students – Two or more races – Female	47.0	9,571.0	1,091.1	0	45
AM02M	Grade 2 students – American Indian/Alaska Native – Male	0.0	4,740.0	436.1	4	0
AM02F	Grade 2 students – American Indian/Alaska Native – Female	0.0	4,556.0	422.9	4	0
AS02M	Grade 2 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	25,302.0	1,698.5	4	0
AS02F	Grade 2 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	23,967.0	1,663.6	4	0
HI02M	Grade 2 students – Hispanic – Male	0.0	123,263.0	8,417.8	4	0
HI02F	Grade 2 students – Hispanic – Female	0.0	117,716.0	8,044.9	4	0
BL02M	Grade 2 students – Black – Male	0.0	24,514.0	5,537.5	4	0
BL02F	Grade 2 students – Black – Female	0.0	23,025.0	5,285.5	4	0
WH02M	Grade 2 students – White – Male	0.0	60,142.0	17,791.6	4	0
WH02F	Grade 2 students – White – Female	0.0	56,591.0	16,719.3	4	0
HP02M	Grade 2 students – Hawaiian Native/Pacific Islander – Male	1.0	1,381.0	132.4	0	45
HP02F	Grade 2 students – Hawaiian Native/Pacific Islander – Female	1.0	1,260.0	122.7	0	45
TR02M	Grade 2 students – Two or more races – Male	37.0	9,496.0	1,069.4	0	45
TR02F	Grade 2 students – Two or more races – Female	39.0	9,004.0	1,037.1	0	45

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 2009–10

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AM03M	Grade 3 students – American Indian/Alaska Native – Male	0.0	4,841.0	441.9	4	0
AM03F	Grade 3 students – American Indian/Alaska Native – Female	0.0	4,608.0	422.4	4	0
AS03M	Grade 3 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	25,589.0	1,690.9	4	0
AS03F	Grade 3 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	24,051.0	1,660.3	4	0
HI03M	Grade 3 students – Hispanic – Male	0.0	122,117.0	8,349.4	4	0
HI03F	Grade 3 students – Hispanic – Female	0.0	117,021.0	7,991.1	4	0
BL03M	Grade 3 students – Black – Male	0.0	25,747.0	5,667.9	4	0
BL03F	Grade 3 students – Black – Female	0.0	24,038.0	5,440.6	4	0
WH03M	Grade 3 students – White – Male	0.0	60,668.0	18,136.0	4	0
WH03F	Grade 3 students – White – Female	0.0	56,964.0	17,056.2	4	0
HP03M	Grade 3 students – Hawaiian Native/Pacific Islander – Male	0.0	1,324.0	130.4	0	45
HP03F	Grade 3 students – Hawaiian Native/Pacific Islander – Female	1.0	1,222.0	116.4	0	45
TR03M	Grade 3 students – Two or more races – Male	34.0	9,522.0	1,070.7	0	45
TR03F	Grade 3 students – Two or more races – Female	40.0	9,084.0	1,025.1	0	45
AM04M	Grade 4 students – American Indian/Alaska Native – Male	0.0	4,889.0	440.7	4	0
AM04F	Grade 4 students – American Indian/Alaska Native – Female	0.0	4,679.0	423.7	4	0
AS04M	Grade 4 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	27,075.0	1,717.5	4	0
AS04F	Grade 4 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	25,381.0	1,682.8	4	0
HI04M	Grade 4 students – Hispanic – Male	0.0	122,064.0	8,113.5	4	0
HI04F	Grade 4 students – Hispanic – Female	0.0	117,384.0	7,808.8	4	0
BL04M	Grade 4 students – Black – Male	0.0	24,640.0	5,651.8	4	0
BL04F	Grade 4 students – Black – Female	0.0	23,750.0	5,470.9	4	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 2009–10

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
WH04M	Grade 4 students – White – Male	0.0	62,264.0	18,322.3	4	0
WH04F	Grade 4 students – White – Female	0.0	58,156.0	17,218.1	4	0
HP04M	Grade 4 students – Hawaiian Native/Pacific Islander – Male	1.0	1,448.0	137.1	0	45
HP04F	Grade 4 students – Hawaiian Native/Pacific Islander – Female	0.0	1,259.0	119.2	0	45
TR04M	Grade 4 students – Two or more races – Male	48.0	8,876.0	1,000.4	0	45
TR04F	Grade 4 students – Two or more races – Female	46.0	8,213.0	944.8	0	45
AM05M	Grade 5 students – American Indian/Alaska Native – Male	0.0	4,848.0	441.5	4	0
AM05F	Grade 5 students – American Indian/Alaska Native – Female	0.0	4,695.0	426.4	4	0
AS05M	Grade 5 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	25,642.0	1,627.9	4	0
AS05F	Grade 5 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	24,093.0	1,588.3	4	0
HI05M	Grade 5 students – Hispanic – Male	0.0	119,900.0	7,904.1	4	0
HI05F	Grade 5 students – Hispanic – Female	0.0	114,714.0	7,594.8	4	0
BL05M	Grade 5 students – Black – Male	0.0	24,235.0	5,543.1	4	0
BL05F	Grade 5 students – Black – Female	0.0	23,503.0	5,353.2	4	0
WH05M	Grade 5 students – White – Male	0.0	63,249.0	18,328.1	4	0
WH05F	Grade 5 students – White – Female	0.0	58,984.0	17,224.8	4	0
HP05M	Grade 5 students – Hawaiian Native/Pacific Islander – Male	1.0	1,383.0	132.1	0	45
HP05F	Grade 5 students – Hawaiian Native/Pacific Islander – Female	0.0	1,290.0	120.6	0	45
TR05M	Grade 5 students – Two or more races – Male	31.0	8,462.0	954.6	0	45
TR05F	Grade 5 students – Two or more races – Female	39.0	7,983.0	907.8	0	45
AM06M	Grade 6 students – American Indian/Alaska Native – Male	0.0	4,881.0	442.2	4	0
AM06F	Grade 6 students – American Indian/Alaska Native – Female	0.0	4,563.0	426.8	4	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 2009–10

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2009–10—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	25,822.0	1,628.2	4	0
AS06F	Grade 6 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	23,934.0	1,576.3	4	0
HI06M	Grade 6 students – Hispanic – Male	0.0	118,913.0	7,761.5	4	0
HI06F	Grade 6 students – Hispanic – Female	0.0	114,433.0	7,434.4	4	0
BL06M	Grade 6 students – Black – Male	0.0	24,423.0	5,596.8	4	0
BL06F	Grade 6 students – Black – Female	0.0	23,405.0	5,380.1	4	0
WH06M	Grade 6 students – White – Male	0.0	64,130.0	18,379.4	4	0
WH06F	Grade 6 students – White – Female	0.0	60,371.0	17,324.0	4	0
HP06M	Grade 6 students – Hawaiian Native/Pacific Islander – Male	0.0	1,455.0	134.9	0	45
HP06F	Grade 6 students – Hawaiian Native/Pacific Islander – Female	0.0	1,377.0	128.4	0	45
TR06M	Grade 6 students – Two or more races – Male	23.0	7,938.0	895.5	0	45
TR06F	Grade 6 students – Two or more races – Female	20.0	7,348.0	848.6	0	45
AM07M	Grade 7 students – American Indian/Alaska Native – Male	0.0	4,556.0	433.9	4	0
AM07F	Grade 7 students – American Indian/Alaska Native – Female	0.0	4,624.0	423.9	4	0
AS07M	Grade 7 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	27,131.0	1,660.5	4	0
AS07F	Grade 7 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	25,072.0	1,586.7	4	0
HI07M	Grade 7 students – Hispanic – Male	0.0	120,032.0	7,708.6	4	0
HI07F	Grade 7 students – Hispanic – Female	0.0	115,304.0	7,370.1	4	0
BL07M	Grade 7 students – Black – Male	0.0	23,933.0	5,561.8	4	0
BL07F	Grade 7 students – Black – Female	0.0	22,852.0	5,352.2	4	0
WH07M	Grade 7 students – White – Male	0.0	65,165.0	18,506.5	4	0
WH07F	Grade 7 students – White – Female	0.0	60,732.0	17,429.1	4	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 2009–10

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HP07M	Grade 7 students – Hawaiian Native/Pacific Islander – Male	0.0	1,484.0	137.4	0	45
HP07F	Grade 7 students – Hawaiian Native/Pacific Islander – Female	0.0	1,397.0	126.0	0	45
TR07M	Grade 7 students – Two or more races – Male	30.0	7,230.0	832.1	0	45
TR07F	Grade 7 students – Two or more races – Female	17.0	7,100.0	824.8	0	45
AM08M	Grade 8 students – American Indian/Alaska Native – Male	0.0	4,534.0	430.3	4	0
AM08F	Grade 8 students – American Indian/Alaska Native – Female	0.0	4,370.0	418.2	4	0
AS08M	Grade 8 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	27,586.0	1,662.0	4	0
AS08F	Grade 8 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	25,866.0	1,597.2	4	0
HI08M	Grade 8 students – Hispanic – Male	0.0	119,685.0	7,548.2	4	0
HI08F	Grade 8 students – Hispanic – Female	0.0	115,548.0	7,255.8	4	0
BL08M	Grade 8 students – Black – Male	0.0	24,216.0	5,522.7	4	0
BL08F	Grade 8 students – Black – Female	0.0	23,197.0	5,359.1	4	0
WH08M	Grade 8 students – White – Male	0.0	67,693.0	18,757.2	4	0
WH08F	Grade 8 students – White – Female	0.0	63,115.0	17,666.7	4	0
HP08M	Grade 8 students – Hawaiian Native/Pacific Islander – Male	1.0	1,408.0	130.2	0	45
HP08F	Grade 8 students – Hawaiian Native/Pacific Islander – Female	1.0	1,356.0	127.4	0	45
TR08M	Grade 8 students – Two or more races – Male	22.0	7,038.0	799.4	0	45
TR08F	Grade 8 students – Two or more races – Female	21.0	6,703.0	790.9	0	45
AM09M	Grade 9 students – American Indian/Alaska Native – Male	0.0	4,912.0	500.2	4	0
AM09F	Grade 9 students – American Indian/Alaska Native – Female	0.0	4,681.0	465.0	4	0
AS09M	Grade 9 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	29,277.0	1,792.1	4	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 2009–10

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2009–10—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	26,900.0	1,679.0	4	0
HI09M	Grade 9 students – Hispanic – Male	0.0	136,083.0	8,663.7	4	0
HI09F	Grade 9 students – Hispanic – Female	0.0	127,792.0	8,007.6	4	0
BL09M	Grade 9 students – Black – Male	0.0	30,809.0	6,994.1	4	0
BL09F	Grade 9 students – Black – Female	0.0	27,952.0	6,400.2	4	0
WH09M	Grade 9 students – White – Male	0.0	74,021.0	20,371.2	4	0
WH09F	Grade 9 students – White – Female	0.0	69,302.0	19,061.2	4	0
HP09M	Grade 9 students – Hawaiian Native/Pacific Islander – Male	0.0	1,650.0	151.2	0	45
HP09F	Grade 9 students – Hawaiian Native/Pacific Islander – Female	0.0	1,613.0	143.7	0	45
TR09M	Grade 9 students – Two or more races – Male	35.0	7,565.0	871.3	0	45
TR09F	Grade 9 students – Two or more races – Female	32.0	7,275.0	852.1	0	45
AM10M	Grade 10 students – American Indian/Alaska Native – Male	0.0	4,465.0	454.7	4	0
AM10F	Grade 10 students – American Indian/Alaska Native – Female	0.0	4,274.0	440.2	4	0
AS10M	Grade 10 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	29,640.0	1,762.1	4	0
AS10F	Grade 10 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	27,229.0	1,641.3	4	0
HI10M	Grade 10 students – Hispanic – Male	0.0	126,211.0	7,581.2	4	0
HI10F	Grade 10 students – Hispanic – Female	0.0	120,380.0	7,213.4	4	0
BL10M	Grade 10 students – Black – Male	0.0	24,485.0	6,002.4	4	0
BL10F	Grade 10 students – Black – Female	0.0	23,730.0	5,861.8	4	0
WH10M	Grade 10 students – White – Male	0.0	74,007.0	19,514.5	4	0
WH10F	Grade 10 students – White – Female	0.0	69,623.0	18,677.1	4	0
HP10M	Grade 10 students – Hawaiian Native/Pacific Islander – Male	0.0	1,611.0	142.6	0	45

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 2009–10

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HP10F	Grade 10 students – Hawaiian Native/Pacific Islander – Female	1.0	1,573.0	140.5	0	45
TR10M	Grade 10 students – Two or more races – Male	13.0	6,915.0	760.5	0	45
TR10F	Grade 10 students – Two or more races – Female	17.0	6,647.0	763.7	0	45
AM11M	Grade 11 students – American Indian/Alaska Native – Male	0.0	4,103.0	404.4	4	0
AM11F	Grade 11 students – American Indian/Alaska Native – Female	0.0	3,952.0	404.3	4	0
AS11M	Grade 11 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	29,811.0	1,688.1	4	0
AS11F	Grade 11 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	27,760.0	1,587.7	4	0
HI11M	Grade 11 students – Hispanic – Male	0.0	116,914.0	6,605.8	4	0
HI11F	Grade 11 students – Hispanic – Female	0.0	113,103.0	6,480.7	4	0
BL11M	Grade 11 students – Black – Male	0.0	21,919.0	5,069.5	4	0
BL11F	Grade 11 students – Black – Female	0.0	22,784.0	5,293.9	4	0
WH11M	Grade 11 students – White – Male	0.0	74,296.0	18,710.7	4	0
WH11F	Grade 11 students – White – Female	0.0	69,783.0	18,022.0	4	0
HP11M	Grade 11 students – Hawaiian Native/Pacific Islander – Male	0.0	1,617.0	143.0	0	45
HP11F	Grade 11 students – Hawaiian Native/Pacific Islander – Female	0.0	1,499.0	135.4	0	45
TR11M	Grade 11 students – Two or more races – Male	13.0	6,488.0	697.3	0	45
TR11F	Grade 11 students – Two or more races – Female	18.0	6,470.0	715.7	0	45
AM12M	Grade 12 students – American Indian/Alaska Native – Male	0.0	3,832.0	395.9	4	0
AM12F	Grade 12 students – American Indian/Alaska Native – Female	0.0	3,784.0	400.5	4	0
AS12M	Grade 12 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	29,671.0	1,643.0	4	0
AS12F	Grade 12 students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	28,046.0	1,561.3	4	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 2009–10

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HI12M	Grade 12 students – Hispanic – Male	0.0	110,316.0	6,010.1	4	0
HI12F	Grade 12 students – Hispanic – Female	0.0	106,435.0	6,045.6	4	0
BL12M	Grade 12 students – Black – Male	0.0	19,530.0	4,664.0	4	0
BL12F	Grade 12 students – Black – Female	0.0	20,614.0	5,008.4	4	0
WH12M	Grade 12 students – White – Male	0.0	76,674.0	18,618.1	4	0
WH12F	Grade 12 students – White – Female	0.0	71,336.0	17,924.6	4	0
HP12M	Grade 12 students – Hawaiian Native/Pacific Islander – Male	0.0	1,573.0	139.1	0	45
HP12F	Grade 12 students – Hawaiian Native/Pacific Islander – Female	0.0	1,579.0	137.4	0	45
TR12M	Grade 12 students – Two or more races – Male	8.0	6,462.0	660.2	0	45
TR12F	Grade 12 students – Two or more races – Female	9.0	6,207.0	662.4	0	45
AMUGM	Ungraded students – American Indian/Alaska Native – Male	0.0	547.0	54.3	0	41
AMUGF	Ungraded students – American Indian/Alaska Native – Female	0.0	230.0	29.3	0	41
ASUGM	Ungraded students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	3,881.0	356.6	0	41
ASUGF	Ungraded students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	1,754.0	160.7	0	41
HIUGM	Ungraded students – Hispanic – Male	0.0	34,258.0	3,192.5	0	41
HIUGF	Ungraded students – Hispanic – Female	0.0	16,158.0	1,488.1	0	41
BLUGM	Ungraded students – Black – Male	0.0	28,586.0	2,560.6	0	41
BLUGF	Ungraded students – Black – Female	0.0	12,461.0	1,156.7	0	41
WHUGM	Ungraded students – White – Male	0.0	14,682.0	2,269.9	0	41
WHUGF	Ungraded students – White – Female	0.0	5,815.0	1,103.1	0	41
HPUGM	Ungraded students – Hawaiian Native/Pacific Islander – Male	0.0	34.0	10.2	0	53
HPUGF	Ungraded students – Hawaiian Native/Pacific Islander – Female	0.0	16.0	4.8	0	53

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 2009–10

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

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
TRUGM	Ungraded students – Two or more races – Male	1.0	182.0	50.8	0	53
TRUGF	Ungraded students – Two or more races – Female	1.0	73.0	28.7	0	53
AM	Total students – American Indian/Alaska Native	0.0	126,078.0	11,609.7	4	0
AMALM	Total students – American Indian/Alaska Native – Male	0.0	64,575.0	5,927.2	4	0
AMALF	Total students – American Indian/Alaska Native – Female	0.0	61,503.0	5,682.5	4	0
AS	Total students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7)	0.0	683,318.0	44,013.4	4	0
ASALM	Total students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Male	0.0	353,454.0	22,475.8	4	0
ASALF	Total students – Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) – Female	0.0	329,864.0	21,537.7	4	0
HI	Total students – Hispanic	0.0	3,119,111.0	206,915.4	4	0
HIALM	Total students – Hispanic – Male	0.0	1,594,731.0	106,063.7	4	0
HIALF	Total students – Hispanic – Female	0.0	1,524,380.0	100,851.6	4	0
BL	Total students – Black	0.0	643,021.0	148,616.3	4	0
BLALM	Total students – Black – Male	0.0	330,071.0	75,743.6	4	0
BLALF	Total students – Black – Female	0.0	312,950.0	72,872.7	4	0
WH	Total students – White	0.0	1,673,567.0	479,769.7	4	0
WHALM	Total students – White – Male	0.0	866,074.0	247,514.7	4	0
WHALF	Total students – White – Female	0.0	807,493.0	232,181.9	4	0
HP	Total students – Hawaiian Native/Pacific Islander	25.0	37,014.0	3,474.7	0	45
HPALM	Total students – Hawaiian Native/Pacific Islander – Male	11.0	19,118.0	1,795.7	0	45
HPALF	Total students – Hawaiian Native/Pacific Islander – Female	14.0	17,896.0	1,679.0	0	45
TR	Total students – Two or more races	1,093.0	209,200.0	23,951.3	0	45
TRALM	Total students – Two or more races – Male	534.0	107,216.0	12,171.4	0	45
TRALF	Total students – Two or more races – Female	559.0	101,984.0	11,779.9	0	45

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009–10, Version 1b.

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

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag - ethnic categories indicator (RACECAT)				
5—5 categories	44	74.6	44	74.6
7—7 categories	15	25.4	59	100.0
Imputation flag - prekindergarten teachers (IPKTCH)				
A—Edit ¹	5	8.5	5	8.5
C—Combined with data provided elsewhere by the state	1	1.7	6	10.2
P—Imputation based on prior year’s data	1	1.7	7	11.9
R—As reported by the state	52	88.1	59	100.0
Imputation flag - kindergarten teachers (IKGTCH)				
A—Edit ¹	5	8.5	5	8.5
C—Combined with data provided elsewhere by the state	2	3.4	7	11.9
P—Imputation based on prior year’s data	2	3.4	9	15.3
R—As reported by the state	50	84.8	59	100.0
Imputation flag - elementary teachers (IELMTCH)				
A—Edit ¹	5	8.5	5	8.5
R—As reported by the state	54	91.5	59	100.0
Imputation flag - secondary teachers (ISECTCH)				
A—Edit ¹	4	6.8	4	6.8
R—As reported by the state	55	93.2	59	100.0
Imputation flag - teachers of ungraded classes (IUGTCH)				
A—Edit ¹	26	44.1	26	44.1
R—As reported by the state	33	55.9	59	100.0
Imputation flag - total FTE teachers (ITOTTCH)				
A—Edit ¹	3	5.1	3	5.1
R—As reported by the state	54	91.5	57	96.6
T—Total based on sum of detail from imputed value	2	3.4	59	100.0
Imputation flag - instructional aides (IAIDES)				
A—Edit ¹	1	1.7	1	1.7
P—Imputation based on prior year’s data	2	3.4	3	5.1
R—As reported by the state	56	94.9	59	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 2009–10

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag - instructional coordinators and supervisors (ICORSUP)				
C—Combined with data provided elsewhere by the state	1	1.7	1	1.7
P—Imputation based on prior year’s data	3	5.1	4	6.8
R—As reported by the state	55	93.2	59	100.0
Imputation flag - elementary guidance counselors/directors (IELMGUI)				
A—Edit ¹	3	5.1	3	5.1
D—Disaggregated from reported total	6	10.2	9	15.3
P—Imputation based on prior year’s data	1	1.7	10	17.0
R—As reported by the state	49	83.1	59	100.0
Imputation flag - secondary guidance counselors/directors (ISECGUI)				
A—Edit ¹	4	6.8	4	6.8
D—Disaggregated from reported total	6	10.2	10	17.0
P—Imputation based on prior year’s data	1	1.7	11	18.6
R—As reported by the state	48	81.4	59	100.0
Imputation flag - other guidance counselors/directors (IOTHGUI)				
A—Edit ¹	39	66.1	39	66.1
R—As reported by the state	20	33.9	59	100.0
Imputation flag - total guidance counselors/directors (ITOTGUI)				
R—As reported by the state	58	98.3	58	98.3
T—Total based on sum of detail from imputed value	1	1.7	59	100
Imputation flag – librarians (ILIBSPE)				
A—Edit ¹	3	5.1	3	5.1
P—Imputation based on prior year’s data	1	1.7	4	6.8
R—As reported by the state	55	93.2	59	100.0
Imputation flag - library support staff (ILIBSUP)				
A—Edit ¹	1	1.7	1	1.7
P—Imputation based on prior year’s data	6	10.2	7	11.9
R—As reported by the state	52	88.1	59	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 2009–10

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag - LEA administrators (ILEAADM)				
A—Edit ¹	1	1.7	1	1.7
P—Imputation based on prior year’s data	1	1.7	2	3.4
R—As reported by the state	57	96.6	59	100.0
Imputation flag - LEA administrative support staff (ILEASUP)				
A—Edit ¹	1	1.7	1	1.7
P—Imputation based on prior year’s data	3	5.1	4	6.8
R—As reported by the state	55	93.2	59	100.0
Imputation flag - school administrators (ISCHADM)				
A—Edit ¹	3	5.1	3	5.1
R—As reported by the state	56	94.9	59	100.0
Imputation flag - school administrative support staff (ISCHSUP)				
A—Edit ¹	1	1.7	1	1.7
P—Imputation based on prior year’s data	3	5.1	4	6.8
R—As reported by the state	55	93.2	59	100.0
Imputation flag - student support services (ISTUSUP)				
A—Edit ¹	1	1.7	1	1.7
C—Combined with data provided elsewhere by the state	1	1.7	2	3.4
P—Imputation based on prior year’s data	1	1.7	3	5.1
R—As reported by the state	56	94.9	59	100.0
Imputation flag - all other support services (IOTHSUP)				
A—Edit ¹	1	1.7	1	1.7
P—Imputation based on prior year’s data	2	3.4	3	5.1
R—As reported by the state	56	94.9	59	100.0
Imputation flag - prekindergarten students (IPK)				
A—Edit ¹	4	6.8	4	6.8
R—As reported by the state	55	93.2	59	100.0
Imputation flag - kindergarten students (IKG)				
A—Edit ¹	3	5.1	3	5.1
R—As reported by the state	56	94.9	59	100.0
Imputation flag - grade 1 students (IG01)				
A—Edit ¹	4	6.8	4	6.8
R—As reported by the state	55	93.2	59	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 2009–10

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag - grade 2 students (IG02)				
A—Edit ¹	4	6.8	4	6.8
R—As reported by the state	55	93.2	59	100.0
Imputation flag - grade 3 students (IG03)				
A—Edit ¹	3	5.1	3	5.1
R—As reported by the state	56	94.9	59	100.0
Imputation flag - grade 4 students (IG04)				
A—Edit ¹	3	5.1	3	5.1
R—As reported by the state	56	94.9	59	100.0
Imputation flag - grade 5 students (IG05)				
A—Edit ¹	3	5.1	3	5.1
R—As reported by the state	56	94.9	59	100.0
Imputation flag - grade 6 students (IG06)				
A—Edit ¹	3	5.1	3	5.1
R—As reported by the state	56	94.9	59	100.0
Imputation flag - grade 7 students (IG07)				
A—Edit ¹	3	5.1	3	5.1
R—As reported by the state	56	94.9	59	100.0
Imputation flag - grade 8 students (IG08)				
A—Edit ¹	3	5.1	3	5.1
R—As reported by the state	56	94.9	59	100.0
Imputation flag - grade 9 students (IG09)				
A—Edit ¹	3	5.1	3	5.1
R—As reported by the state	56	94.9	59	100.0
Imputation flag - grade 10 students (IG10)				
A—Edit ¹	3	5.1	3	5.1
R—As reported by the state	56	94.9	59	100.0
Imputation flag - grade 11 students (IG11)				
A—Edit ¹	4	6.8	4	6.8
R—As reported by the state	55	93.2	59	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 2009–10

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

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag - grade 12 students (IG12)				
A—Edit ¹	3	5.1	3	5.1
R—As reported by the state	56	94.9	59	100.0
Imputation flag - ungraded students (IUG)				
A—Edit ¹	39	66.1	39	66.1
R—As reported by the state	20	33.9	59	100.0
Imputation flag - total students (IMEMBER)				
A—Edit ¹	10	17.0	10	17.0
R—As reported by the state	49	83.1	59	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," 2009–10, Version 1b.

Table B-4. Public school student membership, by grade and state or jurisdiction: School year 2009–10

State or jurisdiction	Total student membership	Pre-kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
United States¹	49,360,982	1,222,860	3,677,971	3,728,773	3,664,697	3,707,038	3,700,530	3,652,134
Alabama	748,889	7,774	57,019	57,821	56,628	58,608	59,512	58,656
Alaska	131,661	2,475	9,804	9,926	9,827	10,032	10,046	9,864
Arizona	1,077,831	9,175	84,191	85,725	84,033	84,060	83,686	83,193
Arkansas	480,559	13,504	38,115	37,665	36,934	36,903	36,479	36,489
California	6,263,438 ²	71,783 ³	471,058	470,783	459,334	459,813	465,866	460,248
Colorado	832,368	29,701	64,190	66,076	63,948	63,558	62,929	61,547
Connecticut	563,968	15,689	39,866	41,892	40,265	41,205	41,510	41,726
Delaware	126,801	755	9,537	10,160	9,794	9,740	9,672	9,511
District of Columbia	69,433	8,499	5,190	5,023	4,908	4,995	4,893	4,513
Florida	2,634,522	51,495	196,057	197,882	198,479	209,068	199,322	198,980
Georgia	1,667,685	41,940	131,325	128,857	128,712	132,515	130,091	128,457
Hawaii	180,196	1,547	15,970	14,684	14,298	13,619	14,249	13,681
Idaho	276,299	2,646	21,605	21,901	21,734	21,604	21,337	21,364
Illinois	2,104,175	84,727	148,097	152,352	152,042	155,488	154,405	152,701
Indiana	1,046,661 ²	12,444	78,224	80,067	79,092	82,178	79,992	78,871
Iowa	491,842	21,804	38,956	35,222	34,823	34,992	35,225	35,006
Kansas	474,489	10,509	36,461	36,524	35,617	35,853	35,782	35,336
Kentucky	680,089 ²	27,909	51,276	52,066	50,541	53,071	51,027	50,075
Louisiana	690,915	29,447	53,763	55,612	54,189	53,922	59,998	49,658
Maine	189,225	3,783	13,704	13,451	13,372	13,653	13,769	13,888
Maryland	848,412	28,626	61,428	62,691	62,079	60,064	61,183	60,168
Massachusetts	957,053	27,871	68,369	70,941	70,025	70,700	71,078	71,052
Michigan	1,649,082 ²	29,850	126,313 ⁴	116,606 ⁴	115,054 ⁴	117,622 ⁴	118,702 ⁴	118,082 ⁴
Minnesota	837,053	13,933	63,111	61,983	60,407	61,343	60,640	60,257
Mississippi	492,481	3,607	39,148	38,903	38,512	38,833	39,651	37,798
Missouri	917,982	25,584	69,016	68,133	67,357	68,045	68,730	67,901
Montana	141,807	1,209	10,960	10,848	10,691	10,707	10,499	10,674
Nebraska	295,368	11,954	23,577	22,483	22,088	21,831	21,517	21,047
Nevada	428,947	3,953	32,038	33,759	33,698	33,935	33,664	33,635
New Hampshire	197,140 ²	2,987	11,969	14,165	14,215	14,246	14,560	14,682
New Jersey	1,396,029	33,937	95,251 ⁴	100,792 ⁴	98,370 ⁴	100,138	99,911	100,675
New Mexico	334,419	7,406	26,266	26,165	25,985	25,781	25,358	25,406
New York	2,766,052	51,251	190,741	197,592	192,032	191,006	193,473	190,719
North Carolina	1,483,397 ²	26,688	104,954	118,565	117,054	120,190	116,876	115,079
North Dakota	95,073	1,285	7,472	7,149	6,727	6,841	6,547	6,905

See notes at end of table.

Table B-4. Public school student membership, by grade and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Total student membership	Pre-kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Ohio	1,764,297	29,329	131,114	132,572	131,009	133,405	133,751	132,768
Oklahoma	654,802	39,784	51,037	52,447	49,167	48,601	48,457	47,633
Oregon	582,839	21,143	40,563	42,439	41,881	42,660	43,059	43,181
Pennsylvania	1,785,993 ²	15,239	128,947	128,565	127,268	130,380	132,213	132,528
Rhode Island	145,118	2,109	10,254	10,817	10,789	10,873	10,188	9,803
South Carolina	723,143	24,425	53,615	54,538	54,158	55,491	55,671	54,346
South Dakota	123,713	1,367	10,560	9,518	9,234	9,062	9,245	9,172
Tennessee	972,549 ²	16,506	76,745 ⁴	76,356 ⁴	74,825 ⁴	75,705 ⁴	75,052 ⁴	74,810 ⁴
Texas	4,850,210	239,030	369,433	383,572	374,560	373,653	368,175	361,413
Utah	571,586 ²	8,225	47,684	48,033 ⁴	46,514 ⁴	45,972 ⁴	45,610 ⁴	44,706 ⁴
Vermont	91,451	4,837	6,216	6,207	6,159	6,256	6,237	6,465
Virginia	1,245,340 ²	30,600	92,281	93,977	93,141	93,366	93,708	91,852
Washington	1,035,347	11,037	74,547	77,266	75,912	77,707	78,270	78,158
West Virginia	282,662	13,894	21,454	20,741	20,885	20,394	20,790	20,347
Wisconsin	872,436	47,054	61,094	60,197	59,557	60,661	61,242	60,413
Wyoming	88,155	534	7,406	7,064	6,774	6,693	6,683	6,695
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ⁵	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ⁵	—	—	—	—	—	—	—	—
Bureau of Indian Education	41,351	91	4,528	3,941	3,711	3,484	3,423	3,192
American Samoa	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—
Commonwealth of the Northern Mariana Islands	10,961	462	632	766	813	839	862	819
Puerto Rico	493,393	270	31,976	36,254	35,389	37,306	38,583	38,452
U.S. Virgin Islands	15,493	-2	1,006	1,048	1,162	1,150	1,212	1,209

See notes at end of table.

Table B-4. Public school student membership, by grade and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded
United States¹	3,644,057	3,641,342	3,651,276	4,080,016	3,809,135	3,540,964	3,431,686	208,503
Alabama	58,231	58,118	57,027	63,338	57,794	50,199	48,164	† ⁴
Alaska	9,567	9,657	9,626	10,112	10,072	10,874	9,779	†
Arizona	81,987	82,050	82,163	82,461	80,281	75,372	79,283	171
Arkansas	35,958	36,113	35,715	37,556	35,523	32,567	30,567	471
California	461,373	466,893	472,856	524,681	506,192	487,688	478,503	6,367
Colorado	60,631	59,669	59,129	64,106	60,394	57,964	58,526	† ⁴
Connecticut	42,507	42,305	42,999	46,385	43,836	42,754	41,029	† ⁴
Delaware	9,562	9,460	9,519	11,726	10,321	8,727	8,317	† ⁴
District of Columbia	4,520	4,394	4,452	6,181	4,431	3,684	3,301	449
Florida	198,789	202,584	198,245	219,705	199,162	192,433	172,321	† ⁴
Georgia	126,060	122,710	124,084	144,918	122,022	108,215	97,779	† ⁴
Hawaii	13,287	13,076	12,967	15,327	14,223	12,459	10,621	188
Idaho	20,815	20,703	21,019	21,763	20,615	19,943	19,250	† ⁴
Illinois	154,420	154,478	155,003	176,457	170,612	146,917	146,476	† ⁴
Indiana	79,048	79,700	80,983	84,235	80,905	77,923	72,999	† ⁴
Iowa	34,939	35,127	35,239	37,359	37,494	36,971	38,685	† ⁴
Kansas	34,978	34,161	34,596	37,450	35,672	33,596	33,522	4,432
Kentucky	49,934	49,005	49,298	54,798	50,703	46,917	43,097	372
Louisiana	51,348	49,128	52,818	56,163	45,587	40,454	38,828	† ⁴
Maine	14,239	14,349	14,438	15,259	15,324	14,750	15,246	† ⁴
Maryland	61,292	61,664	62,590	74,731	68,025	62,598	61,273	† ⁴
Massachusetts	72,201	71,399	72,093	78,771	73,298	70,460	67,973	822
Michigan	119,934 ⁴	120,994 ⁴	121,463 ⁴	140,781 ⁴	136,697 ⁴	125,872 ⁴	126,181 ⁴	14,931
Minnesota	60,207	61,499	61,281	65,006	65,871	66,983	74,532	† ⁴
Mississippi	36,802	37,125	36,577	40,164	36,215	32,189	28,943	8,014
Missouri	68,577	67,309	67,430	74,943	70,126	67,577	67,254	† ⁴
Montana	10,635	10,734	10,911	11,563	11,072	10,741	10,563	† ⁴
Nebraska	20,776	20,753	20,834	22,765	22,073	21,404	22,266	† ⁴
Nevada	33,778	33,298	33,291	33,735	34,330	29,420	25,935	478
New Hampshire	15,082	15,345	15,517	17,108	16,277	15,399	15,588	† ⁴
New Jersey	100,866	101,248	100,749	108,577	104,572	100,966	98,733	51,244 ⁴
New Mexico	24,473	24,377	24,126	29,715	26,763	22,448	20,150	† ⁴
New York	192,170	194,440	198,690	238,626	234,375	196,709	188,377	115,851
North Carolina	112,838	111,155	109,864	128,454	111,955	100,204	88,983	538
North Dakota	7,092	7,250	7,308	7,588	7,701	7,571	7,637	† ⁴

See notes at end of table.

Table B-4. Public school student membership, by grade and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded
Ohio	133,678	133,551	134,169	156,711	139,964	123,404	118,872	† ⁴
Oklahoma	47,472	45,886	45,268	48,847	45,882	42,591	40,046	1,684
Oregon	43,425	42,839	43,261	44,788	44,090	43,422	46,088	† ⁴
Pennsylvania	132,538	134,436	137,072	151,739	149,834	141,898	140,845	2,491 ⁴
Rhode Island	11,083	10,993	11,275	13,137	12,245	10,855	10,697	† ⁴
South Carolina	53,869	53,300	52,711	62,997	55,250	48,408 ⁴	44,364	† ⁴
South Dakota	9,117	9,219	9,251	10,286	9,767	9,174	8,741	† ⁴
Tennessee	73,420 ⁴	72,199 ⁴	71,050 ⁴	77,576 ⁴	73,927 ⁴	68,012 ⁴	66,366 ⁴	† ⁴
Texas	352,562	351,426	346,524	393,182	335,262	310,288	291,130	† ⁴
Utah	43,534 ⁴	42,068 ⁴	40,997 ⁴	40,782 ⁴	39,775 ⁴	38,691 ⁴	38,995 ⁴	† ⁴
Vermont	6,551	6,611	6,647	7,379	7,419	7,139	7,328	† ⁴
Virginia	92,014	91,006	92,075	104,717	97,969	90,795	87,839	† ⁴
Washington	77,666	77,618	77,206	85,551	81,220	79,585	83,604	† ⁴
West Virginia	20,793	20,499	20,516	23,702	20,696	19,263	18,688	† ⁴
Wisconsin	60,656	60,814	61,748	69,323	68,291	70,144	71,242	† ⁴
Wyoming	6,763	6,607	6,606	6,792	7,031	6,347	6,160	† ⁴
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ⁵	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ⁵	—	—	—	—	—	—	—	—
Bureau of Indian Education	3,157	2,994	2,860	2,818	2,749	2,215	2,188	† ⁴
American Samoa	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—
Commonwealth of the Northern Mariana Islands	891	782	823	976	827	780	635	54
Puerto Rico	38,553	41,773	39,143	38,831	38,853	33,727	29,374	14,909
U.S. Virgin Islands	1,160	1,359	1,103	1,685	1,242	1,133	1,024	† ⁴

— Not available.

† Not applicable.

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

² In California, Indiana, Kentucky, Michigan, New Hampshire, North Carolina, Pennsylvania, Tennessee, Utah, and Virginia one or more reported values was changed to the sum of grade detail by race/ethnicity from the State Nonfiscal survey or the sum of grade detail from the School Universe survey.

³ California prekindergarten data taken from Individuals with Disabilities Education Act (IDEA) Part B counts for students ages 3–5 years.

⁴ Data were edited. There were several variations in the way edits were carried out. See Section II.B.2. in "Documentation to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2009–10" for more information regarding the edit methods.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009–10, Version 1b.

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 2009–10

Table B-5. Public school student membership, by race/ethnicity and state or jurisdiction: School year 2009–10

State or jurisdiction	Total students reported ²	Race/ethnicity ¹					Two or more races
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	
United States³	48,823,612	597,094	2,458,336	10,885,398	8,160,954	26,386,512	335,318
Alabama	745,773	6,105	9,385	31,795	261,031	437,457	†
Alaska	131,661	30,312	10,490	7,684	4,959	70,055	8,161
Arizona	1,077,831	58,777	33,531	446,146	64,371	475,006	†
Arkansas	480,559	3,385	8,759	44,404	105,097	313,909	5,005
California	6,191,655	44,927	720,332	3,119,111	424,518	1,673,567	209,200
Colorado	832,368	9,604	30,820	237,797	49,413	504,734	†
Connecticut	563,968	2,157	24,597	99,379	78,434	359,401	†
Delaware	126,801	450	4,393	14,331	42,212	65,415	†
District of Columbia	69,406	42	1,109	7,999	55,635	4,621	†
Florida	2,544,915	9,143	67,852	692,458	608,057	1,167,405	†
Georgia	1,667,685	4,445	55,029	188,411	623,586	749,829	46,385
Hawaii	180,196	1,082	131,083	8,309	4,170	35,552	†
Idaho	276,299	4,575	4,952	41,384	3,238	222,150	†
Illinois	2,042,604	4,784	88,064	444,007	398,093	1,107,656	†
Indiana	999,933	2,904	16,542	74,305	128,213	777,969	†
Iowa	491,842	2,521	10,098	39,604	25,207	404,498	9,914
Kansas	474,489	5,926	11,952	74,676	36,363	326,676	18,896
Kentucky	663,653	926	8,361	21,862	72,890	559,614	†
Louisiana	690,915	5,716	10,269	22,112	317,759	335,059	†
Maine	189,225	1,363	3,264	2,309	5,497	176,792	†
Maryland	848,412	3,671	52,156	85,153	321,650	385,782	†
Massachusetts	957,053	2,532	51,887	141,933	78,044	661,292	21,365
Michigan	1,627,940	14,423	44,286	80,138	331,015	1,158,078	†
Minnesota	837,053	18,375	52,924	56,429	81,262	628,063	†
Mississippi	492,481	936	4,500	11,051	246,652	226,855	2,487
Missouri	917,982	4,289	18,069	37,290	163,176	695,158	†
Montana	141,807	16,724	1,769	3,916	1,614	117,784	†
Nebraska	295,368	5,144	6,443	42,190	23,679	217,912	†
Nevada	428,947	6,391	35,365	160,962	48,752	177,477	†
New Hampshire	197,140	676	5,021	6,934	4,008	179,101	1,400
New Jersey	1,396,029	2,749	120,634	287,900	238,433	740,318	5,995
New Mexico	334,419	34,907	4,214	200,223	7,026	85,425	2,624
New York	2,753,579	13,285	219,562	597,299	525,697	1,397,736	†
North Carolina	1,482,133	20,965	37,891	164,734	460,080	798,463	†
North Dakota	95,073	8,929	1,168	2,368	2,247	80,361	†
Ohio	1,691,822	2,485	29,430	50,753	287,747	1,321,407	†
Oklahoma	654,802	126,078	14,432	73,107	71,714	369,471	†
Oregon	541,140	10,850	25,927	109,842	15,485	379,036	†
Pennsylvania	1,764,172	2,836	54,390	139,265	278,935	1,288,746	†
Rhode Island	145,118	1,237	4,878	26,921	13,367	98,715	†
South Carolina	718,889	3,010	11,845	41,416	276,273	386,345	†
South Dakota	123,713	14,814	1,714	3,449	3,158	100,578	†
Tennessee	972,549	2,105	17,033	53,911	236,659	662,841	†
Texas	4,850,210	26,888	170,874	2,436,957	643,021	1,572,470	†
Utah	568,236	8,180	19,562	83,028	8,563	448,903	†

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 2009–10

Table B-5. Public school student membership, by race/ethnicity and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Total students reported ²	Race/ethnicity ¹					Two or more races
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	
Vermont	91,451	189	1,428	1,135	1,659	85,510	1,530
Virginia	1,209,322	3,998	74,023	116,887	316,923	697,491	†
Washington	1,001,741	25,112	91,057	165,087	58,274	662,211	†
West Virginia	282,662	324	2,023	2,935	14,997	261,120	1,263
Wisconsin	872,436	13,045	32,151	73,472	91,069	662,699	†
Wyoming	88,155	2,803	798	10,630	1,032	71,799	1,093
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions							
DoDDS: DoDs Overseas ⁴	—	—	—	—	—	—	†
DDESS: DoDs Domestic ⁴	—	—	—	—	—	—	†
Bureau of Indian Education	41,351	41,351	0	0	0	0	†
American Samoa	—	—	—	—	—	—	†
Guam	—	—	—	—	—	—	†
Commonwealth of the Northern Mariana Islands	10,961	0	10,897	0	0	64	†
Puerto Rico	493,393	67	103	492,543	126	554	†
U.S. Virgin Islands	15,493	22	48	2,405	12,814	204	†

— Not available.

† Not applicable.

¹ Black includes African American, Hispanic includes Latino, and 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.

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

⁴ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependent schools (domestic), respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009–10, Version 1b.

Table B-6. Number of staff for public schools, by category and state or jurisdiction: School year 2009–10

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	3,209,672	741,337	74,502	107,484	52,545	38,111	63,969	190,359	168,450	249,974	267,289	1,187,464
Alabama	47,492 ²	6,671	1,041	1,856	1,415	707	899	1,705	2,682	3,308	2,335	23,947
Alaska	8,083	2,424	194 ³	308	169	95	667	806	873	1,162	422	2,540
Arizona	51,947	14,790	95	1,322	613	1,582	426	730	2,523	4,833	7,442	14,016
Arkansas	37,240	7,991	800	1,425	1,007	250	704	2,370	1,768	3,214	7,682	9,860
California	316,299 ⁴	67,463	7,281 ³	7,734 ⁴	1,141 ³	4,221 ³	3,965	24,606	16,830	35,996	18,497 ³	105,623 ³
Colorado	49,060	15,153 ²	2,482	2,126	791	896	1,188	4,581	2,840	4,766	5,436	14,035
Connecticut	43,593	14,435	3,486	1,087	802	660	1,799	3,105	2,187	1,733	2,901	17,089
Delaware	8,640	2,017	334	279	141	10	358	334	415	413	939	3,097
District of Columbia	5,854	1,541	363	280	122	28	177	508	508	624	1,058	619
Florida	183,827	28,326	701	5,826	2,716	1,032	1,901	15,126	7,866	15,195	10,092	62,838
Georgia	115,918	27,074	2,283	3,670	2,311 ²	1,674 ²	2,354	2,631 ²	6,534 ²	9,175	7,885	53,185
Hawaii	11,472	2,425	563	646	225	83	199	603	529	1,036	1,681	2,216
Idaho	15,201	3,048	239	618	141	297	138	633	732	899	580	5,174
Illinois	138,483	30,790 ³	498	3,155	1,727	2,003 ³	2,653	2,458 ³	7,451	1,797 ³	9,576 ³	21,232 ³
Indiana	62,258	24,035	2,181	1,941	892	1,347	1,132	797	3,187	7,542	2,436	34,976
Iowa	35,842	10,917	467	1,241	570	903	871	1,463	1,792	2,609	2,792	13,080
Kansas	34,700	9,450	983	1,081	840	539	502	1,336	1,822	2,163	3,486	10,629
Kentucky	41,981	14,376	995	1,509	1,137	317	948	2,274	3,131	5,733	2,824	23,938
Louisiana	49,646	11,804	2,066	1,942	1,191	352	385	2,861	2,869	3,546	5,046	21,166
Maine	16,331	6,090	325	630	240	380	667	1,164	1,229	1,714	1,719	6,829
Maryland	58,463	11,397	1,717	2,407	1,232	512	3,386	2,326	3,598	5,846	4,717	19,684
Massachusetts	69,909 ²	23,250	437	2,215	841	1,081	2,225	3,357	4,329	5,700	8,381	1,442
Michigan	92,691	22,263	3,439	2,498	958	671	3,304	1,241	4,868	12,452	13,404	46,836
Minnesota	52,839	16,293	1,946	1,086	767	790	2,058	2,303	2,094	4,063	11,839	12,988
Mississippi	33,103	8,937	738	1,116	967	234	1,011	2,078	1,979	2,510	2,977	15,131
Missouri	67,796	13,168	1,074	2,589	1,523	125	1,403	8,440	3,087	358	4,987	27,496
Montana	10,521	2,344	165	469	376	138 ³	171	488 ³	543	46	692 ³	3,481 ³
Nebraska	22,256	6,467	955	809	562	397	597	1,013	1,031	1,532	1,367	8,849
Nevada	22,104 ²	4,231 ³	1,397 ³	870	373 ²	319 ³	22 ²	976 ³	1,021 ²	1,352 ³	43 ²	1,042 ²
New Hampshire	15,491	7,219	269 ²	849	325	299	714	755	513 ²	589 ²	698 ²	5,190
New Jersey	115,248	27,677	3,428	4,183	1,779	318 ³	1,471	6,049	4,959	8,328	12,303	28,040
New Mexico	22,724	6,122	771	837	289	260	849	87	1,355	3,826	3,045	7,401
New York	214,804	39,387	2,275	6,653	2,963	1,516	3,139	22,781	9,454	7,711	11,970	99,277
North Carolina	105,036 ⁴	26,757	1,112	3,856	2,353	406	1,685	4,976	5,130	7,502	9,611	32,022
North Dakota	8,366	2,142	148	291	194	189	446	148	428	310	559	2,762

See notes at end of table.

Table B-6. Number of staff for public schools, by category and state or jurisdiction: School year 2009–10—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	111,378	19,588	1,670	3,698	1,286	1,756	2,079	13,498	5,057	12,388	20,906	50,928
Oklahoma	42,615	8,575	433	1,720	1,131	852	598	3,138	2,228	3,521	4,241	15,690
Oregon	28,768	10,305	434	1,079	320	714	458	3,274	1,588	3,824	2,197	10,032
Pennsylvania	130,984	30,009	1,700	4,710	2,189	1,838	2,699	7,331	5,766	10,152	8,211	48,277
Rhode Island	11,366	2,285	83	391	298	66	86	499	452	694	518	2,085
South Carolina	46,980	8,698	499	1,854	1,128	371	698	655	2,566	611	3,108	188
South Dakota	9,326	2,396	92	330	137	67	711	371	421	477	747	3,556
Tennessee	65,361	16,155	839	2,825	1,910	549	166	821	3,322	4,535	1,073	30,187
Texas	333,164	65,119	3,604	11,105	5,140	2,765	6,698	21,929	21,684	24,298	23,657	143,206
Utah	25,615	8,189	1,692	821	276	418	408	727	1,296	2,244	1,260	8,898
Vermont	8,734	4,448	241	444	221	267	139	473	502	701	941	2,227
Virginia	70,827	20,243	13,320	3,911	2,001	1,705	1,608	4,573	4,665	7,663	7,361	65,423
Washington	53,448	10,404	509	2,050	1,153	764	1,140	1,673	2,790	4,424	3,015	22,568
West Virginia	20,299	3,617	339	740	356	330 ³	732	1,144	1,121	453	1,617	8,457
Wisconsin	58,426	10,492	1,354	1,924	1,134	657	963	2,692	2,477	3,795	6,440	14,875
Wyoming	7,166	2,338	444	481	173	360	371	452	359	612	576	3,137
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
DoDDS: DoDs Overseas ⁵	—	—	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ⁵	—	—	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Mariana Islands	552	239	9	20	†	15	7	73	35	61	45	99
Puerto Rico	39,102	96	352	882	1,228	79	86	968	1,489	2,263	3,435	13,218
U.S. Virgin Islands	1,425	359	36	77	28	12	24	59	85	80	330	339

— Not available.

† Not applicable.

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

² Data were edited.

³ Data were imputed based on prior-year (fall 2008) data.

⁴ 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.

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

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," 2009–10, Version 1b.

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

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

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

Agency Charter Status

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

Alternative Education School

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

American Indian/Alaska Native

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

American National Standards Institute (ANSI) Code

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

Asian

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

Asian/Pacific Islander

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

Black or African American

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

Boundary Change

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

Charter School

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

City Locale

See “Locale, Urban-Centric.”

Classroom Teacher

See “Teacher.”

Combined Statistical Area (CSA)

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

Congressional District Code

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

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

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

Core Based Statistical Area (CBSA)

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

County Name, Local Education Agency (LEA) File

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

County Name, School File

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

County Number

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

Diploma Recipient

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

Diploma, High School

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

District Locale Code, Metro-Centric

See “District Locale, Metro-Centric.”

District Locale Code, Urban-Centric

See “District Locale, Urban-Centric.”

District Locale, Metro-Centric

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

District Locale, Urban-Centric

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

Dropout

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

Education Agency

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

Elementary

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

Elementary Teacher

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

English Language Learner (ELL)

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

Federally-Operated Education Agency

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

Free Lunch Eligible Student

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

Full-time Equivalency (FTE)

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

General Educational Development (GED) Test

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

Grade Span Offered

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

Graduate, High School

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

Guidance Counselor/Director

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

Head Start Program

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

High School Completion Count

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

High School Equivalency Certificate

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

High School Equivalency Recipient

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

High School Graduate, Other Programs

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

High School Graduate, Regular Day School

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

Hispanic

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

Individualized Educational Program (IEP)

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

Instructional Aide

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

Instructional Coordinator and Supervisor

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

Kindergarten

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

Kindergarten Teacher

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

Large City Locale

See "Locale, Metro-Centric."

Large Town Locale

See "Locale, Metro-Centric."

Latitude

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

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

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

Librarian or Media Specialist

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

Library and Media Support Staff

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

Limited-English Proficient (LEP)

See “English Language Learner (ELL).”

Local Education Agency (LEA) Administrative Support Staff

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

Local Education Agency (LEA) Administrator

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

Local Education Agency ID

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

Local Education Agency Type

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

Locale Code, Metro-Centric

See “Locale, Metro-Centric.”

Locale Code, Urban-Centric

See “Locale, Urban-Centric.”

Locale, Metro-Centric

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

The locale code categories are defined below.

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

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

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

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

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

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

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

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

Locale, Urban-Centric

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

The locale code categories are defined below.

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

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

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

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

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

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

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

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

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

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

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

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

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

Longitude

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

Magnet School or Program

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

Media Specialist

See "Library and Media Support Staff."

Membership

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

Metropolitan Statistical Area (MSA)

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

Metropolitan Status (Metro Status)

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

Micropolitan Statistical Area

A core based statistical area associated with at least one urban cluster that has a population of at least 10,000 but less than 50,000. The micropolitan statistical area comprises the central county or counties that contain the core, plus adjacent outlying counties having a high degree of social and economic integration with the central county as measured through commuting.

Midsize City Locale

See "Locale, Metro-Centric."

Migrant Student

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

Native Hawaiian or Other Pacific Islander

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

Officials and Administrators

See “Local Education Agency Administrator.”

Operational Status, Agency

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

Operational Status, School

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

Other Diploma Recipient

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

Other High School Completer

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

Other Support Staff

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

Prekindergarten Student

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

Prekindergarten Teacher

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

Public School

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

Reduced-Price-Lunch Eligible Student

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

Regional Education Service Agency

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

Regular Diploma Recipient

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

Regular School

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

Reportable Program

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

Rural Locale

See “Locale, Urban-Centric.”

Rural, Inside CBSA

See “Locale, Metro-Centric.”

Rural, Outside CBSA

See “Locale, Metro-Centric.”

School Administrative Support Staff

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

School Administrator

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

School District

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

School Identification (ID) Number

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

Schoolwide Title I Eligible School

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

Secondary

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

Secondary Teacher

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

Shared Time School

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

Small Town Locale

See “Locale, Metro-Centric.”

Special Education School

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

State Education Agency (SEA)

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

State, Federal, and Other Agencies

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

State-Operated Agency

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

Student

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

Student Support Services Staff

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

Suburb Locale

See “Locale, Urban-Centric.”

Supervisory Union

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

Teacher

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

Teacher of Ungraded Class

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

Title I Eligible School

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

Town Locale

See “Locale, Urban-Centric.”

Two or More Races

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

Ungraded Student

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

Urban Fringe of a Large City Locale

See “Locale, Metro-Centric.”

Urbanized Area

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

Vocational Education School

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

White

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

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

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

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2009–10

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

See notes at end of table.

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

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2009–10—Continued

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

See notes at end of table.

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

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2009–10—Continued

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

See notes at end of table.

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

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2009–10—Continued

Variable	Label	Missing	Not applicable
G0909	Grade 9 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G1009	Grade 10 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G1109	Grade 11 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G1209	Grade 12 students –total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
UG09	Ungraded students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, Bureau of Indian Education, Virgin Islands.

See notes at end of table.

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

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2009–10—Continued

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

See notes at end of table.

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

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2009–10—Continued

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2009–10, Version 1a.

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

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD) Local Education Agency (LEA) Universe Survey, by variable: School year 2009–10

Variable	Label	Missing	Not applicable
UG09	Ungraded students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, Bureau of Indian Education, Virgin Islands.
PK1209	PK-12 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
MEMBER09	Calculated total student membership	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
SPECED09	Special education – individualized education plan	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
ELL09	English language learner students	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Virgin Islands.	None.

See notes at end of table.

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

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD) Local Education Agency (LEA) Universe Survey, by variable: School year 2009–10—Continued

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

See notes at end of table.

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

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD) Local Education Agency (LEA) Universe Survey, by variable: School year 2009–10—Continued

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

See notes at end of table.

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

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD) Local Education Agency (LEA) Universe Survey, by variable: School year 2009–10—Continued

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

See notes at end of table.

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

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD) Local Education Agency (LEA) Universe Survey, by variable: School year 2009–10—Continued

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2009–10, Version 1a.

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

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 2009–10

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

See notes at end of table.

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

Table D-3. States 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 2009–10
—Continued

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

See notes at end of table.

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

Table D-3. States 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 2009–10
—Continued

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

See notes at end of table.

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

Table D-3. States 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 2009–10
—Continued

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

See notes at end of table.

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

Table D-3. States 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 2009–10
—Continued

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

See notes at end of table.

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

Table D-3. States 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 2009–10
—Continued

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

See notes at end of table.

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

Table D-3. States 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 2009–10
—Continued

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009–10, Version 1b.

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

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

Alabama

None.

Alaska

None.

Arizona

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

Arkansas

None.

California

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

Colorado

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

Connecticut

None.

Delaware

None.

District of Columbia

None.

Florida

None.

Georgia

None.

Hawaii

None.

Idaho

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

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

Illinois

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

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

Indiana

None.

Iowa

None.

Kansas

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

Kentucky

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

Louisiana

None.

Maine

None.

Maryland

None.

Massachusetts

None.

Michigan

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

Minnesota

None.

Mississippi

None.

Missouri

None.

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

Montana

None.

Nebraska

None.

Nevada

None.

New Hampshire

None.

New Jersey

None.

New Mexico

None.

New York

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

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

Table D-4. Local education agency identification numbers (LEAID) used in the Common Core of Data (CCD) for the 33 geographic districts associated with the New York City Public Schools district: School year 2009–10

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

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

None.

Ohio

None.

Oklahoma

None.

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

Oregon

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

Pennsylvania

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

Rhode Island

None.

South Carolina

None.

South Dakota

None.

Tennessee

None.

Texas

None.

Utah

None.

Vermont

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

Virginia

None.

Washington

None.

West Virginia

None.

Wisconsin

None.

Wyoming

None.

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

Bureau of Indian Education (BIE)

None.

Department of Defense Dependents (overseas) Schools

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

Department of Defense Dependents (domestic) Schools

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

American Samoa

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

Guam

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

Commonwealth of the Northern Mariana Islands

None.

Puerto Rico

None.

U.S. Virgin Islands

None.

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