

Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2008–09

Version 1a

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I. Introduction to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2008–09, Version 1a

The Common Core of Data (CCD) nonfiscal surveys consist of data submitted annually to the National Center for Education Statistics (NCES) by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four outlying areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Department of Defense (DoD) dependents schools (overseas and domestic), and the Bureau of Indian Education (BIE). In order to provide data comparable across states, NCES and representatives of SEAs have worked since the 1950s to develop and accept common data items and definitions. School, local education agency (LEA), and state education data for the CCD are collected through the U.S. Department of Education’s Education Data Exchange Network (EDEN). The data are edited by the U.S. Census Bureau and maintained in machine-readable datasets by NCES. They are used to produce general-purpose publications and specialized reports. The principal users of CCD nonfiscal data are the federal government; the education research community; state and local government officials, including school boards and LEA administrators; and the general public.

The purpose of the CCD nonfiscal surveys is to provide a listing of all schools (101,805 in 2008–09) and agencies (18,103 in 2008–09)¹ that provide free public elementary and secondary education in the United States and its jurisdictions, along with basic descriptive statistical information on each school and agency listed. The CCD includes all settings in which free public education is provided to children. However, some SEAs do not provide information on education outside of the traditional public school system—such as schools that reside in correctional facilities or hospitals—while others do provide this information.

In the 2008–09 CCD Local Education Agency Universe Survey, there are 18,350 records, one for each public elementary and secondary education agency in the 50 states, the District of Columbia, Puerto Rico, the DoD schools (overseas and domestic), the BIE, and the four outlying areas. Agencies that were coded as open in last year’s (2007–08) files, but that are coded as closed for the 2008–09 school year (247 agencies), are kept in the file for one year, and then removed (i.e., they do not appear in files for subsequent years). Their status is indicated by a value of “2” for the variable BOUND08. Once these closed agencies are removed from the count, 18,103 agencies remain. Of these 18,103 agencies, 14,059 are regular local school districts, 1,414 are supervisory unions or regional educational centers, 264 are state-operated agencies, 2,171 are charter school agencies, and 195 are federally operated or other agencies. American Samoa and Guam did not report 2008–09 CCD data. The information for American Samoa and Guam in this file was carried over from the 2007–08 data.

The CCD system is designed to be inclusive rather than exclusive. Definitions and categories used in the CCD are deliberately generic so that they may accommodate the many and varied organizational structures used in the provision of public elementary and secondary education across the nation. Thus, CCD files contain a substantial number of records representing

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

administrative and operating units that are unlike typical public schools and school districts—for example, regional administrative service centers without students. In 2008–09, 22 percent of all open school districts were unlike typical districts (i.e., non-typical districts are types 3, 4, 5, 6, 7, or 8).²

The CCD system provides variables that enable the data provider and the data user to identify and select records according to the categories of interest to them. The Local Education Agency Universe data file includes the following variables: NCES agency ID number, state agency ID number, agency name, phone number, mailing address, physical location address, agency type code, supervisory union number, Federal Information Processing Standards (FIPS) county code, county name, core based statistical area (CBSA) code, metropolitan/micropolitan code, metropolitan status code, district locale code, congressional district code, operational status code, low/high grade span offered, number of schools, number of full-time-equivalent (FTE) teachers, number of ungraded students, number of PK–12 students, number of special education/Individualized Education Program (IEP) students, number of English language learner (ELL) students, instructional staff fields, and support staff fields.

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

- **Appendix A—Record Layout** gives the variable names and labels of the data elements discussed throughout the documentation, as well as their location in the data file.
- **Appendix B—Value Distribution and Field Frequencies** lists the minimum, maximum, and mean value of each numeric variable as well as the total number of agencies and the number of agencies for which data are missing. Appendix B also lists the frequency of responses by option for each of the categorical values. Additionally, data tables are provided for select statistics by state or jurisdiction.
- **Appendix C—Glossary** defines all of the CCD data items.
- **Appendix D—State Notes** provides comments for data users on individual states.

²Type codes for school districts (TYPE08) are as follows: 1—local school district that is not a component of a supervisory union; 2—local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts; 3—supervisory union administrative center, or a county superintendent serving the same purpose; 4—regional education services agency, or a county superintendent serving the same purpose; 5—state-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population; 6—federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population; 7—charter school agencies; and 8—other education agencies that do not fit into the first seven categories.

II. User's Guide

A. Methodology

Data collected at different levels of aggregation (school, agency, and state) are provided by officials in each SEA. Since it is understood that local education staff have already provided information to SEA officials in conjunction with established administrative records systems, U.S. Department of Education survey staff do not contact local personnel to verify data except in unusual circumstances. Certain edits are performed by survey staff and referred to SEA respondents 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 EDEN through multiple file groups that fall into four reporting schedules throughout the year. States may report data outside the collection period and may revise their reported data at any time. The 2008–09 school year *EDFacts* collection of CCD data opened in January 2009. The data in the school file were extracted from EDEN before January 2010. Some data changed after this time as states responded to edit reports from NCES staff, and are included in this data file.

Although every public school must be administered by an education agency, it is not true that every education agency must operate schools. Some agencies provide support to other agencies and do not have teachers or students permanently assigned to them. In the event that a student is served by more than one agency, there may be some question about where to count the student's membership. Because the CCD asks for a headcount and not an FTE student count, reporting officials are asked to include the student in the LEA that is responsible for him or her.

Comments About the Local Education Agency Universe Data File

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

Coverage, response, and nonsampling error. The coverage of the Local Education Agency Universe Survey includes all school districts and administrative units providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. There are 59 responding units: the 50 states, the District of Columbia, Puerto Rico, the Department of Defense dependents schools (overseas and domestic), the Bureau of Indian Education, and the four outlying areas. American Samoa and Guam did not report any data for the 2008–09 school year.

Nonsampling error is the error in an estimate arising at any stage in a survey from such sources as varying interpretation of questions by respondents, unwillingness/inability of respondents to give correct answers, nonresponse, improper coverage, and other sources exclusive of sampling error. Nonsampling error may occur if the reporting state did not follow the item definitions correctly. This can arise when states follow different education policies and are not able to map their data exactly to the CCD. For example, some states issue several kinds of high school credentials, while other states issue a regular diploma to every student who meets their requirements (which may vary); therefore high school diploma counts may represent different requirements across states. Another source of nonsampling error is the timing of the initial data collection. States may vary from the “as of October 1” requirement of the CCD.

Undercoverage and vertical consistency. Although CCD coverage of traditional (i.e., regular; see Appendix C—Glossary for definition) public schools and school districts is virtually 100 percent, the same cannot be said for publicly funded education outside of traditional settings and organizations. The CCD asks states to report all free public education in their state regardless of who administers the schools or districts. However, there are states that do not report schools that are administered by state organizations other than SEAs (such as health and human services or corrections departments). These include schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA. Conversely, when these institutions are reported in the CCD school and agency universe files, the students and teachers may not be included in the count of persons for whom the state assumes responsibility in its official report.

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

Missing value options. All data elements are either completed by the state or have been filled with “0,” “-1,” “-2,” “M,” or “N” by NCES.

- 0—There are no occurrences of this data element. A value was expected and measured, but there are no cases in the category. (For example, a district having no 12th-graders would report 0.)
- M (or -1 for numeric values)—Data are missing. A value was expected and none was measured. (For example, a district that has at least one 12th-grader but cannot measure the number of 12th-graders would report -1.)
- N (or -2 for numeric values)—Data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report -2 for 12th-graders.)

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

In the 2008–09 collection, EDEN 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 adjusted null values to missing, not applicable, or zero as appropriate. Appendix D identifies missing and not applicable data items for each state.

Comments about Selected Variables

Data users should also take note of certain conditions regarding some variables in the file. The code in parentheses before the variable description indicates the variable name, which is also referenced in appendix A. Counts exclude closed agencies (BOUND08=2), and do not match counts in appendix B, which include all agencies.

(FIPST) FIPS Codes. Each record contains a Federal Information Processing Standards (FIPS) code. A list of FIPS codes for each state and other jurisdiction is presented in table 1.

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

(STID08) State Education Agency ID. Each record contains a State Local Education Agency ID. State Local Education Agency ID numbers are assigned by SEAs and may not be unique across states.

(NAME08) Name of Education Agency. Each record contains the name of the local education agency. NCES reviewed any record filling the 60 characters assigned and may have adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(PHONE08) Area Code + Telephone Number. This field contains the telephone number of the education agency. Phone number is missing (“M”) for one record.

(MSTREE08) Mailing Address. This field contains the mailing address of the agency. This field may contain a street address or a P.O. Box number. If the mailing street, city, state, and ZIP Code fields were left blank, data from the corresponding location address fields were inserted.

(MCITY08) Mailing City Name. There may be some valid cases in which an agency may be located in one city and have a mailing address in another city. Each record contains a mailing city.

(MSTATE08) Mailing State Abbreviation. Every record contains a two-letter U.S. Postal Service abbreviation for the state where the mailing address is located. Each record contains a mailing state. There are valid cases in which an agency may be located in one state and have a mailing address in another state. A list of the 16 agencies that have a mailing state code different from their FIPS state code is included at the end of this section in table 2.

(MZIP07, MZIP408) Mailing Zip Code + 4. Each record contains a mailing ZIP Code. The last four digits may be left blank if unknown.

(LSTREE08) Location Address. This is the location address of the agency. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields were inserted. Location street was reported as “M” for 73 records.

(LCITY08) Location City. Each record contains a location city.

(LSTATE08) Location State Abbreviation. Each record contains a location state in this field.

(LZIP08, LZIP408) Location Zip Code + 4. Each record contains a location ZIP Code. The last four digits may be left blank if unknown.

(TYPE08) Education Agency Type Code. This is the NCES code for type of agency. Each record has an education agency type code. Agencies classified as supervisory union administrative centers (TYPE08 = 3) generally do not report student membership, although Vermont and Virginia are exceptions and report students in membership for such agencies. The agency type codes are as follows:

- 1 = Local school district that is not a component of a supervisory union.
- 2 = Local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.
- 3 = Supervisory union administrative center, or a county superintendent serving the same purpose.
- 4 = Regional education services agency, or a county superintendent serving the same purpose.
- 5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.
- 6 = Federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.
- 7 = Agencies for which all associated schools are charter schools.
- 8 = Other education agencies that do not fit into the first seven categories.

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

Special Note for New York City Public Schools: New York did not report the New York City Public Schools (LEAID =3620580) as a single district in 2008–09. The state reported a total of 33 geographic districts comprising what had been the New York City Public Schools in previous years. The geographic districts are all identified as components of a Supervisory Union (TYPE08=2) of the New York City Public Schools, which is identified as a Supervisory Union (TYPE08=3). The Supervisory Union number item (UNION08=300) allows users to aggregate the geographic districts into a single entity for the New York City Public Schools.

(UNION08) Supervisory Union Number. This field contains the ID number assigned by the state to the supervisory unit and component agencies. The records for 117 supervisory union components and supervisory union administrative centers contain an “N” (not applicable) in this field.

(CONAME08) County Name. This field contains the name of county in which the agency is located. There are 9 records in the Department of Defense overseas, 1 record in American Samoa, 196 records in the Bureau of Indian Education, and 1 record in Guam that contain an “N” (not applicable) for County Name in the agency file. All other records were reported with county name information based on the location of the district.

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

(CONUM08) FIPS County Code. This field contains the FIPS County Code for the county in which agency is located. A small number of supervisory unions in the New England states have a FIPS county code that differs from the county in which the agency is physically located. There are 9 records in the Department of Defense overseas, 1 record in American Samoa, 196 records in the Bureau of Indian Education, and 1 record in Guam that contain an “N” (not applicable) for County Code in the agency file. All other records were reported with county name information based on the location of the district.

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

(CSA08) CSA Code. A value in this field indicates that the agency’s schools are associated with a recognized Combined Statistical Area (CSA). If the schools used to weight the agency’s assignment are not within a CSA, the field is assigned a value of “N” (not applicable).

(CBSA08) CBSA Code. This field contains the Core Based Statistical Area (CBSA) Code associated with the agency’s address. A value in this field indicates that the agency’s address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus and is designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan statistical area, the field is zero filled. The assignment was made using a file of FIPS county codes matched to CBSA codes. In earlier years, for the New England states, the assignment was made using the New England City and Town Areas (NECTA) codes of the schools within the corresponding agency. This was discontinued in the 2006–07 CCD. The metropolitan area definitions used were those issued by the U.S. Office of Management and Budget as of June 2003.

(METMIC08) Metropolitan/Micropolitan Type Code. This field indicates whether the CBSA is a metropolitan or micropolitan area.

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

1 = CBSA is a metropolitan area.

2 = CBSA is a micropolitan area.

(ULOCAL08) District Urban-Centric Locale Code. The locale code is an indicator of a district's location relative to a populous area. Beginning with the 2006–07 CCD files, the locale code methodology was changed from a 1-digit code based on metropolitan statistical areas to a 2-digit code based on urban clusters. In order to distinguish the two methodologies, the older system of locale codes is referred to as “metro-centric” and the current system is referred to as “urban-centric.” Local education agency (LEA) locale codes are derived from the locale codes of their associated schools, weighted by the number of students in membership for each school. The methodology used to assign locale codes is described at the end of this section.

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, and the Department of Defense Dependents Schools were not assigned locale codes because the geographic and governmental structures of these entities do not fit the definitional scheme used to derive the code. ULOCAL08 is also shown as non-applicable (N) on the records of non-operating (inactive, closed, or future) schools and agencies.

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

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

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

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

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

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

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

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

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

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

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

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

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

(CDCODE08) Congressional District Code. Congressional District codes are legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. Starting in 2006–07, the Congressional Districts of the United States Code was added to the agency file. The FIPS code provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States. If an agency serves multiple congressional districts, this field will contain the primary one. See appendix C for more information.

(LATCOD08) Latitude. Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a building's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000. Addresses that could not be found at the Census block level were assigned a blank.

(LONCOD08) Longitude. Longitude is the east or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with latitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a building's longitude is 90 degrees, 15 minutes west, then it is shown as -90.250000. Addresses that could not be found at the Census block level were assigned a blank.

(BOUND08) Operational Status Code. This field contains a classification of changes in an education agency's boundaries since the last report to NCES. All agencies are coded to reflect their status as reported for the 2008–09 school year. The valid responses include the following:

- 1 = No significant boundary change for this agency since the last report. Currently in operation.
- 2 = Education agency has closed with no effect on another agency's boundaries.
- 3 = New agency formed with no effect on another agency's boundaries.
- 4 = Agency was in existence, but not reported in previous year's CCD agency universe survey, and is now being added.
- 5 = Agency has undergone a significant change in geographic boundaries or instructional responsibility.
- 6 = Agency is temporarily closed and may reopen within 3 years.
- 7 = Agency is scheduled to be operational within 2 years.
- 8 = Agency was closed on previous year's file but has reopened.

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

(GSLO08, GSHI08) Low/High Grade span offered. These fields indicate the lowest grade and highest grade offered by the agency. These grades were calculated by NCES using two types of information reported by states: (a) binary 'grade offered' flags that indicate whether a given grade (e.g., prekindergarten, kindergarten, grade 1, etc.) was offered by the schools associated with the district; and (b) reports of enrollment by grade for schools associated with the districts. GSLO and GSHI were calculated for districts in the 50 states, the District of Columbia, and the BIE. Grade offered flags were not available for schools in the Department of Defense, American Samoa, Guam, the Commonwealth of the Northern Marianas, Puerto Rico, or the Virgin Islands. For districts in these jurisdictions, GSLO and GSHI were calculated by NCES using enrollment information from schools associated with the districts.

(UG07) Ungraded Membership. This field contains the total number of students in classes or programs without standard grade designations. Ungraded students are reported as "-2" (not applicable) for states in which students are not assigned to this grade category.

(SPECED08) Special Education/IEP Students. This field contains the count of all students ages 3–21 having a written Individualized Education Program (IEP) under the Individuals With Disabilities Education Act (IDEA), Part B. To avoid identifying specific students with IEPs, the reported number may have been adjusted.

(ELL08) English Language Learner Students. This field contains the number of English language learner (ELL) students served in appropriate programs.

Teacher and Staff Data Items. Categories of LEA employees. Teacher and staff data items in the file are as follows: Prekindergarten Teachers (PKTCH08), Kindergarten Teachers (KGTCH08), Elementary Teachers (ELMTCH08), Secondary Teachers (SECTCH08), Teachers of Ungraded Classes (UGTCH08), Total FTE Teachers (TOTTCH08), Instructional Aides (AIDES08), Instructional Coordinators/Supervisors (CORSUP08), Elementary Guidance Counselors (ELMGUI08), Secondary Guidance Counselors (SECGUI08), Other Guidance Counselors (OTHGUI08) (added to data file in 2008–09), Total Guidance (TOTGUI08), Librarians/Media Specialists (LIBSPE08), Librarians/Media Support Staff (LIBSUP08), LEA Administrators (LEAADM08), LEA Administrative Support Staff (LEASUP08), School Administrators (SCHADM08), School Administrative Support Staff (SCHSUP08), Student Support Services Staff (STUSUP08), and All Other Support Staff (OTHSUP08).

See appendix C for definitions of teachers and staff types. All teacher and staff counts are FTEs. Not all states are able to report each of these items.

Data items dropped from file in 2008–09. The following list of variables have appeared in prior years on the Local Education Universe Survey data file, but have been dropped from the data file starting in 2008–09: Agency Charter Code (AGCHRT), Migrant Students Served in Summer Programs (MIGRNT), and FTE Teachers derived from the Public School Universe (TEACH).

District Locale Code Methodology

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

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

1. If 50 percent or more of students attend schools with the same locale and locale subtype, that code is assigned to the district. For example, if 50 percent of the students in a district were in schools with the locale code of “town, fringe,” the district would be assigned a locale code of “town, fringe.”
2. For those districts where the majority of students do not fall into one of the 12 locale and subtype groupings, the student counts are aggregated into the 4 main locale types (city, suburb, town, or rural). The main locale type with the largest number of students is then examined to determine which subtype had the greatest number of students. That locale code and subtype is assigned to the district. For example, if 40 percent of students were in schools with a “town” locale code, 30 percent were in schools with a “suburb” locale code, and 30 percent were in schools with a “rural” locale code, the district would be assigned one to the subtypes of the “town” locale code. If 80 percent of the students in schools with “town” locale codes were in “town, remote” schools, the district would be assigned a locale code of “town, remote.”

3. If the number of students for two or more locale codes is the same, then the highest (i.e., most rural) locale code is assigned.
4. Districts with no schools or students were given a locale code of “N” (not applicable).

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

Table 1. State and other jurisdiction FIPS codes and abbreviations used in CCD datasets

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

¹ Federal Information Processing Standards codes (01–78).

² U.S. Postal Service state abbreviation codes.

³ Not official U.S. FIPS 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: U.S. Department of Commerce, National Institute of Standards and Technology, Federal Information Processing Standards, (1987). "Codes for the Identification of the States, the District of Columbia and the Outlying Areas of the United States, and the Associated Areas" (FIPS pub 5-2).

Table 2. Agencies with mailing address in another state, by administration state and NCES agency identification number: School year 2008–09

| Administration state | NCES ID | Agency name | City | State |
|----------------------|---------|---|---------------|-------|
| Arizona | | | | |
| | 0400103 | OMBUDSMAN EDUCATIONAL SERVICES LTD. | LIBERTYVILLE | IL |
| | 0400188 | ADVANCED EDUCATION SERVICES INC. | COLTON | CA |
| | 0400234 | ACADEMY OF ARIZONA | SOUTHFIELD | MI |
| | 0400286 | ADVANCED EDUCATION SERVICES | COLTON | CA |
| | 0400324 | ARIZONA SCHOOL FOR INTEGRATED ACADEMICS AND TECHNOLOGIES | VISTA | CA |
| | 0400443 | ADVENTURE ACADEMIES OF AMERICA | ALPINE | UT |
| Idaho | | | | |
| | 1602610 | PLEASANT VALLEY ELEM DIST | JORDAN VALLEY | OR |
| New York | | | | |
| | 3611100 | FISHERS ISLAND UNION FREE SCHOOL DISTRICT | NEW LONDON | CT |
| North Dakota | | | | |
| | 3805670 | EARL 18 | SIDNEY | MT |
| | 3820340 | YELLOWSTONE 14 | FAIRVIEW | MT |
| Ohio | | | | |
| | 3901300 | HECTOR GARCIA ACADEMY | EAST | MI |
| | 3901316 | STAR ACADEMY OF COLUMBUS | AUBURN | IN |
| | 3901320 | LAKESIDE COLLEGE PREPARATORY ACADEMY | EAST LANSING | MI |
| | 3901328 | HILLCREST SCIENCE ACADEMY | EAST LANSING | MI |
| South Dakota | | | | |
| | 4635010 | GREATER HOYT SCHOOL DISTRICT 61-4 | AKRON | IA |
| | 4665250 | GREATER SCOTT SCHOOL DISTRICT 61-5 | HAWARDEN | IA |
| Texas | | | | |
| | 4800077 | BEXAR COUNTY ACADEMY | SOUTHFIELD | MI |
| | 4842540 | TEXHOMA ISD | TEXHOMA | OK |
| Vermont | | | | |
| | 5000024 | RIVENDELL INTERSTATE SCHOOL DISTRICT | ORFORD | NH |
| | 5099955 | SAU 70 | HANOVER | NH |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Local Education Agency Universe Survey," 2008–09, Version 1a.

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

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2008–09 Local Education Agency Universe Survey SAS file is called AG081A.SAS7BDAT, and the flat ASCII file is called AG081A.DAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (08 = 2008–09 CCD collection), and the fifth and sixth characters indicate the version number (1 = final file, A = first version). The record layout for the agency universe file is contained in appendix A.

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

C. Guidelines for Using the Flat ASCII Data File

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

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(*) Fields have one explicit decimal place, unless otherwise noted.

The file contains data for school year 2008–09, sorted by the NCES-assigned local education agency identification code (LEAID).

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

| Variable Name | Order | Data Type | Description |
|---|-------|-----------|--|
| LEAID | 1 | AN | NCES Local Education Agency ID. The first two positions of this field are also the Federal Information Processing Standards (FIPS) state code. |
| FIPST | 2 | AN | Federal Information Processing Standards (FIPS) state code. |
| STID08 | 3 | AN | State’s own ID for the education agency. |
| NAME08 | 4 | AN | Name of the education agency. |
| <p>NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation.</p> <p>M: when alphanumeric data are missing; that is, a value is expected but none was measured.</p> <p>-1: when numeric data are missing; that is, a value is expected but none was measured.</p> <p>N: when alphanumeric data are not applicable; that is, a value is neither expected nor measured.</p> <p>-2: when numeric data are not applicable; that is, a value is neither expected nor measured.</p> | | | |
| PHONE08 | 5 | AN | Telephone number of education agency. |
| MSTREE08 | 6 | AN | Mailing address of the agency—may be a street address, a P.O. Box number, or, if there is no address beyond CITY, STATE, and ZIP, the character “N.” |
| MCITY08 | 7 | AN | Name of the agency mailing address city. |
| MSTATE08 | 8 | AN | Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located. |
| MZIP08 | 9 | AN | Five-digit U.S. Postal Service ZIP code for the mailing address. |
| MZIP408 | 10 | AN | Four-digit ZIP+4, if assigned; if none, field is blank. |
| LSTREE08 | 11 | AN | Location address of agency. |
| LCITY08 | 12 | AN | Location city of agency. |
| LSTATE08 | 13 | AN | Location state (two-letter postal abbreviation). |
| LZIP08 | 14 | AN | Location 5-digit ZIP Code. |
| LZIP408 | 15 | AN | Location +4 ZIP Code. |

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| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|--|
| TYPE08 | 16 | AN | <p>Agency type code:</p> <p>1 = Regular local school district. Locally governed agency responsible for providing free public elementary or secondary education; includes independent school districts and those that are a dependent segment of a local government such as a city or county.</p> <p>2 = Local school district that is a component of a supervisory union. Regular local school district that shares its superintendent and administrative services with other school districts participating in the supervisory union.</p> <p>3 = Supervisory Union. An education agency that performs administrative services for more than one school district, providing a common superintendent for participating districts.</p> <p>4 = Regional Education Service Agency. Agency providing specialized education services to a variety of local education agencies, or a county superintendent serving the same purposes.</p> <p>5 = State-Operated Agency. Agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services. Includes the State Education Agency if this agency operates schools. Examples include elementary/secondary schools operated by the state for the deaf or blind; and programs operated by state correctional facilities.</p> <p>6 = Federally-Operated Agency. A federal agency that is charged, at least in part, with providing elementary or secondary instruction or support services.</p> <p>7 = Charter Agency. All schools associated with the agency are charter schools.</p> <p>8 = Other Education Agency. Agency providing elementary or secondary instruction or support services that does not fall within the definitions of agency types 1–7.</p> |
| UNION08 | 17 | AN | Supervisory union number. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the FIPS county number. If no number was reported, the field will contain "000." |
| CONUM08 | 18 | AN | FIPS county number (two digit FIPS state numeric code + three digits FIPS county code) based on the location of the administrative office. |
| CONAME08 | 19 | AN | County name based on the location of the administrative office. |
| CSA08 | 20 | AN | <p>Combined Statistical Area (CSA). The CSA assignment is based on the CSA assignments of schools associated with the agency, weighted by the number of students in each school. A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan statistical area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. If the school(s) used to weight the assignment are not within a CSA, the field will be assigned an "N" (not applicable).</p> <p>NOTE: Starting in 2006–07, this field contains only the CSA code for all areas. Prior to 2006–07, this field contained the New England City and Town Areas (NECTA) codes for agencies in the New England States.</p> |

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| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|--|
| CBSA08 | 21 | AN | <p>Core Based Statistical Area (CBSA). A value in this field indicates that the agency's address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus, and designated by the U.S. Government as a metropolitan or micropolitan statistical area. The integration of adjacent communities is determined by the CBSAs of schools associated with the agency, weighted by the number of students in each school. If the agency is not in any type of metropolitan/micropolitan statistical area the field contains an "N" (not applicable).</p> <p>NOTE: Starting in 2006–07, this field contains only the CBSA code for all areas. Prior to 2006–07, this field contained the NECTA codes for agencies in the New England States. This assignment was made using a file of FIPS county codes matched to CBSA codes.</p> |
| METMIC08 | 22 | AN | <p>Indicates whether the CBSA is a metropolitan or micropolitan area.</p> <p>0 = CBSA is equal to 70,300 or higher and does not have an associated type code. CBSA equal to 70,300 or higher is NECTA and is not denoted as metropolitan or micropolitan.</p> <p>1 = CBSA is a metropolitan area.</p> <p>2 = CBSA is a micropolitan area.</p> |
| ULOCAL08 | 23 | AN | <p>NCES urban-centric locale code.</p> <p>NOTE: Starting in 2006–07, CCD data files contain a new locale code system that is based on the urbanity of the agency location. In prior years, the locale was assigned based on an agency's metro status. See appendix C, Glossary for more detail.</p> <p>11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.</p> <p>12 = City, Mid-size: Territory inside an urbanized area and inside a principal city with a population less than 250,000 and greater than or equal to 100,000.</p> <p>13 = City, Small: Territory inside an urbanized area and inside a principal city with a population less than 100,000.</p> <p>21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.</p> <p>22 = Suburb, Midsize: Territory outside a principal city and inside an urbanized area with a population less than 250,000 and greater than or equal to 100,000.</p> <p>23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with a population less than 100,000.</p> <p>31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.</p> <p>32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.</p> <p>33 = Town, Remote :Territory inside an urban cluster that is more than 35 miles from an urbanized area.</p> <p>41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.</p> |

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| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|---|
| | | | 42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster. |
| | | | 43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster. |
| CDCODE08 | 24 | AN | Congressional district code based on location of administrative office. FIPS numeric code for the congressional districts that are legislatively defined subdivision of the state for the purpose of electing representatives to the House of Representative of the United States Congress. The first two digits are the FIPS state numeric code, which makes the congressional district code unique across states (see Appendix C Glossary for detail). |
| LATCOD08 | 25 * | N | Latitude. Based on the location of the administrative office, the value of LATCOD ranges from 17 to 71. It contains an explicit decimal point. The digits to the left of the decimal represent the number of degrees from the equator; the digits to the right of the decimal represent the fraction of the next degree carried out to six decimal places. |
| LONCOD08 | 26 * | N | Longitude. Based on the location of the administrative office, the value of LONCOD ranges from -65 to -177. The minus sign (-) indicates west of the prime meridian. It contains an explicit decimal point. The digits to the left of the decimal point represent the number of degrees from the prime meridian; the digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. |
| BOUND08 | 27 | AN | <p>The boundary change indicator is a classification of changes in an education agency’s boundaries since the last report to NCES. The options are as follows:</p> <p>1 = No significant boundary change for this agency since the last report. Currently in operation.</p> <p>2 = Education agency has closed with no effect on another agency’s boundaries.</p> <p>3 = This is a new education agency formed with no effect on another agency’s boundaries.</p> <p>4 = Agency was in existence, but not reported in previous year’s CCD agency universe survey, and is now being added.</p> <p>5 = Agency has undergone a significant change in geographic boundaries or instructional responsibility.</p> <p>6 = Agency is temporarily closed and may reopen within 3 years.</p> <p>7 = Agency is scheduled to be operational within 2 years.</p> <p>8 = Agency was closed on previous year’s file but has reopened.</p> |
| GSLO08 | 28 | AN | Agency low grade offered. This field was calculated from the high grade spans of the associated schools in the CCD school universe file |
| GSHI08 | 29 | AN | Agency high grade offered. This field was calculated from the high grade spans of the associated schools in the CCD school universe file. |
| SCH08 | 30 | N | Aggregate number of schools associated with this agency in the CCD school universe file. |
| UG08 | 31 | N | Total number of students in classes or programs without standard grade designations. |

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| Variable Name | Order | Data Type | Description |
|----------------------|--------------|------------------|--|
| PK1208 | 32 | N | Total number of students in classes from prekindergarten through 12th grade that are part of the public school program. |
| MEMBER08 | 33 | N | Calculated total student membership of the local education agency. |
| SPECED08 | 34 | N | Count of all students having a written Individualized Education Program (IEP) under the Individuals With Disabilities Education Act (IDEA), Part B. |
| ELL08 | 35 | N | The number of English language learner (ELL) students served in appropriate programs. |
| PKTCH08 | 36 * | N | Prekindergarten teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| KGTCH08 | 37 * | N | Kindergarten teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| ELMTCH08 | 38 * | N | Elementary teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| SECTCH08 | 39 * | N | Secondary teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| UGTCH08 | 40 * | N | Teachers of classes or programs to which students are assigned without standard grade designation. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| TOTTCH08 | 41 * | N | Total teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| AIDES08 | 42 * | N | Instructional aides. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| CORSUP08 | 43 * | N | Instructional coordinators & supervisors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal. |
| ELMGUI08 | 44 * | N | Elementary guidance counselors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal. |
| SECGUI08 | 45 * | N | Secondary guidance counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| OTHGUI08 | 46 * | N | Other guidance counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| TOTGUI08 | 47 * | N | Total guidance counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| LIBSPE08 | 48 * | N | Librarians/media specialists. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| LIBSUP08 | 49 * | N | Library/media support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| LEAADM08 | 50 * | N | LEA administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |

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| Variable Name | Order | Data Type | Description |
|---------------|-------|-----------|--|
| LEASUP08 | 51 * | N | LEA administrative support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| SCHADM08 | 52 * | N | School administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| SCHSUP08 | 53 * | N | School administrative support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| STUSUP08 | 54 * | N | Student support services staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |
| OTHSUP08 | 55 * | N | All other support services staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal. |

**APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for
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Table B-1. Distribution of responses of character variable data, by response value: School Year 2008–09

| Variable | Label | Missing | Not applicable | Reported |
|----------|---|---------|----------------|----------|
| FIPST | FIPS state number | 0 | 0 | 18,350 |
| LEAID | NCES agency identification number | 0 | 0 | 18,350 |
| STID08 | State local education number | 0 | 0 | 18,350 |
| NAME08 | Education agency name | 0 | 0 | 18,350 |
| PHONE08 | Telephone number | 1 | 0 | 18,349 |
| MSTREE08 | Mailing address | 0 | 0 | 18,350 |
| MCITY08 | Mailing city | 0 | 0 | 18,350 |
| MSTATE08 | Mailing state | 0 | 0 | 18,350 |
| MZIP08 | Mailing five digit zip code | 0 | 0 | 18,350 |
| MZIP408 | Mailing secondary zip code | 3,366 | 0 | 14,984 |
| LSTREE08 | Location address | 73 | 0 | 18,277 |
| LCITY08 | Location city | 0 | 0 | 18,350 |
| LSTATE08 | Location state | 0 | 0 | 18,350 |
| LZIP08 | Location five digit zip code | 0 | 0 | 18,350 |
| LZIP408 | Location secondary zip code | 3,398 | 0 | 14,952 |
| UNION08 | Supervisory union identification number | 0 | 364 | 17,986 |
| CONUM08 | FIPS county code | 0 | 207 | 18,143 |
| CONAME08 | County name | 0 | 207 | 18,143 |
| CSA08 | Combined statistical area | 0 | 10,299 | 8,051 |
| CBSA08 | Population nucleus and adjacent community integrated | 0 | 4,448 | 13,902 |
| METMIC08 | Metropolitan or micropolitan area | 0 | 215 | 18,135 |
| CDCODE08 | Congressional district code | 0 | 215 | 18,135 |
| LATCOD08 | Latitude | 215 | 0 | 18,135 |
| LONCOD08 | Longitude | 215 | 0 | 18,135 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2008–09, Version 1a.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2008–09

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2008–09

| Variable | Label | Minimum | Maximum | Mean | Missing | Not applicable |
|----------|--|---------|-----------|---------|---------|----------------|
| SCH08 | Aggregate number of schools associated with agency | 0 | 1,527.0 | 5.8 | 0 | 364 |
| UG08 | Ungraded students | 0 | 20,406.0 | 76.9 | 2 | 15,492 |
| PK1208 | PK-12 students | 0 | 687,412.0 | 2,954.5 | 3 | 1,555 |
| MEMBER08 | Calculated total student membership | 0 | 687,534.0 | 2,949.0 | 3 | 1,449 |
| SPECED08 | Special education – individualized education plan | 0 | 103,118.0 | 431.4 | 1,835 | 1,756 |
| ELL08 | English language learner students | 0 | 220,703.0 | 305.5 | 2,193 | 1,884 |
| PKTCH08 | Teachers - prekindergarten | 0 | 633.5 | 3.3 | 3,465 | 364 |
| KGTCH08 | Teachers - kindergarten | 0 | 2,790.0 | 10.8 | 2,094 | 364 |
| ELMTCH08 | Teachers - elementary | 0 | 21,008.7 | 91.6 | 1,031 | 364 |
| SECTCH08 | Teachers - secondary | 0 | 15,031.0 | 75.1 | 1,312 | 364 |
| UGTCH08 | Teachers - ungraded | 0 | 6,465.0 | 21.0 | 1,452 | 6,033 |
| TOTTCH08 | Teachers - total | 0 | 39,356.0 | 188.8 | 765 | 364 |
| AIDES08 | Instructional aides/paraprofessionals | 0 | 11,190.5 | 43.2 | 1,923 | 364 |
| CORSUP08 | Instructional coordinators and supervisors | 0 | 1,930.2 | 4.9 | 1,668 | 364 |
| ELMGUI08 | Guidance counselors - elementary | 0 | 462.5 | 2.5 | 5,135 | 364 |
| SECGUI08 | Guidance counselors - secondary | 0 | 690.0 | 4.0 | 4,895 | 364 |
| OTHGUI08 | Guidance counselors - other | 0 | 952.0 | 3.3 | 522 | 10,396 |
| TOTGUI08 | Guidance counselors - total | 0 | 1,142.1 | 6.6 | 1,373 | 364 |
| LIBSPE08 | Librarians/media specialists | 0 | 1,303.0 | 3.3 | 1,343 | 364 |
| LIBSUP08 | Librarians/media support staff | 0 | 527.0 | 2.4 | 4,441 | 364 |
| LEAADM08 | LEA administrators | 0 | 761.1 | 3.7 | 948 | 364 |
| LEASUP08 | LEA administrative support staff | 0 | 4,091.5 | 11.7 | 2,484 | 364 |
| SCHADM08 | School administrators | 0 | 1,616.0 | 9.8 | 1,013 | 364 |
| SCHSUP08 | School administrative support staff | 0 | 3,992.5 | 15.5 | 2,470 | 364 |
| STUSUP08 | Student support services staff | 0 | 3,828.0 | 15.5 | 1,459 | 364 |
| OTHSUP08 | All other support staff | 0 | 41,375.0 | 74.2 | 2,406 | 364 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2008–09, Version 1a.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2008–09

Table B-3. Frequencies of categorical variables: School Year 2008–09

| Categorical variable and label | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|--|-----------|---------|----------------------|--------------------|
| Agency type (TYPE08) | | | | |
| 1—Regular local school district | 13,411 | 73.1 | 13,411 | 73.1 |
| 2—Local school district that is a component of a supervisory union | 694 | 3.8 | 14,105 | 76.9 |
| 3—Supervisory union | 212 | 1.2 | 14,317 | 78.0 |
| 4—Regional education service agency | 1,296 | 7.1 | 15,613 | 85.1 |
| 5—State-operated agency | 290 | 1.6 | 15,903 | 86.7 |
| 6—Federally-operated agency | 19 | 0.1 | 15,922 | 86.8 |
| 7—Charter agency | 2,233 | 12.2 | 18,155 | 98.9 |
| 8—Other education agency | 195 | 1.1 | 18,350 | 100.0 |
| NCES urban-centric locale code (ULOCAL08) | | | | |
| 11—City, large | 1,245 | 6.8 | 1,245 | 6.8 |
| 12—City, midsize | 500 | 2.7 | 1,745 | 9.5 |
| 13—City, small | 774 | 4.2 | 2,519 | 13.7 |
| 21—Suburb, large | 2,882 | 15.7 | 5,401 | 29.4 |
| 22—Suburb, midsize | 407 | 2.2 | 5,808 | 31.7 |
| 23—Suburb, small | 313 | 1.7 | 6,121 | 33.4 |
| 31—Town, fringe | 829 | 4.5 | 6,950 | 37.9 |
| 32—Town, distant | 1,211 | 6.6 | 8,161 | 44.5 |
| 33—Town, remote | 1,099 | 6.0 | 9,260 | 50.5 |
| 41—Rural, fringe | 2,378 | 13.0 | 11,638 | 63.4 |
| 42—Rural, distant | 3,634 | 19.8 | 15,272 | 83.2 |
| 43—Rural, remote | 2,861 | 15.6 | 18,133 | 98.8 |
| | 217 | 1.2 | 18,350 | 100.0 |
| Operational status code (BOUND08) | | | | |
| 1—Continuing | 17,598 | 95.9 | 17,598 | 95.9 |
| 2—Closed | 247 | 1.4 | 17,845 | 97.3 |
| 3—New | 354 | 1.9 | 18,199 | 99.2 |
| 4—Added | 20 | 0.1 | 18,219 | 99.3 |
| 5—Changed boundary | 11 | 0.1 | 18,230 | 99.4 |
| 6—Inactive | 45 | 0.3 | 18,275 | 99.6 |
| 7—Future | 72 | 0.4 | 18,347 | 100.0 |
| 8—Reopened | 3 | # | 18,350 | 100.0 |

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2008–09

Table B-3. Frequencies of categorical variables: School Year 2008–09—Continued

| Categorical variable and label | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---|-----------|---------|-------------------------|-----------------------|
| Agency low grade offered (GSLO08) | | | | |
| 01—1st grade students | 83 | 0.5 | 83 | 0.5 |
| 02—2nd grade students | 22 | 0.1 | 105 | 0.6 |
| 03—3rd grade students | 23 | 0.1 | 128 | 0.7 |
| 04—4th grade students | 28 | 0.2 | 156 | 0.9 |
| 05—5th grade students | 115 | 0.6 | 271 | 1.5 |
| 06—6th grade students | 214 | 1.2 | 485 | 2.6 |
| 07—7th grade students | 227 | 1.2 | 712 | 3.9 |
| 08—8th grade students | 48 | 0.3 | 760 | 4.1 |
| 09—9th grade students | 936 | 5.1 | 1,696 | 9.2 |
| 10—10th grade students | 81 | 0.4 | 1,777 | 9.7 |
| 11—11th grade students | 52 | 0.3 | 1,829 | 10.0 |
| 12—12th grade students | 4 | # | 1,833 | 10.0 |
| KG—Kindergarten students | 4,924 | 26.8 | 6,757 | 36.8 |
| N—Not applicable | 1,598 | 8.7 | 8,355 | 45.5 |
| PK—Prekindergarten students | 9,893 | 53.9 | 18,248 | 99.4 |
| UG—Students in ungraded classes | 102 | 0.6 | 18,350 | 100.0 |
| Agency high grade offered (GSHI08) | | | | |
| 01—1st grade students | 17 | 0.1 | 17 | 0.1 |
| 02—2nd grade students | 22 | 0.1 | 39 | 0.2 |
| 03—3rd grade students | 29 | 0.2 | 68 | 0.4 |
| 04—4th grade students | 59 | 0.3 | 127 | 0.7 |
| 05—5th grade students | 171 | 0.9 | 298 | 1.6 |
| 06—6th grade students | 617 | 3.4 | 915 | 5.0 |
| 07—7th grade students | 70 | 0.4 | 985 | 5.4 |
| 08—8th grade students | 2,793 | 15.2 | 3,778 | 20.6 |
| 09—9th grade students | 77 | 0.4 | 3,855 | 21.0 |
| 10—10th grade students | 50 | 0.3 | 3,905 | 21.3 |
| 11—11th grade students | 53 | 0.3 | 3,958 | 21.6 |
| 12—12th grade students | 12,675 | 69.1 | 16,633 | 90.6 |
| KG—Kindergarten students | 10 | 0.1 | 16,643 | 90.7 |
| N—Not applicable | 1,598 | 8.7 | 18,241 | 99.4 |
| PK—Prekindergarten students | 7 | # | 18,248 | 99.4 |
| UG—Students in ungraded classes | 102 | 0.6 | 18,350 | 100.0 |

Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2008–09, Version 1a.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2008–09

Table B-4. Number of local education agencies, by operational status and state or jurisdiction: School year 2008–09

| State or jurisdiction | Operational status | | | | | | | | |
|----------------------------------|--------------------|---------------|------------|------------------|--------------------|------------------|-----------------------|---------------------|----------|
| | All agencies | Continuing | Closed | New ¹ | Added ² | Changed boundary | Inactive ³ | Future ⁴ | Reopened |
| United States⁵ | 18,099 | 17,523 | 247 | 180 | 20 | 11 | 45 | 72 | 1 |
| Alabama | 171 | 169 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| Alaska | 54 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arizona | 649 | 592 | 0 | 20 | 7 | | 28 | 2 | 0 |
| Arkansas | 295 | 288 | 0 | 7 | 0 | 0 | 0 | 0 | 0 |
| California | 1,136 | 1,119 | 10 | 3 | 0 | 0 | 0 | 4 | 0 |
| Colorado | 262 | 262 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Connecticut | 200 | 198 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| Delaware | 44 | 38 | 1 | 2 | 0 | 0 | 0 | 3 | 0 |
| District of Columbia | 64 | 56 | 2 | 6 | 0 | 0 | 0 | 0 | 0 |
| Florida | 77 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Georgia | 207 | 205 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| Hawaii | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Idaho | 135 | 133 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| Illinois | 1,082 | 1,074 | 4 | 4 | 0 | 0 | 0 | 0 | 0 |
| Indiana | 379 | 369 | 0 | 0 | 10 | 0 | 0 | 0 | 0 |
| Iowa | 374 | 370 | 2 | 0 | 0 | 2 | 0 | 0 | 0 |
| Kansas | 332 | 329 | 2 | 1 | 0 | 0 | 0 | 0 | 0 |
| Kentucky | 194 | 194 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Louisiana | 114 | 105 | 0 | 9 | 0 | 0 | 0 | 0 | 0 |
| Maine | 328 | 298 | 5 | 1 | 0 | 0 | 0 | 24 | 0 |
| Maryland | 24 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Massachusetts | 501 | 499 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Michigan | 852 | 838 | 6 | 8 | 0 | 0 | 0 | 0 | 0 |
| Minnesota | 579 | 543 | 15 | 16 | 0 | 0 | 0 | 5 | 0 |
| Mississippi | 164 | 164 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Missouri | 562 | 559 | 2 | 1 | 0 | 0 | 0 | 0 | 0 |
| Montana | 517 | 501 | 4 | 1 | 0 | 4 | 7 | 0 | 0 |
| Nebraska | 297 | 294 | 1 | 2 | 0 | 0 | 0 | 0 | 0 |
| Nevada | 18 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| New Hampshire | 279 | 271 | 2 | 3 | 1 | 0 | 0 | 1 | 1 |
| New Jersey | 690 | 676 | 2 | 6 | 0 | 0 | 0 | 6 | 0 |
| New Mexico | 99 | 95 | 0 | 4 | 0 | 0 | 0 | 0 | 0 |
| New York ⁶ | 862 | 833 | 4 | 21 | 0 | 0 | 0 | 4 | 0 |
| North Carolina | 251 | 231 | 18 | 2 | 0 | 0 | 0 | 0 | 0 |
| North Dakota | 236 | 223 | 7 | 3 | 0 | 2 | 0 | 1 | 0 |
| Ohio | 1,099 | 1,031 | 31 | 20 | 0 | 0 | 8 | 9 | 0 |
| Oklahoma | 588 | 582 | 5 | 1 | 0 | 0 | 0 | 0 | 0 |
| Oregon | 222 | 221 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pennsylvania | 791 | 787 | 1 | 3 | 0 | 0 | 0 | 0 | 0 |
| Rhode Island | 53 | 50 | 0 | 0 | 0 | 0 | 2 | 1 | 0 |
| South Carolina | 103 | 102 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| South Dakota | 188 | 165 | 19 | 4 | 0 | 0 | 0 | 0 | 0 |
| Tennessee | 140 | 140 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Texas | 1,281 | 1,258 | 5 | 11 | 0 | 3 | 0 | 4 | 0 |
| Utah | 120 | 103 | 1 | 9 | 0 | 0 | 0 | 7 | 0 |

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2008–09

Table B-4. Number of local education agencies, by operational status and state or jurisdiction: School year 2008–09—Continued

| State or jurisdiction | All agencies | Operational status | | | | | | | | |
|---|--------------|--------------------|--------|------------------|--------------------|------------------|-----------------------|---------------------|----------|--|
| | | Continuing | Closed | New ¹ | Added ² | Changed boundary | Inactive ³ | Future ⁴ | Reopened | |
| Vermont | 362 | 360 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | |
| Virginia | 230 | 139 | 91 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Washington | 309 | 308 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| West Virginia | 57 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Wisconsin | 463 | 461 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | |
| Wyoming | 64 | 59 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | | | | | |
| DoDDS: DoDs Overseas ⁷ | 9 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| DDESS: DoDs Domestic ⁷ | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Bureau of Indian Education | 196 | 20 | 0 | 174 | 0 | 0 | 0 | 0 | 2 | |
| American Samoa | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Guam | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Commonwealth of the | | | | | | | | | | |
| Northern Marianas Islands | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Puerto Rico | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| U.S. Virgin Islands | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

¹ New agencies opened for the first time within the school year reported.

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

³ Inactive agencies are closed temporarily and expected to reopen within three years.

⁴ Future agencies are expected to open within two years.

⁵ U.S. totals include the 50 states and the District of Columbia.

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2008–09, Version 1a.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2008–09

Table B-5. Number of local education agencies, by agency type and state or jurisdiction: School year 2008–09

| State or jurisdiction | Agency type | | | | | | |
|----------------------------------|--------------------------|---------------------------------|--|------------------|----------------|------------------|--------------------------|
| | Regular school districts | Supervisory unions ¹ | Regional education service agencies ² | Charter agencies | State agencies | Federal agencies | Other education agencies |
| United States³ | 13,893 | 211 | 1,274 | 2,233 | 290 | 3 | 195 |
| Alabama | 133 | 0 | 0 | 0 | 38 | 0 | 0 |
| Alaska | 53 | 0 | 0 | 0 | 1 | 0 | 0 |
| Arizona | 227 | 0 | 18 | 383 | 10 | 0 | 11 |
| Arkansas | 245 | 0 | 15 | 17 | 5 | 0 | 13 |
| California | 968 | 6 | 131 | 22 | 9 | 0 | 0 |
| Colorado | 178 | 0 | 83 | 1 | 0 | 0 | 0 |
| Connecticut | 166 | 0 | 6 | 3 | 7 | 0 | 18 |
| Delaware | 19 | 0 | 1 | 22 | 2 | 0 | 0 |
| District of Columbia | 1 | 0 | 0 | 62 | 1 | 0 | 0 |
| Florida | 67 | 0 | 0 | 0 | 3 | 0 | 7 |
| Georgia | 180 | 0 | 16 | 6 | 5 | 0 | 0 |
| Hawaii | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Idaho | 115 | 0 | 0 | 16 | 4 | 0 | 0 |
| Illinois | 871 | 0 | 205 | 1 | 5 | 0 | 0 |
| Indiana | 294 | 1 | 29 | 51 | 4 | 0 | 0 |
| Iowa | 364 | 0 | 10 | 0 | 0 | 0 | 0 |
| Kansas | 320 | 0 | 0 | 0 | 12 | 0 | 0 |
| Kentucky | 174 | 0 | 18 | 0 | 2 | 0 | 0 |
| Louisiana | 69 | 0 | 0 | 32 | 8 | 0 | 5 |
| Maine | 312 | 0 | 8 | 0 | 5 | 3 | 0 |
| Maryland | 24 | 0 | 0 | 0 | 0 | 0 | 0 |
| Massachusetts | 352 | 0 | 86 | 62 | 1 | 0 | 0 |
| Michigan | 553 | 0 | 57 | 237 | 5 | 0 | 0 |
| Minnesota | 340 | 0 | 68 | 161 | 3 | 0 | 7 |
| Mississippi | 152 | 0 | 0 | 0 | 12 | 0 | 0 |
| Missouri | 524 | 0 | 0 | 29 | 5 | 0 | 4 |
| Montana | 431 | 56 | 21 | 0 | 4 | 0 | 5 |
| Nebraska | 256 | 0 | 36 | 0 | 5 | 0 | 0 |
| Nevada | 17 | 0 | 0 | 1 | 0 | 0 | 0 |
| New Hampshire | 179 | 87 | 0 | 13 | 0 | 0 | 0 |
| New Jersey | 616 | 0 | 1 | 69 | 3 | 0 | 1 |
| New Mexico | 89 | 0 | 0 | 4 | 6 | 0 | 0 |
| New York ⁴ | 698 | 0 | 37 | 121 | 6 | 0 | 0 |
| North Carolina | 116 | 0 | 1 | 102 | 6 | 0 | 26 |
| North Dakota | 195 | 0 | 38 | 0 | 3 | 0 | 0 |
| Ohio | 614 | 0 | 108 | 373 | 4 | 0 | 0 |
| Oklahoma | 539 | 0 | 0 | 1 | 3 | 0 | 45 |
| Oregon | 194 | 0 | 23 | 3 | 2 | 0 | 0 |
| Pennsylvania | 501 | 0 | 105 | 128 | 19 | 0 | 38 |
| Rhode Island | 33 | 0 | 4 | 8 | 6 | 0 | 2 |
| South Carolina | 85 | 0 | 13 | 1 | 4 | 0 | 0 |
| South Dakota | 167 | 0 | 16 | 0 | 5 | 0 | 0 |
| Tennessee | 136 | 0 | 0 | 0 | 4 | 0 | 0 |
| Texas | 1,033 | 0 | 20 | 214 | 14 | 0 | 0 |
| Utah | 41 | 0 | 4 | 73 | 2 | 0 | 0 |

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2008–09

Table B-5. Number of local education agencies, by agency type and state or jurisdiction: School year 2008–09—Continued

| State or jurisdiction | Agency type | | | | | | |
|---|--------------------------|---------------------------------|--|------------------|----------------|------------------|--------------------------|
| | Regular school districts | Supervisory unions ¹ | Regional education service agencies ² | Charter agencies | State agencies | Federal agencies | Other education agencies |
| Vermont | 292 | 59 | 0 | 0 | 2 | 0 | 9 |
| Virginia | 134 | 2 | 70 | 0 | 24 | 0 | 0 |
| Washington | 295 | 0 | 10 | 0 | 0 | 0 | 4 |
| West Virginia | 55 | 0 | 0 | 0 | 2 | 0 | 0 |
| Wisconsin | 427 | 0 | 16 | 17 | 3 | 0 | 0 |
| Wyoming | 48 | 0 | 0 | 0 | 16 | 0 | 0 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | | |
| DoDDS: DoDs Overseas ⁵ | 0 | 0 | 0 | 0 | 0 | 9 | 0 |
| DDESS: DoDs Domestic ⁵ | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| Bureau of Indian Education | 174 | 0 | 22 | 0 | 0 | 0 | 0 |
| American Samoa | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Commonwealth of the Northern Marianas Islands | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Puerto Rico | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| U.S. Virgin Islands | 2 | 0 | 0 | 0 | 0 | 0 | 0 |

¹ Supervisory unions provide administrative services to school districts through a common superintendent.

² Regional education service agencies provide services to a variety of local education agencies.

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

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2008–09, Version 1a.

Table B-6. Number of operational public elementary and secondary local education agencies with membership and number of students in membership, by agency type and state or jurisdiction: School year 2008–09

| State or jurisdiction | Agency type | | | | | | | | | | | | | |
|----------------------------------|--------------------------|-------------------|---------------------------------|---------------|--|----------------|------------------|----------------|----------------|---------------|------------------|------------|--------------------------|---------------|
| | Regular school districts | | Supervisory unions ¹ | | Regional education service agencies ² | | Charter agencies | | State agencies | | Federal agencies | | Other education agencies | |
| | Agencies | Students | Agencies | Students | Agencies | Students | Agencies | Students | Agencies | Students | Agencies | Students | Agencies | Students |
| United States³ | 13,563 | 48,033,126 | 36 | 15,569 | 281 | 268,801 | 2,059 | 782,940 | 140 | 56,277 | 3 | 439 | 40 | 19,279 |
| Alabama | 132 | 745,668 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alaska | 53 | 130,236 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 426 | 0 | 0 | 0 | 0 |
| Arizona | 223 | 979,320 | 0 | 0 | 11 | 2,356 | 357 | 104,677 | 0 | 0 | 0 | 0 | 3 | 1,278 |
| Arkansas | 245 | 474,423 | 0 | 0 | 0 | 0 | 17 | 4,325 | 2 | 217 | 0 | 0 | 0 | 0 |
| California | 960 | 6,163,045 | 0 | 0 | 57 | 77,783 | 17 | 8,885 | 8 | 2,318 | 0 | 0 | 0 | 0 |
| Colorado | 178 | 812,068 | 0 | 0 | 4 | 647 | 1 | 5,728 | 0 | 0 | 0 | 0 | 0 | 0 |
| Connecticut | 166 | 539,250 | 0 | 0 | 6 | 7,675 | 3 | 4,073 | 4 | 11,504 | 0 | 0 | 18 | 4,696 |
| Delaware | 19 | 116,804 | 0 | 0 | 0 | 0 | 18 | 8,626 | 0 | 0 | 0 | 0 | 0 | 0 |
| District of Columbia | 1 | 44,331 | 0 | 0 | 0 | 0 | 56 | 24,279 | 1 | 71 | 0 | 0 | 0 | 0 |
| Florida | 67 | 2,623,067 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1,000 | 0 | 0 | 6 | 6,953 |
| Georgia | 180 | 1,649,598 | 0 | 0 | 0 | 0 | 6 | 5,770 | 1 | 424 | 0 | 0 | 0 | 0 |
| Hawaii | 1 | 179,478 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Idaho | 115 | 267,951 | 0 | 0 | 0 | 0 | 16 | 7,124 | 1 | 79 | 0 | 0 | 0 | 0 |
| Illinois | 868 | 2,117,674 | 0 | 0 | 6 | 144 | 1 | 361 | 2 | 1,528 | 0 | 0 | 0 | 0 |
| Indiana | 292 | 1,028,259 | 0 | 0 | 1 | 57 | 51 | 16,442 | 4 | 1,389 | 0 | 0 | 0 | 0 |
| Iowa | 362 | 487,559 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kansas | 295 | 470,540 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 520 | 0 | 0 | 0 | 0 |
| Kentucky | 174 | 669,858 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 172 | 0 | 0 | 0 | 0 |
| Louisiana | 69 | 650,099 | 0 | 0 | 0 | 0 | 32 | 17,677 | 7 | 14,231 | 0 | 0 | 5 | 2,866 |
| Maine | 281 | 190,972 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1,152 | 3 | 439 | 0 | 0 |
| Maryland | 24 | 843,781 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Massachusetts | 244 | 794,982 | 0 | 0 | 86 | 137,544 | 61 | 26,384 | 0 | 0 | 0 | 0 | 0 | 0 |
| Michigan | 551 | 1,537,515 | 0 | 0 | 55 | 18,096 | 225 | 104,214 | 1 | 96 | 0 | 0 | 0 | 0 |
| Minnesota | 339 | 800,053 | 0 | 0 | 21 | 3,044 | 153 | 32,677 | 1 | 274 | 0 | 0 | 0 | 0 |
| Mississippi | 152 | 491,194 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 768 | 0 | 0 | 0 | 0 |
| Missouri | 522 | 898,568 | 0 | 0 | 0 | 0 | 28 | 17,165 | 4 | 2,138 | 0 | 0 | 0 | 0 |
| Montana | 420 | 141,786 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 113 | 0 | 0 | 0 | 0 |
| Nebraska | 254 | 292,161 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 429 | 0 | 0 | 0 | 0 |
| Nevada | 17 | 430,985 | 0 | 0 | 0 | 0 | 1 | 2,386 | 0 | 0 | 0 | 0 | 0 | 0 |
| New Hampshire | 175 | 197,934 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| New Jersey | 590 | 1,359,082 | 0 | 0 | 0 | 0 | 61 | 19,273 | 3 | 3,065 | 0 | 0 | 0 | 0 |
| New Mexico | 89 | 328,737 | 0 | 0 | 0 | 0 | 4 | 1,106 | 6 | 402 | 0 | 0 | 0 | 0 |
| New York ⁴ | 695 | 2,705,289 | 0 | 0 | 0 | 0 | 105 | 34,823 | 4 | 693 | 0 | 0 | 0 | 0 |
| North Carolina | 115 | 1,452,064 | 0 | 0 | 0 | 0 | 96 | 36,506 | 0 | 0 | 0 | 0 | 1 | 75 |
| North Dakota | 183 | 94,653 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 75 | 0 | 0 | 0 | 0 |

See notes at end of table.

Table B-6. Number of operational public elementary and secondary local education agencies with membership and number of students in membership, by agency type and state or jurisdiction: School year 2008–09—Continued

| State or jurisdiction | Agency type | | | | | | | | | | | | | |
|---|--------------------------|-----------|---------------------------------|----------|--|----------|------------------|----------|----------------|----------|------------------|----------|--------------------------|----------|
| | Regular school districts | | Supervisory unions ¹ | | Regional education service agencies ² | | Charter agencies | | State agencies | | Federal agencies | | Other education agencies | |
| | Agencies | Students | Agencies | Students | Agencies | Students | Agencies | Students | Agencies | Students | Agencies | Students | Agencies | Students |
| Ohio | 612 | 1,729,072 | 0 | 0 | 0 | 0 | 324 | 86,824 | 3 | 1,267 | 0 | 0 | 0 | 0 |
| Oklahoma | 534 | 644,549 | 0 | 0 | 0 | 0 | 1 | 206 | 3 | 353 | 0 | 0 | 0 | 0 |
| Oregon | 193 | 560,334 | 0 | 0 | 11 | 2,173 | 3 | 405 | 1 | 383 | 0 | 0 | 0 | 0 |
| Pennsylvania | 501 | 1,687,148 | 0 | 0 | 14 | 8,433 | 127 | 73,051 | 10 | 1,157 | 0 | 0 | 0 | 0 |
| Rhode Island | 32 | 131,056 | 0 | 0 | 4 | 10,465 | 8 | 2,047 | 5 | 1,774 | 0 | 0 | 0 | 0 |
| South Carolina | 85 | 714,290 | 0 | 0 | 0 | 0 | 1 | 2,446 | 2 | 1,377 | 0 | 0 | 0 | 0 |
| South Dakota | 157 | 126,624 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tennessee | 136 | 970,908 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1,042 | 0 | 0 | 0 | 0 |
| Texas | 1,030 | 4,646,668 | 0 | 0 | 0 | 0 | 205 | 102,903 | 12 | 2,577 | 0 | 0 | 0 | 0 |
| Utah | 40 | 532,433 | 0 | 0 | 0 | 0 | 65 | 27,117 | 1 | 228 | 0 | 0 | 0 | 0 |
| Vermont | 238 | 87,440 | 34 | 2,304 | 0 | 0 | 0 | 0 | 1 | 18 | 0 | 0 | 4 | 2,684 |
| Virginia | 130 | 1,221,799 | 2 | 13,265 | 0 | 0 | 0 | 0 | 2 | 731 | 0 | 0 | 0 | 0 |
| Washington | 295 | 1,035,907 | 0 | 0 | 5 | 384 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 727 |
| West Virginia | 55 | 281,908 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 821 | 0 | 0 | 0 | 0 |
| Wisconsin | 426 | 867,035 | 0 | 0 | 0 | 0 | 16 | 5,440 | 2 | 1,275 | 0 | 0 | 0 | 0 |
| Wyoming | 48 | 86,971 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 190 | 0 | 0 | 0 | 0 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | | | | | | | | | |
| DoDDS: DoDs Overseas ⁵ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 56,768 | 0 | 0 |
| DDESS: DoDs Domestic ⁵ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 28,013 | 0 | 0 |
| Bureau of Indian Education | 172 | 40,830 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| American Samoa | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Guam | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Commonwealth of the Northern Marianas | 1 | 10,913 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Puerto Rico | 1 | 503,635 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| U.S. Virgin Islands | 2 | 15,768 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

— Not available.

¹ Supervisory unions provide administrative services to school districts through a common superintendent.

² Regional education service agencies provide services to a variety of local education agencies.

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

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2008–09, Version 1a.

Table B-7. Number of operational regular public elementary and secondary school districts with membership and percentage distribution of students in membership in city, suburban, town, and rural locales, by state or jurisdiction: School year 2008–09

| State or jurisdiction | City | | | | | | Suburban | | | | | |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Large | | Midsize | | Small | | Large | | Midsize | | Small | |
| | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students |
| United States¹ | 162 | 15.3 | 158 | 6.9 | 403 | 7.9 | 2,208 | 32.4 | 301 | 3.2 | 216 | 2.0 |
| Alabama | 0 | 0.0 | 4 | 19.4 | 11 | 9.4 | 10 | 11.8 | 3 | 4.3 | 6 | 3.3 |
| Alaska | 2 | 37.7 | 0 | 0.0 | 1 | 11.0 | 0 | 0.0 | 0 | 0.0 | 1 | 1.1 |
| Arizona | 23 | 40.3 | 4 | 6.1 | 5 | 4.5 | 11 | 18.4 | 0 | 0.0 | 3 | 2.3 |
| Arkansas | 0 | 0.0 | 1 | 5.5 | 14 | 22.4 | 6 | 10.5 | 2 | 1.7 | 0 | 0.0 |
| California | 47 | 27.3 | 45 | 11.1 | 58 | 10.0 | 202 | 32.2 | 42 | 4.6 | 29 | 3.1 |
| Colorado | 6 | 25.3 | 2 | 5.5 | 3 | 6.9 | 13 | 31.0 | 0 | 0.0 | 2 | 6.7 |
| Connecticut | 0 | 0.0 | 4 | 14.2 | 9 | 12.0 | 64 | 45.6 | 14 | 10.5 | 0 | 0.0 |
| Delaware | 0 | 0.0 | 0 | 0.0 | 1 | 5.3 | 5 | 49.6 | 0 | 0.0 | 3 | 8.2 |
| District of Columbia | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Florida | 1 | 4.7 | 3 | 3.8 | 2 | 3.4 | 14 | 61.4 | 6 | 8.5 | 0 | 0.0 |
| Georgia | 1 | 3.0 | 4 | 6.8 | 10 | 7.6 | 14 | 38.8 | 1 | 0.4 | 1 | 0.8 |
| Hawaii | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Idaho | 0 | 0.0 | 1 | 9.5 | 5 | 20.1 | 1 | 12.9 | 0 | 0.0 | 3 | 5.6 |
| Illinois | 1 | 19.9 | 7 | 5.8 | 23 | 6.0 | 263 | 38.9 | 37 | 3.4 | 18 | 1.8 |
| Indiana | 8 | 13.1 | 2 | 4.3 | 14 | 13.2 | 39 | 22.7 | 4 | 1.8 | 5 | 0.8 |
| Iowa | 0 | 0.0 | 3 | 10.8 | 10 | 19.2 | 7 | 6.0 | 2 | 0.7 | 0 | 0.0 |
| Kansas | 1 | 10.0 | 4 | 12.6 | 1 | 2.3 | 8 | 16.4 | 1 | 0.8 | 1 | 0.1 |
| Kentucky | 2 | 20.1 | 0 | 0.0 | 6 | 5.7 | 15 | 10.8 | 4 | 1.7 | 1 | 0.0 |
| Louisiana | 0 | 0.0 | 4 | 19.4 | 5 | 15.9 | 7 | 15.6 | 1 | 2.9 | 1 | 5.5 |
| Maine | 0 | 0.0 | 0 | 0.0 | 6 | 13.0 | 0 | 0.0 | 8 | 8.3 | 10 | 3.7 |
| Maryland | 1 | 9.7 | 0 | 0.0 | 1 | 1.7 | 5 | 58.5 | 3 | 11.9 | 2 | 6.5 |
| Massachusetts | 1 | 7.0 | 3 | 6.8 | 9 | 9.2 | 152 | 66.1 | 18 | 5.0 | 1 | 0.0 |
| Michigan | 1 | 6.3 | 8 | 5.9 | 27 | 12.4 | 105 | 34.3 | 16 | 3.7 | 13 | 3.6 |
| Minnesota | 2 | 9.3 | 0 | 0.0 | 8 | 10.2 | 27 | 31.9 | 3 | 1.1 | 3 | 0.8 |
| Mississippi | 0 | 0.0 | 1 | 6.2 | 4 | 4.5 | 2 | 1.7 | 3 | 2.0 | 1 | 0.6 |
| Missouri | 6 | 9.5 | 1 | 2.7 | 5 | 5.6 | 38 | 30.7 | 1 | 0.6 | 2 | 2.4 |
| Montana | 0 | 0.0 | 2 | 10.9 | 4 | 13.2 | 0 | 0.0 | 2 | 1.0 | 3 | 1.5 |
| Nebraska | 3 | 26.1 | 1 | 11.7 | 0 | 0.0 | 4 | 9.3 | 1 | 1.3 | 0 | 0.0 |
| Nevada | 0 | 0.0 | 1 | 15.2 | 1 | 1.9 | 1 | 72.6 | 0 | 0.0 | 0 | 0.0 |
| New Hampshire | 0 | 0.0 | 1 | 7.5 | 1 | 6.3 | 6 | 7.3 | 9 | 15.9 | 11 | 9.2 |
| New Jersey | 2 | 3.1 | 0 | 0.0 | 12 | 6.8 | 410 | 76.5 | 17 | 1.5 | 11 | 1.6 |
| New Mexico | 1 | 29.2 | 0 | 0.0 | 3 | 14.8 | 2 | 5.9 | 0 | 0.0 | 1 | 1.0 |
| New York | 2 | 37.6 | 2 | 2.0 | 21 | 4.3 | 230 | 33.7 | 11 | 1.0 | 9 | 1.1 |
| North Carolina | 2 | 18.8 | 4 | 14.7 | 5 | 4.1 | 1 | 0.8 | 5 | 5.5 | 0 | 0.0 |
| North Dakota | 0 | 0.0 | 0 | 0.0 | 3 | 30.1 | 0 | 0.0 | 1 | 7.0 | 1 | 3.4 |

See notes at end of table.

Table B-7. Number of operational regular public elementary and secondary school districts with membership and percentage distribution of students in membership in city, suburban, town, and rural locales, by state or jurisdiction: School year 2008–09—Continued

| State or jurisdiction | City | | | | | | Suburban | | | | | |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Large | | Midsize | | Small | | Large | | Midsize | | Small | |
| | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students |
| Ohio | 5 | 10.0 | 2 | 2.3 | 14 | 4.7 | 156 | 37.1 | 9 | 1.5 | 17 | 2.1 |
| Oklahoma | 6 | 18.7 | 0 | 0.0 | 1 | 2.5 | 14 | 18.9 | 2 | 0.1 | 2 | 2.6 |
| Oregon | 3 | 10.6 | 3 | 11.4 | 6 | 18.6 | 12 | 17.4 | 3 | 1.9 | 1 | 0.3 |
| Pennsylvania | 2 | 11.1 | 2 | 1.8 | 12 | 6.1 | 172 | 39.5 | 20 | 4.4 | 20 | 3.5 |
| Rhode Island | 0 | 0.0 | 1 | 18.1 | 2 | 16.4 | 21 | 57.8 | 0 | 0.0 | 0 | 0.0 |
| South Carolina | 0 | 0.0 | 2 | 9.3 | 5 | 10.0 | 7 | 25.7 | 3 | 2.9 | 1 | 1.7 |
| South Dakota | 0 | 0.0 | 1 | 17.2 | 1 | 10.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Tennessee | 2 | 19.2 | 1 | 3.0 | 8 | 5.9 | 7 | 18.9 | 2 | 0.8 | 1 | 1.2 |
| Texas | 27 | 26.9 | 19 | 9.4 | 21 | 6.3 | 63 | 25.2 | 9 | 1.0 | 9 | 2.0 |
| Utah | 0 | 0.0 | 2 | 7.1 | 3 | 8.5 | 6 | 59.6 | 0 | 0.0 | 1 | 2.8 |
| Vermont | 0 | 0.0 | 0 | 0.0 | 2 | 6.8 | 0 | 0.0 | 8 | 9.7 | 0 | 0.0 |
| Virginia | 1 | 5.9 | 7 | 12.8 | 7 | 3.5 | 15 | 41.3 | 2 | 1.5 | 1 | 0.2 |
| Washington | 1 | 4.4 | 4 | 9.9 | 14 | 14.5 | 33 | 36.9 | 13 | 7.9 | 6 | 2.2 |
| West Virginia | 0 | 0.0 | 0 | 0.0 | 5 | 16.3 | 0 | 0.0 | 2 | 13.4 | 2 | 2.9 |
| Wisconsin | 1 | 9.8 | 2 | 5.2 | 12 | 14.9 | 39 | 14.3 | 13 | 6.7 | 13 | 4.3 |
| Wyoming | 0 | 0.0 | 0 | 0.0 | 2 | 28.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | | | | | | | |
| DoDDS: DoDs Overseas ² | † | † | † | † | † | † | † | † | † | † | † | † |
| DDESS: DoDs Domestic ² | † | † | † | † | † | † | † | † | † | † | † | † |
| Bureau of Indian Education | † | † | † | † | † | † | † | † | † | † | † | † |
| American Samoa | † | † | † | † | † | † | † | † | † | † | † | † |
| Guam | † | † | † | † | † | † | † | † | † | † | † | † |
| Commonwealth of the Islands | † | † | † | † | † | † | † | † | † | † | † | † |
| Puerto Rico | † | † | † | † | † | † | 1 | 100.0 | † | † | † | † |
| U.S. Virgin Islands | † | † | † | † | † | † | † | † | † | † | † | † |

See notes at end of table.

Table B-7. Number of operational regular public elementary and secondary school districts with membership and percentage distribution of students in membership in city, suburban, town, and rural locales, by state or jurisdiction: School year 2008–09—Continued

| State or jurisdiction | Town | | | | | | Rural | | | | | |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Fringe | | Distant | | Remote | | Fringe | | Distant | | Remote | |
| | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students |
| United States¹ | 678 | 3.9 | 967 | 4.8 | 817 | 3.4 | 1,756 | 10.9 | 3,293 | 6.8 | 2,604 | 2.4 |
| Alabama | 12 | 5.6 | 16 | 5.6 | 4 | 0.9 | 16 | 14.3 | 32 | 20.4 | 18 | 5.0 |
| Alaska | 0 | 0.0 | 1 | 12.6 | 5 | 9.0 | 2 | 3.2 | 0 | 0.0 | 41 | 25.4 |
| Arizona | 5 | 1.6 | 13 | 2.3 | 28 | 6.8 | 35 | 11.1 | 39 | 4.4 | 57 | 2.1 |
| Arkansas | 7 | 5.4 | 28 | 11.9 | 14 | 7.1 | 44 | 14.3 | 76 | 13.9 | 53 | 7.4 |
| California | 69 | 3.7 | 66 | 2.7 | 33 | 0.8 | 147 | 3.0 | 155 | 1.2 | 67 | 0.3 |
| Colorado | 5 | 1.7 | 5 | 2.1 | 26 | 6.7 | 7 | 6.7 | 28 | 3.9 | 81 | 3.4 |
| Connecticut | 14 | 5.6 | 0 | 0.0 | 0 | 0.0 | 43 | 10.9 | 18 | 1.1 | 0 | 0.0 |
| Delaware | 3 | 8.2 | 1 | 3.9 | 0 | 0.0 | 4 | 22.0 | 2 | 2.8 | 0 | 0.0 |
| District of Columbia | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Florida | 2 | 0.6 | 10 | 2.5 | 3 | 0.4 | 15 | 13.1 | 9 | 1.4 | 2 | 0.1 |
| Georgia | 7 | 2.2 | 22 | 4.2 | 7 | 1.4 | 53 | 25.5 | 44 | 7.9 | 16 | 1.4 |
| Hawaii | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Idaho | 3 | 2.3 | 11 | 11.1 | 13 | 11.2 | 12 | 16.0 | 29 | 6.0 | 37 | 5.3 |
| Illinois | 36 | 2.8 | 82 | 5.3 | 51 | 3.0 | 92 | 7.4 | 224 | 4.9 | 34 | 0.8 |
| Indiana | 20 | 4.6 | 53 | 12.1 | 3 | 0.6 | 53 | 14.7 | 88 | 11.8 | 3 | 0.3 |
| Iowa | 11 | 4.8 | 32 | 11.2 | 37 | 13.0 | 22 | 7.9 | 137 | 16.8 | 101 | 9.5 |
| Kansas | 10 | 4.9 | 19 | 7.4 | 37 | 17.5 | 19 | 9.0 | 65 | 9.2 | 129 | 9.8 |
| Kentucky | 8 | 6.4 | 24 | 9.3 | 22 | 7.6 | 31 | 17.6 | 36 | 14.7 | 25 | 6.2 |
| Louisiana | 7 | 9.9 | 9 | 6.7 | 4 | 2.2 | 11 | 12.3 | 14 | 7.9 | 6 | 1.5 |
| Maine | 7 | 8.6 | 10 | 9.1 | 10 | 4.4 | 37 | 18.8 | 93 | 24.8 | 100 | 9.3 |
| Maryland | 0 | 0.0 | 3 | 2.0 | 0 | 0.0 | 4 | 5.3 | 5 | 4.4 | 0 | 0.0 |
| Massachusetts | 13 | 1.1 | 4 | 0.4 | 0 | 0.0 | 33 | 4.1 | 10 | 0.2 | 0 | 0.0 |
| Michigan | 43 | 6.6 | 23 | 3.5 | 31 | 3.9 | 68 | 8.3 | 144 | 8.7 | 72 | 2.7 |
| Minnesota | 15 | 6.4 | 23 | 6.4 | 34 | 8.8 | 28 | 10.0 | 83 | 7.3 | 113 | 7.7 |
| Mississippi | 2 | 1.4 | 9 | 5.3 | 43 | 23.5 | 16 | 21.2 | 44 | 24.6 | 27 | 9.0 |
| Missouri | 12 | 4.7 | 36 | 7.7 | 41 | 9.2 | 46 | 9.3 | 189 | 10.7 | 145 | 7.0 |
| Montana | 2 | 1.4 | 0 | 0.0 | 52 | 38.1 | 17 | 2.8 | 75 | 10.1 | 263 | 21.0 |
| Nebraska | 1 | 0.6 | 8 | 5.0 | 28 | 19.3 | 10 | 4.1 | 54 | 8.3 | 144 | 14.3 |
| Nevada | 1 | 1.5 | 0 | 0.0 | 4 | 4.3 | 2 | 1.8 | 2 | 2.2 | 5 | 0.6 |
| New Hampshire | 8 | 7.0 | 8 | 5.7 | 14 | 5.2 | 36 | 16.4 | 51 | 16.7 | 30 | 2.9 |
| New Jersey | 22 | 1.8 | 0 | 0.0 | 0 | 0.0 | 93 | 8.0 | 23 | 0.7 | 0 | 0.0 |
| New Mexico | 1 | 1.0 | 5 | 5.0 | 20 | 21.7 | 4 | 9.4 | 6 | 2.4 | 46 | 9.8 |
| New York ² | 56 | 4.1 | 39 | 2.4 | 14 | 0.9 | 96 | 6.3 | 177 | 6.0 | 38 | 0.6 |
| North Carolina | 7 | 3.2 | 13 | 5.4 | 1 | 0.3 | 35 | 33.5 | 31 | 12.2 | 11 | 1.5 |
| North Dakota | 0 | 0.0 | 2 | 2.2 | 9 | 18.7 | 4 | 0.4 | 34 | 8.4 | 129 | 29.8 |

See notes at end of table.

Table B-7. Number of operational regular public elementary and secondary school districts with membership and percentage distribution of students in membership in city, suburban, town, and rural locales, by state or jurisdiction: School year 2008–09—Continued

| State or jurisdiction | Town | | | | | | Rural | | | | | |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Fringe | | Distant | | Remote | | Fringe | | Distant | | Remote | |
| | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students | Number of districts | Percent of students |
| Ohio | 63 | 8.2 | 53 | 6.7 | 3 | 0.3 | 128 | 16.1 | 161 | 11.0 | 1 | 0.0 |
| Oklahoma | 12 | 4.5 | 40 | 11.9 | 39 | 9.5 | 68 | 8.6 | 202 | 15.1 | 148 | 7.7 |
| Oregon | 22 | 13.6 | 19 | 8.6 | 20 | 6.7 | 15 | 4.5 | 34 | 3.5 | 55 | 2.8 |
| Pennsylvania | 61 | 9.0 | 28 | 3.6 | 10 | 1.2 | 79 | 12.1 | 82 | 7.1 | 13 | 0.6 |
| Rhode Island | 1 | 2.5 | 0 | 0.0 | 0 | 0.0 | 5 | 4.9 | 2 | 0.3 | 0 | 0.0 |
| South Carolina | 1 | 0.4 | 10 | 9.2 | 3 | 0.8 | 26 | 26.2 | 27 | 13.7 | 0 | 0.0 |
| South Dakota | 2 | 4.4 | 5 | 4.7 | 13 | 20.5 | 5 | 6.3 | 27.0 | 9.2 | 103 | 26.9 |
| Tennessee | 9 | 3.7 | 19 | 6.4 | 6 | 2.2 | 32 | 25.2 | 39 | 12.2 | 10 | 1.3 |
| Texas | 30 | 2.5 | 95 | 4.9 | 78 | 3.8 | 125 | 10.4 | 326 | 5.8 | 228 | 1.8 |
| Utah | 2 | 7.4 | 3 | 4.3 | 6 | 4.6 | 1 | 0.4 | 4 | 1.8 | 12 | 3.7 |
| Vermont | 3 | 2.9 | 21 | 19.0 | 7 | 6.9 | 34 | 16.0 | 112 | 27.6 | 51 | 11.0 |
| Virginia | 3 | 0.9 | 17 | 4.3 | 1 | 0.1 | 26 | 17.7 | 36 | 9.4 | 14 | 2.2 |
| Washington | 21 | 5.7 | 22 | 5.0 | 12 | 2.3 | 28 | 4.7 | 75 | 4.5 | 66 | 1.9 |
| West Virginia | 3 | 5.8 | 7 | 17.3 | 6 | 6.8 | 6 | 13.5 | 15 | 19.0 | 9 | 5.1 |
| Wisconsin | 36 | 8.9 | 52 | 13.1 | 8 | 1.4 | 41 | 5.2 | 130 | 10.8 | 79 | 5.4 |
| Wyoming | 0 | 0.0 | 1 | 4.1 | 17 | 44.7 | 2 | 4.7 | 4 | 2.8 | 22 | 15.0 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | | | | | | | |
| DoDDS: DoDs Overseas ³ | † | † | † | † | † | † | † | † | † | † | † | † |
| DDESS: DoDs Domestic ³ | † | † | † | † | † | † | † | † | † | † | † | † |
| Bureau of Indian Education | † | † | † | † | † | † | † | † | † | † | † | † |
| American Samoa | † | † | † | † | † | † | † | † | † | † | † | † |
| Guam | † | † | † | † | † | † | † | † | † | † | † | † |
| Commonwealth of the Northern Marianas | † | † | † | † | † | † | † | † | † | † | † | † |
| Puerto Rico | † | † | † | † | † | † | 1 | 100.0 | † | † | † | † |
| U.S. Virgin Islands | † | † | † | † | † | † | † | † | † | † | † | † |

† Not applicable. Locale codes are not assigned to these areas.

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

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

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

NOTE: This table includes districts operated by the Bureau of Indian Education and the Department of Defense although they are technically federally-operated. City includes the categories of City, Large Territory; City, Mid-size Territory; and City, Small Territory. Suburban includes the categories of Suburb, Large Territory; Suburb, Mid-size Territory; and Suburb, Small Territory. Town includes the categories of Town, Fringe Territory; Town, Distant Territory; and Town, Remote Territory. Rural includes the categories of Rural, Fringe; Rural, Distant; and Rural, Remote. Membership is the count of students enrolled on October 1 of the reported school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2008–09, Version 1a.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2008–09

Table B-8. Number and percentage of students served in English language learner (ELL) and Individualized Education Programs (IEPs) programs, by state or jurisdiction: School year 2008–09

| State or jurisdiction | ELL ¹ | | IEPs ² | |
|-------------------------------------|--------------------|---------------------|--------------------|---------------------|
| | Number of students | Percent of students | Number of students | Percent of students |
| Reporting States³ | 4,352,468 | 8.9 | 6,146,911 | 12.5 |
| Alabama | 19,523 | 2.6 | 7,031 | 0.9 |
| Alaska | 12,030 | 9.2 | 17,662 | 13.5 |
| Arizona | 125,193 | 11.5 | 123,348 | 11.3 |
| Arkansas | 27,634 | 5.8 | 54,464 | 11.4 |
| California | 1,514,733 | 24.2 | 661,637 | 10.6 |
| Colorado | 88,907 | 10.9 | — | — |
| Connecticut | 29,583 | 5.2 | 69,045 | 12.2 |
| Delaware | 7,184 | 5.7 | 18,896 | 15.1 |
| District of Columbia | 5,785 | 8.4 | 10,602 | 15.4 |
| Florida | 226,157 | 8.6 | 383,441 | 14.6 |
| Georgia | 82,066 | 5.0 | 178,857 | 10.8 |
| Hawaii | 18,564 | 10.3 | 20,130 | 11.2 |
| Idaho | 17,669 | 6.4 | 27,837 | 10.1 |
| Illinois | 204,737 | 9.7 | 318,529 | 15.0 |
| Indiana | 45,834 | 4.4 | 176,168 | 16.8 |
| Iowa | 20,334 | 4.2 | 67,065 | 13.8 |
| Kansas | 34,096 | 7.2 | 65,702 | 13.9 |
| Kentucky | 14,589 | 2.2 | 107,698 | 16.1 |
| Louisiana | 12,497 | 1.8 | 86,266 | 12.6 |
| Maine | — | — | 30,689 | 15.9 |
| Maryland | — | — | 102,585 | 12.2 |
| Massachusetts | 49,073 | 5.1 | 168,497 | 17.6 |
| Michigan | 60,976 | 3.7 | 232,617 | 14.0 |
| Minnesota | 61,486 | 7.4 | 119,739 | 14.3 |
| Mississippi | 6,543 | 1.3 | 135 | # |
| Missouri | 16,338 | 1.8 | 132,309 | 14.4 |
| Montana | 4,550 | 3.2 | 17,578 | 12.4 |
| Nebraska | 18,394 | 6.3 | 44,038 | 15.1 |
| Nevada | 75,952 | 17.5 | 48,284 | 11.1 |
| New Hampshire | 3,484 | 1.8 | 30,089 | 15.2 |
| New Jersey | 54,154 | 3.9 | 229,445 | 16.6 |
| New Mexico | — | — | 45,959 | 13.9 |
| New York | 183,944 | 6.7 | 442,161 | 16.1 |
| North Carolina | 113,821 | 7.6 | 186,666 | 12.5 |
| North Dakota | 3,540 | 3.7 | 13,257 | 14.0 |
| Ohio | 36,317 | 2.0 | 265,009 | 14.6 |
| Oklahoma | — | — | 248 | # |
| Oregon | 63,010 | 11.2 | 78,867 | 14.0 |
| Pennsylvania | 45,970 | 2.6 | 294,705 | 16.7 |
| Rhode Island | — | — | 27,550 | 19.0 |
| South Carolina | 31,450 | 4.4 | 101,269 | 14.1 |
| South Dakota | 3,580 | 2.8 | 17,666 | 14.0 |
| Tennessee | 27,433 | 2.8 | 118,584 | 12.2 |
| Texas | 718,388 | 15.1 | 452,741 | 9.5 |
| Utah | 44,470 | 7.9 | 64,839 | 11.6 |

See notes at end of table.

APPENDIX B—Value Distribution, Field Frequencies, and Data Tables for the
Common Core of Data Local Education Agency Universe Survey: School Year 2008–09

Table B-8. Number and percentage of students served in English language learner (ELL) and Individualized Education Programs (IEPs) programs, by state or jurisdiction: School year 2008–09—Continued

| State or jurisdiction | ELL ¹ | | IEPs ² | |
|---|--------------------|---------------------|--------------------|---------------------|
| | Number of students | Percent of students | Number of students | Percent of students |
| Vermont | 988 | 1.1 | 8,631 | 9.3 |
| Virginia | 87,026 | 7.0 | 166,392 | 13.5 |
| Washington | 82,711 | 8.0 | 125,331 | 12.1 |
| West Virginia | 1,618 | 0.6 | 46,578 | 16.5 |
| Wisconsin | 47,866 | 5.5 | 125,304 | 14.3 |
| Wyoming | 2,271 | 2.6 | 14,771 | 16.9 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | |
| DoDDS: DoDs Overseas ⁴ | 4,804 | 8.5 | 6,106 | 10.8 |
| DDESS: DoDs Domestic ⁴ | 1,913 | 6.8 | 3,956 | 14.1 |
| Bureau of Indian Education | — | — | — | — |
| American Samoa | — | — | — | — |
| Guam | — | — | — | — |
| Commonwealth of the Northern Marianas Islands | — | — | 732 | 6.7 |
| Puerto Rico | — | — | 103,118 | 20.5 |
| U.S. Virgin Islands | — | — | 1,547 | 9.8 |

— Not available.

Rounds to zero.

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

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

³ A reporting states total is shown for the 50 states and District of Columbia if data for any item in the table were not available for some, but not all districts in the United States.

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2008–09, Version 1a.

Table B-9. Number of staff for public schools, by category and state or jurisdiction: School year 2008–09

| State or jurisdiction | Teachers | Instructional aides | Instructional coordinators and supervisors | Guidance counselors | Librarians | Library support staff | School district administrators | School district administrative support staff | School administrators | School administrative support staff | Student support staff | Other support staff |
|-------------------------------------|--------------------|---------------------|--|---------------------|-----------------|-----------------------|--------------------------------|--|-----------------------|-------------------------------------|-----------------------|---------------------|
| Reporting States¹ | 3,202,881.4 | 693,068.9 | 79,526.6 | 107,718.9 | 53,759.9 | 32,020.2 | 62,086.1 | 179,021.7 | 164,842.1 | 235,550.8 | 251,815.6 | 1,138,713.7 |
| Alabama | 47,816.8 | 697.7 | 8,012.2 | 1,871.3 | 1,425.1 | 694.9 | 881.5 | 1,744.5 | 2,710.8 | 3,347.6 | 2,321.4 | 26,081.5 |
| Alaska | 7,924.5 | 2,189.6 | — | 279.7 | 169.8 | 107.4 | 522.5 | 754.2 | 757.1 | 1,139.8 | 434.5 | 2,683.2 |
| Arizona | 54,691.6 | 15,598.0 | 132.5 | 1,464.4 | 732.9 | 1,798.4 | 438.7 | 729.8 | 2,609.3 | 5,421.1 | 7,514.3 | 14,375.9 |
| Arkansas | 37,162.0 | 7,794.0 | 837.0 | 1,440.0 | 1,007.0 | 267.0 | 713.0 | 2,287.0 | 1,703.0 | 3,198.0 | 5,006.0 | 9,856.0 |
| California | 299,891.6 | 68,573.0 | 7,123.9 | 7,766.0 | 1,158.3 | — | 3,957.2 | 23,472.0 | 14,555.1 | 32,803.5 | 18,059.1 | 108,750.5 |
| Colorado | 48,690.2 | 15,009.4 | 2,200.2 | 2,115.4 | 839.8 | 895.2 | 1,198.1 | 5,002.4 | 2,816.0 | 4,308.9 | 5,393.7 | 14,088.2 |
| Connecticut | 48,450.5 | 13,751.9 | 1,995.9 | 1,113.3 | 816.2 | 695.2 | 723.8 | 3,085.1 | 338.8 | 1,736.4 | 2,544.3 | 17,184.5 |
| Delaware | 8,260.9 | 1,549.7 | 287.9 | 284.4 | 136.9 | 1.0 | 336.8 | 325.6 | 397.0 | 404.4 | 752.6 | 1,986.9 |
| District of Columbia | 5,321.0 | 1,252.0 | 405.0 | 250.0 | 127.0 | 25.0 | 226.0 | 776.0 | 368.0 | 626.0 | 633.0 | 2,122.0 |
| Florida | 186,359.0 | 28,622.0 | 686.0 | 6,058.0 | 2,834.0 | 1,454.0 | 2,046.0 | 14,563.0 | 7,819.0 | 15,381.0 | 10,174.0 | 64,715.0 |
| Georgia | 118,837.0 | 27,949.2 | 2,041.1 | 3,690.2 | 2,299.2 | 1,814.1 | 2,352.0 | 2,688.3 | 6,545.5 | 8,805.9 | 7,892.6 | 54,215.0 |
| Hawaii | 11,294.2 | 2,230.3 | 616.0 | 660.0 | 248.5 | 61.9 | 227.5 | 360.2 | 519.0 | 1,189.4 | 1,688.1 | 2,508.5 |
| Idaho | 15,145.8 | 2,908.3 | 263.5 | 632.9 | 139.2 | 296.5 | 136.7 | 624.1 | 750.9 | 842.9 | 573.3 | 4,938.6 |
| Illinois | 135,665.2 | — | 3,162.9 | 3,152.2 | 2,056.2 | — | 2,363.5 | — | 7,474.4 | — | 9,341.0 | — |
| Indiana | 62,655.0 | 23,093.0 | 1,983.0 | 1,939.0 | 951.0 | 1,327.0 | 1,144.0 | 779.0 | 3,199.0 | 7,527.0 | 2,155.0 | 35,171.0 |
| Iowa | 35,958.5 | 10,804.8 | 458.5 | 1,377.0 | 590.0 | 936.1 | 976.5 | 1,590.3 | 1,654.5 | 2,487.9 | 2,539.8 | 12,969.4 |
| Kansas | 35,871.3 | 9,195.6 | 95.4 | 1,122.5 | 893.8 | 606.9 | 477.1 | 122.4 | 1,867.1 | 2,182.6 | 1,555.7 | 1,317.3 |
| Kentucky | 43,448.2 | 14,075.7 | 941.6 | 1,460.1 | 1,119.8 | 294.1 | 931.2 | 2,525.7 | 3,047.7 | 5,777.5 | 2,639.2 | 23,948.0 |
| Louisiana | 49,374.7 | 11,379.1 | 1,863.9 | 2,877.7 | 1,194.8 | 358.5 | 349.6 | 2,788.9 | 2,852.0 | 3,434.4 | 3,676.7 | 20,717.0 |
| Maine | 15,910.1 | 5,899.5 | 292.4 | 605.1 | 246.2 | 367.3 | 675.3 | 1,169.8 | 1,193.4 | 1,676.5 | 1,720.1 | 6,694.2 |
| Maryland | 58,930.2 | 11,255.6 | 1,888.0 | 2,426.9 | 1,234.4 | 546.3 | 3,398.4 | 2,287.9 | 3,642.4 | 6,258.8 | 4,616.1 | 20,327.3 |
| Massachusetts | 70,395.3 | 22,831.5 | 492.2 | 2,220.6 | 866.4 | 1,062.8 | 2,263.6 | 3,528.7 | 4,413.1 | 5,882.1 | 8,228.1 | 1,441.7 |
| Michigan | 94,752.4 | 22,395.0 | 3,572.3 | 2,601.0 | 1,036.9 | 656.7 | 3,291.8 | 1,274.8 | 5,006.0 | 12,816.6 | 13,288.7 | 47,359.7 |
| Minnesota | 53,080.6 | 16,127.4 | 1,782.1 | 1,099.7 | 812.1 | 825.9 | 2,068.6 | 2,246.2 | 2,117.2 | 4,169.1 | 11,771.9 | 13,111.2 |
| Mississippi | 33,356.0 | 8,977.7 | 711.2 | 2,096.7 | 972.6 | 261.2 | 1,007.2 | 2,063.8 | 1,966.0 | 2,529.8 | 2,892.7 | 15,205.5 |
| Missouri | 67,652.6 | 13,009.0 | 945.3 | 2,449.9 | 1,387.8 | 136.6 | 1,323.1 | 8,783.7 | 2,974.5 | 339.0 | 4,867.9 | 28,331.1 |
| Montana | 10,465.4 | 2,183.2 | 158.1 | 457.7 | 380.1 | — | 168.4 | — | 543.6 | — | 686.8 | — |
| Nebraska | 22,055.4 | 6,023.5 | 882.1 | 797.2 | 567.5 | 420.4 | 623.7 | 983.8 | 1,037.2 | 1,543.9 | 1,303.2 | 8,996.7 |
| Nevada | 21,991.3 | — | — | 847.2 | 366.5 | — | 24.7 | — | 1,048.6 | — | 83.5 | 1,020.8 |
| New Hampshire | 15,659.5 | 7,094.6 | — | 850.6 | 323.8 | 316.9 | 676.9 | 737.1 | 774.0 | 1,283.4 | — | 5,127.8 |
| New Jersey | 114,712.0 | 25,890.3 | 3,680.0 | 2,251.8 | 1,776.1 | — | 1,457.3 | 10.0 | 6,109.0 | 138.0 | 12,564.1 | 176.0 |
| New Mexico | 22,822.3 | 6,346.6 | 806.9 | 842.4 | 294.2 | 268.5 | 841.6 | 69.1 | 1,334.5 | 3,829.4 | 3,102.8 | 7,282.3 |
| New York | 217,940.5 | 39,747.9 | 2,555.2 | 6,672.1 | 3,127.3 | 1,586.7 | 3,113.8 | 23,121.0 | 9,506.2 | 7,265.9 | 12,351.9 | 101,142.8 |
| North Carolina | 101,655.6 | 29,002.1 | 2,361.5 | 3,978.5 | 2,350.3 | 524.1 | 1,672.8 | 5,115.1 | 5,012.2 | 7,419.7 | 8,089.9 | 32,652.8 |
| North Dakota | 8,178.8 | 2,061.6 | 123.4 | 282.0 | 192.4 | 194.6 | 467.6 | 152.0 | 408.4 | 310.8 | 528.9 | 2,728.3 |

See notes at end of table.

Table B-9. Number of staff for public schools, by category and state or jurisdiction: School year 2008–09—Continued

| State or jurisdiction | Teachers | Instructional aides | Instructional coordinators and supervisors | Guidance counselors | Librarians | Library support staff | School district administrators | School district administrative support staff | School administrators | School administrative support staff | Student support staff | Other support staff |
|---|-----------|---------------------|--|---------------------|------------|-----------------------|--------------------------------|--|-----------------------|-------------------------------------|-----------------------|---------------------|
| Ohio | 112,843.6 | 19,052.1 | 1,599.4 | 3,641.5 | 1,355.0 | 1,840.2 | 2,108.9 | 14,165.2 | 5,120.4 | 12,075.8 | 19,375.1 | 51,545.3 |
| Oklahoma | 42,153.1 | 8,038.6 | 380.9 | 1,691.7 | 1,115.3 | 863.6 | 608.9 | 3,176.5 | 2,208.8 | 3,422.4 | 3,909.8 | 15,485.2 |
| Oregon | 30,062.7 | 10,330.1 | 365.0 | 1,100.7 | 375.7 | 727.6 | 447.7 | 3,444.9 | 1,669.7 | 3,928.6 | 2,056.4 | 10,181.0 |
| Pennsylvania | 129,659.5 | 28,838.5 | 1,685.7 | 4,589.3 | 2,193.6 | 1,860.5 | 2,690.3 | 7,053.5 | 5,842.4 | 10,151.5 | 8,738.0 | 48,544.4 |
| Rhode Island | 11,325.0 | 1,985.0 | 77.0 | 406.0 | 304.0 | 54.0 | 70.0 | 430.0 | 467.0 | 635.0 | 521.0 | 1,940.0 |
| South Carolina | 47,552.2 | 8,520.9 | 519.1 | 1,872.5 | 1,134.7 | 297.6 | 642.3 | 573.2 | 2,521.3 | 615.1 | 2,990.9 | 155.6 |
| South Dakota | 9,242.0 | 2,519.6 | 101.3 | 315.8 | 140.9 | 57.9 | 623.6 | 406.5 | 414.7 | 453.3 | 712.9 | 3,395.3 |
| Tennessee | 64,922.7 | 15,789.6 | 838.1 | 2,754.9 | 1,906.2 | 563.7 | 165.9 | 839.0 | 3,335.6 | 4,480.9 | 826.8 | 30,409.7 |
| Texas | 327,902.5 | 62,745.7 | 3,530.1 | 10,935.9 | 5,083.2 | 2,700.9 | 6,074.2 | 21,237.0 | 20,933.1 | 24,140.1 | 21,590.2 | 142,498.4 |
| Utah | 23,644.1 | 7,929.0 | 1,523.4 | 761.1 | 260.9 | 500.0 | 380.3 | 806.8 | 1,220.3 | 2,302.9 | 1,126.0 | 8,561.7 |
| Vermont | 8,754.7 | 4,462.4 | 254.7 | 444.9 | 224.0 | 269.4 | 146.4 | 430.8 | 518.7 | 694.8 | 921.7 | 2,213.6 |
| Virginia | 71,413.0 | 20,203.5 | 12,598.3 | 4,008.1 | 2,040.1 | 1,662.3 | 1,734.6 | 4,791.7 | 4,697.0 | 7,163.7 | 7,086.8 | 66,160.1 |
| Washington | 54,426.5 | 10,435.3 | 542.0 | 2,110.5 | 1,237.7 | 794.8 | 1,187.6 | 1,666.7 | 2,877.4 | 4,507.7 | 2,938.7 | 21,885.2 |
| West Virginia | 20,208.3 | 3,513.2 | 251.3 | 729.3 | 363.1 | — | 743.7 | 1,127.1 | 1,103.5 | 464.8 | 1,590.5 | 8,494.2 |
| Wisconsin | 59,397.9 | 10,977.2 | 1,468.8 | 1,882.5 | 1,181.8 | 675.3 | 1,026.7 | 2,673.0 | 2,494.4 | 3,839.8 | 5,958.2 | 15,012.1 |
| Wyoming | 6,997.6 | 2,209.4 | 434.3 | 440.7 | 169.6 | 351.2 | 358.5 | 438.3 | 347.3 | 597.1 | 481.7 | 3,005.2 |
| Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions | | | | | | | | | | | | |
| DoDDS: DoDs Overseas ² | 4,477.5 | 490.6 | 29.0 | 212.5 | 120.0 | — | 43.0 | 23.5 | 214.0 | 628.0 | 317.6 | 490.6 |
| DDESS: DoDs Domestic ² | 2,143.9 | 349.2 | 28.0 | 88.5 | 69.0 | — | 43.0 | 21.0 | 100.0 | 282.5 | 154.0 | 562.8 |
| Bureau of Indian Education | — | — | — | — | — | — | — | — | — | — | — | — |
| American Samoa | — | — | — | — | — | — | — | — | — | — | — | — |
| Guam | — | — | — | — | — | — | — | — | — | — | — | — |
| Commonwealth of the Northern Marianas Islands | 514.0 | 216.0 | 8.0 | 17.0 | — | 16.0 | 6.0 | 56.0 | 36.0 | 53.0 | 30.0 | 91.0 |
| Puerto Rico | 39,356.0 | 191.0 | 454.0 | 952.0 | 1,303.0 | 123.0 | 258.0 | 2,470.0 | 1,427.0 | 3,447.0 | 3,828.0 | 16,225.0 |
| U.S. Virgin Islands | 1,331.0 | 240.0 | 68.0 | 91.0 | 29.0 | 13.0 | 25.0 | 40.0 | 87.0 | 108.0 | 275.0 | 165.0 |

— Not available.

¹ A reporting states total is shown for the 50 states and District of Columbia if data for any item in the table were not available for some, but not all districts in the United States.² DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependent schools (domestic), respectively.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2008–09, Version 1a.

**APPENDIX C—Glossary for the Common Core of Data: School Year
2008–09**

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APPENDIX C—Glossary for the Common Core of Data: School Year 2008–09

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)

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 Federal Information Processing Standard (FIPS) provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States.

The Congressional Districts 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 FIPS State numeric code. For example, the First Congressional District of Arizona is coded “0401,” with the first two digits (04) representing the FIPS 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 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 county in which a school is located.

County Number

Five digit code, assigned by the Federal Information Processing Standards (FIPS) that uniquely identifies every county in the United States. Digits 1 and 2 are the state FIPS 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.

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.

Federal Information Processing Standards (FIPST) Code

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

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.

Large City Locale

See "Locale, Metro-Centric."

Large Town Locale

See "Locale, Metro-Centric."

Latitude

Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a school's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000.

Librarian

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 FIPS 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 has been 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.

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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 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 FIPS 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.

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, mental retardation, 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.

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
2008–09**

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APPENDIX D—State Notes for the Common Core of Data: School Year 2008–09

This appendix provides information on known anomalies and comments for data users for individual states on the school, agency, and state files. Counts are based on currently operational (status 1, 3, 4, 5, 8) units only. Sch=School File, Agn=Agency File, St=State File.

Alabama

Anomalies: Not Applicable: Sch – Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Teachers of Ungraded Classes, Ungraded Students; St – Teachers of Ungraded Classes, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Alaska

Anomalies: Missing Data: Agn – Instructional Coordinators; St – Instructional Coordinators. Not Applicable: Sch – Ungraded Students; Agn – Teachers of Ungraded Classes, Ungraded Students, Other Guidance Counselors; St – Teachers of Ungraded Classes, Other Guidance Counselors, Ungraded Students.

Arizona

Anomalies: Missing Data: Sch – Magnet School. Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Teachers of Ungraded Classes, Other Guidance Counselors; St – Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Arkansas

Anomalies: Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Other Guidance Counselors; St – Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

California

Anomalies: Missing Data: Sch –Prekindergarten Students; Agn – Prekindergarten Teachers, Library Media Support Staff; St – Prekindergarten Teachers, Library Media Support Staff, Prekindergarten Students. Not Applicable: Agn – Other Guidance Counselors; St – Other Guidance Counselors.

Colorado

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Connecticut

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Other Guidance Counselors, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Delaware

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

District of Columbia

Anomalies: Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Hawaiian Native/Pacific Islander membership, Two or more races membership.

Florida

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Georgia

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership, Other Guidance Counselors; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Hawaii

Anomalies: Not Applicable: Sch – Magnet School, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Other Guidance Counselors; St – Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Idaho

Anomalies: Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Illinois

Anomalies: Missing Data: Sch – Shared Time School; Agn – Instructional Aides, Library Media Support Staff, Other Support staff; St – Instructional Aides, Library Media Support Staff, Other Support Staff. Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Comments: State reported the number of students participating in the Free Lunch and Reduced-Price Lunch programs under the National School Lunch Act instead of the number of students eligible to participate in the free and reduced-price lunch program. Therefore, the number of students eligible to participate in these programs may be undercounted, and counts may not be comparable to other states that reported eligibility data.

Indiana

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Iowa

Anomalies: Missing Data: Sch – Shared Time School. Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Kansas

Anomalies: Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Other Guidance Counselors; St – Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Kentucky

Anomalies: Missing Data: Agn – Elementary Guidance Counselors, Secondary Guidance Counselors; St – Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Charter School, Hawaiian Native/Pacific Islander membership, Two or more races membership; St – Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Louisiana

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students,

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Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Maine

Anomalies: Missing Data: Sch – Title I, School-wide Title I. Not Applicable: Sch – Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Maryland

Anomalies: Missing Data: Agn – English Language Learner Students. Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Massachusetts

Anomalies: Missing Data: Sch – Magnet School. Not Applicable: Agn – Teachers of Ungraded Classes, Other Guidance Counselors; St – Teachers of Ungraded Classes, Other Guidance Counselors.

Michigan

Anomalies: Missing Data: Sch – Prekindergarten Students. Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; St – Hawaiian Native/Pacific Islander membership, Two or more races membership.

Minnesota

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Mississippi

Anomalies: None.

Missouri

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Montana

Anomalies: Missing Data: Agn – Prekindergarten Teachers, Kindergarten Teachers, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff; St – Prekindergarten Teachers, Kindergarten Teachers, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Teachers of Ungraded Classes; St – Teachers of Ungraded Classes, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Nebraska

Anomalies: Missing Data: Agn – Prekindergarten Teachers, Kindergarten Teachers; St – Prekindergarten Teachers, Kindergarten Teachers. Not Applicable: Sch – Charter School, Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Nevada

Anomalies: Missing Data: Agn – Instructional Aides, Instructional Coordinators, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff; St – Instructional Aides, Instructional Coordinators, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff. Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; St – Hawaiian Native/Pacific Islander membership, Two or more races membership.

New Hampshire

Anomalies: Missing Data: Agn – Instructional Coordinators; St – Instructional Coordinators, Student Support Staff. Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teacher of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teacher of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

New Jersey

Anomalies: Missing Data: Sch – Magnet School; Agn – Elementary Guidance Counselors, Secondary Guidance Counselors, Library Support Staff; St – Elementary Guidance Counselors, Secondary Guidance Counselors, Library Support Staff. Not Applicable: St – Other Guidance Counselors.

Comments: State reported the number of students participating in the Free Lunch and Reduced-Price Lunch programs under the National School Lunch Act instead of the number of students eligible to participate in the free and reduced-price lunch program. Therefore, the number of students eligible to participate in these programs

may be undercounted, and counts may not be comparable to other states that reported eligibility data.

New Mexico

Anomalies: Missing Data: Agn – English Language Learners. Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

New York

Anomalies: Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Other Guidance Counselors; St – Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

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.

North Carolina

Anomalies: Missing Data: Sch – Prekindergarten Students; Agn – Prekindergarten Teachers, Kindergarten Teachers; St – Kindergarten Teachers. Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

North Dakota

Anomalies: Not Applicable: Sch – Magnet School, Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Ohio

Anomalies: Missing Data: Agn – Elementary Guidance Counselors, Secondary Guidance Counselors; St – Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Oklahoma

Anomalies: Missing Data: Agn – English Language Learners. Not Applicable:

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Sch – Magnet School, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn– Teachers of Ungraded Students, Other Guidance Counselors; St – Teachers of Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Oregon

Anomalies: Missing Data: Sch – Magnet School; Agn – Elementary Guidance Counselors, Secondary Guidance Counselors; St – Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Pennsylvania

Anomalies: Not Applicable: Sch – Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Other Guidance Counselors; St – Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Rhode Island

Anomalies: Missing Data: Agn – English Language Learners. Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

South Carolina

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

South Dakota

Anomalies: Not Applicable: Sch – Magnet School, Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Comments: State reported the number of students participating in the Free Lunch and Reduced-Price Lunch programs under the National School Lunch Act instead of the number of students eligible to participate in the free and reduced-price lunch program. Therefore, the number of students eligible to participate in these programs

may be undercounted, and counts may not be comparable to other states that reported eligibility data.

Tennessee

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Texas

Anomalies: Missing Data: Sch – Shared Time School; Agn – Elementary Guidance Counselors, Secondary Guidance Counselors; St – Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Utah

Anomalies: Missing Data: Sch – Shared Time School. Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Vermont

Anomalies: Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors.

Virginia

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Washington

Anomalies: Not Applicable: Sch – Magnet School, Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

West Virginia

Anomalies: Missing Data: Agn – Library/Media Support Staff; St – Library/Media Support Staff. Not Applicable: Sch – Magnet School, Charter School, Ungraded

Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Wisconsin

Anomalies: Not Applicable: Sch – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Wyoming

Anomalies: Not Applicable: Sch – Magnet School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors; St – Ungraded Students, Teachers of Ungraded Classes, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Bureau of Indian Education (BIE)

Anomalies: Missing Data: Sch – FTE Teachers; Agn – English Language Learner Students, Students with Individualized Education Programs, All Staff Counts; St – All Staff Counts. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Department of Defense Dependents (overseas) Schools

Anomalies: Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students, Shared Time School; Agn – Library Media Support Staff; St – Library Media Support Staff. Not Applicable: Sch – Magnet School, Charter School, Title I, School-wide Title I, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

Department of Defense Dependents (domestic) Schools

Anomalies: Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students, Shared Time School; Agn – Library Media Support Staff; St – Library Media Support Staff. Not Applicable: Sch – Magnet School, Charter School, Title I, School-wide Title I, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students, Other Guidance Counselors; St – Ungraded Students, Other Guidance Counselors, Hawaiian Native/Pacific Islander membership, Two or more races membership.

American Samoa

Anomalies: Missing Data: Sch – FTE Teachers, All Student Membership, All Program Participation data; Agn – All Student Membership, All Program Participation data; All Staff Counts; St – All Student Membership, All Staff Counts.

Guam

Anomalies: Missing Data: Sch – FTE Teachers, All Student Membership, All Program Participation data; Agn – All Student Membership, All Program Participation data, All Staff Counts; Not Applicable: Sch – Magnet School, Charter School.

Commonwealth of the Northern Marianas Islands

Anomalies: Missing Data: Sch – Title I, School-wide Title I, Membership by race/ethnicity; Agn – Prekindergarten Teachers, Librarians/Media Specialists; St – Prekindergarten Teachers, Librarians/Media Specialists, Membership by race/ethnicity. Not Applicable: Sch – Magnet School, Charter School; Agn – Other Guidance Counselors; St – Other Guidance Counselors.

Puerto Rico

Anomalies: Missing Data: Agn – English Language Learners, Kindergarten Teachers, Elementary Guidance Counselors, Secondary Guidance Counselors; St – Kindergarten Teachers, Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Magnet School, Charter School, Hawaiian Native/Pacific Islander membership, Two or more races membership; St – Hawaiian Native/Pacific Islander membership, Two or more races membership.

U.S. Virgin Islands

Anomalies: Missing Data: Sch – Title I, School-wide Title I, Prekindergarten Students; Agn – English Language Learners, Prekindergarten Teachers; St – Prekindergarten Students, Prekindergarten Teachers. Not Applicable: Sch – Charter School, Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership; Agn – Ungraded Students; St – Ungraded Students, Hawaiian Native/Pacific Islander membership, Two or more races membership.

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