About the Stanford School Enrollment Project

About this data set

This data set provides nationwide school enrollment data at the state, school district, and school level. States and districts report their enrollment information in a variety of formats, and this is the first data set to standardize the data into a single schema. The data set provides enrollment data at each grade level, and currently includes information from more than 30 states. Where available, the data set also provides information about race, ethnicity, and gender, as well as counts of homeless students, English Language Learners, students with disabilities, and low-income students.

Why we're collecting this data

Communities across the country have an acute need to track how many students were no longer enrolled in classes amid the Covid-19 pandemic. In particular, enrollment data provide a leading indicator of the developmental implications of the pandemic for students and the operational and fiscal consequences for public schools. But federal data on public school enrollment typically lag far behind the state-level data. The most recent data made available nationwide were at the state level and did not break out grade level information.

The Stanford School Enrollment Project aims to collect, process, and standardize local enrollment data, then make it available to journalists for use in vital news coverage. The enrollment project began as a unique partnership with Stanford education experts, the New York Times, EdSource, a California nonprofit educational news site; Colorado News Collaborative, a news coalition for local newsrooms; OpenNews, a nonprofit organization that helps journalists share their work; and Big Local News, a project of Stanford University's Journalism and Democracy Initiative. Big Local News collects local data

to discover the regional or national patterns that will yield stories with impact and has built a data-sharing platform for journalists.

The data collected as of late July 2021 represent school- and district-level enrollment figures across 33 states. Where possible, we also collected race and ethnicity information and joined the data to other information on poverty, ELL (English-Language Learner) programs and more.

How we got here

In the fall of 2020, Big Local News data journalists and Stanford University students began researching what education data could be collected at scale as part of The Covid Local News Collaboration. The collaboration, a partnership between OpenNews and Big Local News, was funded by a 2020-2021 Magic Grant from The Brown Institute for Media Innovation, based at both Stanford and Columbia Universities. The aim of the collaboration has been to help journalists tell deeper, data-driven stories that assist communities responding to Covid-19. This work began with a needs-finding survey and interviews by Justine Issavi of Big Local News along with OpenNews. Local journalists described an acute need to understand what was happening with local schools because of the pandemic. After more discussion and preliminary data collection work, the Big Local News team settled on collecting school- and district-level enrollment data and standardizing the information across jurisdictions. The federal government collects these data from states but that information is released as much as a year after it is first collected.

The Magic Grant funded several students who began to scour state websites and reach out to state officials to get the data they report to the federal government. In some cases, this meant filing public records requests and in others it meant delving into the differences in reporting methods state by state, or even school district by school district.

At the same time, we began partnerships with news organizations already working to collect school enrollment information. Stanford education professor Thomas S. Dee and doctoral student Elizabeth Huffaker joined in and provided guidance for the project. They also began using the enrollment data and additional data on school policies to author a paper about the impact on schools. The preliminary paper can be found [here](#).

These data can be used to evaluate trends across schools in 33 states. Additional data will be added as it is collected. The standardized enrollment data are available to download (by state location). We provide these data in CSV format. This data was initially collected to measure the impact of COVID-19 on school enrollments, but is also useful for reporting on many types of stories beyond the pandemic.

The table below includes common fields for each location, and indicates whether enrollment data are available at both the school and district level, as well as whether any data are suppressed. Some states have more fields of information, and we've documented the reasons in the README file. We encourage you to review the state-specific details in the README file before getting started working with the data on your own. We do not document the raw data here, but we do provide any documentation and will release the unprocessed data upon request. Please contact us to access the unprocessed records.

Contributors

This database of enrollment figures for for approximately 70,000 schools was created by data journalists and researchers at Stanford University's Big Local News project, The New York Times, the journalism nonprofit OpenNews and two nonprofit newsrooms, EdSource in California and the Colorado News Collaborative. Eric Sagara, Justine Issavi, Julia Ingram, Charlie Hoffs, Dilcia Mercedes, Justin Mayo, Elizabeth Huffaker, Christine DeLianne, Cheryl Phillips and Thomas Dee contributed for Stanford; Alicia Parlapiano and Jugal K. Patel for The Times; Ryan Pitts for OpenNews; Daniel J. Willis for EdSource; and Vignesh Ramachandran for the Colorado News Collaborative. Simon Willison of Datasette, created an instance for exploring the enrollment data, a tutorial and built canned queries to make analysis easier. Datasette is a tool for exploring and publishing data.

Attribution

The COVID-19 School Enrollment data are made available under the Open Data Commons Attribution License.

When using or referring to the data in publications, please cite Big Local News of Stanford University.

Data availability

The table below shows the availability of select variables by state.

State	Years	Race & Ethnicity	Gender	ELL	Homeless	Low income	School Lunch	Students with Disabilities	Section 504	Source
Alaska	2020-2021	district, school, grade						district		[Source](#)
Arizona	2018-2021	district, school, grade	district, school, grade	district, school	district, school	district, school		district, school		[Source](#)
Arkansas	2015-2021	district, school, grade	district, school, grade							[Source](#)
California	2020-2021	district, school, grade	district, school, grade	district, school, grade			district, school			[Source](#)
Colorado	2015-2021	district, school, grade	district, school, grade				district, school			[Source](#)
Connecticut	2019-2021	district, school, grade	district, school, grade	district, school			district, school	district, school		[Source](#)
Delaware										[Source](#)
Florida	2017-2021	district, school, grade	district, school, grade	district, school, grade	district, school, grade	district, school, grade		district, school, grade		[Source](#)
Georgia	2015-2021	district, school, grade	district, school, grade							[Source](#)
Hawaii	2015-2021							district, school, grade		[Source](#)
Idaho	2015-2021	district, school, grade	district, school, grade			district, school, grade				[Source](#)
Illinois										[Source](#)
Indiana	2015-2021	district, school	district, school, grade	district, school			district, school	district, school		[Source](#)
Iowa										[Source](#)
Kansas										[Source](#)

State									
Kentucky									Source
Louisiana	2019-2021	district, school, grade	district, school, grade	district, school		district, school, grade		district, school	Source
Maine									Source
Maryland	2020-2021	district, school, grade	district, school, grade				district, school, grade		Source
Massachusetts	2015-2021	district, school, grade	district, school, grade	district		district		district	Source
Michigan									Source
Minnesota	2015-2021	district, school, grade	district, school, grade	district, school, grade	district, school, grade		district, school, grade	district, school, grade	Source
Mississippi	2020-2021	district, school, grade	district, school, grade				district, grade		Source
Missouri	2015-2021	district, school		district, school			district, school		Source
Montana									Source
Nebraska	2015-2021	district, school, grade	district, school, grade				district, school, grade		Source
Nevada	2019-2021	district, school, grade	district, school, grade				district, school, grade		Source
New Hampshire	2020-2021	district		district					Source
New Jersey	2020-2021	district, school, grade		district, school, grade	district, school, grade		district, school, grade		Source
New Mexico	2020-2021	district, school	district, grade			district, grade			Source
New York	2015-2021	district, school, grade	district, school, grade	district, school, grade		district, school, grade		district, school, grade	Source
North Carolina									Source
North Dakota									Source
Ohio									Source
Oklahoma	2017-2021	district, school, grade	district, school, grade						Source

State	Years									Source
Oregon	2017-2021	district, school								Source
Pennsylvania	2020-2021	district	school			district, school				Source
Rhode Island										Source
South Carolina	2020-2021	district, school, grade	district, school, grade			district, school, grade				Source
South Dakota	2015-2021	district, school, grade	district, school, grade	district, school			district, school			Source
Tennessee										Source
Texas	2019-2021	district, school	district, school							Source
Utah	2020-2021	district, school	district, school	district, school		district, school		district, school		Source
Vermont										Source
Virginia										Source
Washington	2015-2021	district, school, grade	district, school, grade	district, school, grade	district, school, grade	district, school, grade		district, school, grade	district, school, grade	Source
West Virginia										Source
Wisconsin	2015-2021	district, school	district, school	district, school		district, school		district, school		Source
Wyoming	2020-2021	district, school	district, school				district, school			Source
Washington D.C.										Source

README

About the data schema

Schools, districts and states report enrollment data in a wide variety of formats. This data set standardizes the data into a single schema. There is more information on the schema in the data dictionary, and there are some quirks to the data you should be aware of. We provide all the years we were able to process for each state and list the time span covered by the data for each state below in the individual state notes.

Enrollment data is organized into rows including school, district, state, year and grade, meaning in any given year there is a row for each grade offered at a school/district. There is an additional row providing a school/district total. This row can be identified in the **grade** column with a value of either **pk_12_total** or **k_12_total**. The two different totals indicate whether a state includes pre-kindergarten in its calculation of total enrollment. District-level data is collected from the state in most cases, but there are states where district data was aggregated from school-level enrollment counts. This was done when district data was not reported or when the reported data did not meet minimum standards. Those cases are documented below in the individual state notes.

There are columns dedicated to race, ethnicity and gender as well as counts of homeless students, English Language Learners, students with disabilities and low-income students. States that report these demographics and special populations by grade will have that data in each row. Those that report these groups separately from grade will have this information in either the **pk_12_total** or **k_12_total** grade for each school/district. See the individual state notes below for more information.

Race and ethnicity

States also vary in what categories are used to report race and ethnicity. For example some states will group Asians, Native Hawaiians and Pacific Islanders into a single category. Others will report Asians separate from Native Hawaiians and Pacific Islanders. In many cases, states will suppress enrollment counts for small populations, making it impossible to combine race/ethnicity data into standardized categories. Because of this, the original race/ethnicity categories were preserved.

Students with disabilities

There are two different ways states report counts of students with disabilities. Students with learning disabilities are traditionally defined as students with a disability and an Individual Education Plan as defined under the Individuals with Disabilities Education Act. The second measure covers students protected under Section 504 of the Rehabilitation Act. Section 504 has a much broader list of disabilities and can include students without IEPs.

Kindergarten and pre-kindergarten

Special consideration should be given to pre-kindergarten and kindergarten students when comparing \ states. While all states report kindergarten student counts, kindergarten enrollment is [mandatory in only 19 states](). Pre-kindergarten enrollment is voluntary and not offered in all states. It is important to keep this in mind when comparing enrollment across states, because school, district and state totals may or may not include pre-kindergarten.

The kindergarten level is predominantly listed as "kindergarten." but there are some exceptions. Make sure to check how each grade is listed in the state you are analyzing. As an example, here are the ways kindergarten and pre-kindergarten levels are listed across all the school-level data.

Kindergarten

Pre_kindergarten
kindergarten_full_day
pre_kindergarten_full_day
kindergarten_half_day
pre_kindergarten_half_day
kindergarten_4_year_old
pre_kindergarten_spec_ed
kindergarten_spec_ed
kindergarten_3_year_old

Free and Reduced Lunch

IMPORTANT NOTE: *Free and Reduced Lunch rates for the 2021 school year should not be used as a proxy for low income.* Free and Reduced Lunch eligibility has often been used as an indicator of school poverty, but the program was made available to all children in the country in response to COVID-19. Because of this, many schools, districts and states did not collect information on eligibility from students and parents in 2021.

Data masking

Some states mask or suppress data to protect student identity as required by the Family Educational Rights and Privacy Act. This is particularly common with small groups of students. Most states will pick a cut-off for when they suppress data — most commonly about 10 students. In most cases, data masking is represented by an asterisk (*) in the data. Some states such as Texas have a policy of complementary data suppression where a second, larger group of students is also masked to prevent imputation or reverse engineering. Missouri suppresses enrollment information on student groups numbering fewer than five and sets the value to zero. Make sure to check the State Details list below for additional notes about data masking in the state you are analyzing.

Identifying schools and districts

The spelling of school and district names can vary over time and has not been standardized. There are two unique identifiers for schools and districts that are much more reliable — one issued by the state and another by the National Center of Education Statistics.

State-issued identifiers were used to join enrollment data with the Common Core of Data Directory and get the NCES (National Center for Education Statistics) identifier for each school and district. There are cases where schools/districts will be missing NCES identifiers. Some possible reasons:

- States will often report programs such as district-wide early childhood education or special education in enrollment data. These programs are not considered to be schools by the NCES and were not given a unique identifier.
- There are about 174 tribal schools with data reported under the purview of the Bureau of Indian Affairs and not the state where the school is located. Those schools will not have an NCES identifier.

- There may be some cases where charter schools are missing NCES identifiers. This typically happens when the state reports charter schools as part of their own individual districts while the NCES reports them as part of the state's charter authority.

State details

Alaska

2020-2021

- Several schools/districts had incorrect unique IDs in the **school_state_id** and **district_state_id** fields in the 2021 enrollment data. These were corrected using information from the Common Core of Data directory for 2021. The 2020 enrollment data was missing unique IDs for the **school_state_id** and **district_state_id** fields altogether. These values were populated by joining the schools/districts by name to the 2021 data.

Arizona

2018-2021

- Demographic information — race, ethnicity and gender — as well as data on homeless students, students with disabilities and English Language Learners were not reported by grade. This data is included in the **pk_12_total** row for each school/district. Not all districts in Arizona report the same categories, so enrollment numbers by race, ethnicity or gender may not add up to the total enrollment reported in these rows.
- Arizona does not report enrollment data for groups of fewer than 10 students.

Arkansas

2015-2021

- Race and ethnicity data is reported by grade but not total enrollment for each grade. Total enrollment by grade was calculated by summing enrollment counts by race/ethnicity. Gender information is not reported by grade and can be found in the **k_12_total** row for each district/school. In those rows the total enrollment was calculated by summing the two gender columns reported.

California

2020-2021
- California reports student poverty data at the school level, but not by grade. Those values are reported in the **k_12_total** for each school/district under the **free_and_reduced** column and represent the number of students eligible for free or reduced-price lunch.

- California reports charter schools as part of public school districts, but the National Center for Education Statistics considers them as their own, independent districts. This means enrollment figures between state and federal sources may not be comparable. Additionally state enrollment figures for districts may not match state enrollment figures for schools.
- English language learners are reported at the grade level.
- The state reports Filipino students separately, but those students have been combined into the larger Asian category.
- Pre-kindergartners were not reported in the data.

Colorado

2015-2021

- Colorado reports race by grade at the school level, but not at the district level. District enrollment was aggregated from school data to resolve this.

Connecticut

2019-2021

- District-level enrollment data includes students enrolled in special programs not included in the school-level enrollment. This means totals will not match between data sets.
- Counts of English Language Learners, students with disabilities, low-income students and students by race, ethnicity and gender were reported at the school/district level only. Those values are reported in the **pk_12_total** for each school/district.
- Connecticut masks data for groups smaller than five students.

Florida
2017-2021

- Florida masks enrollment for groups smaller than 10 students.
- District-level enrollment data hasn't yet been added to the database.

Georgia
2015-2021

- Georgia reports race and ethnicity by gender. Totals for each race/ethnicity were created by summing the two gender columns reported.
- Georgia reported enrollment for both fall and spring terms. Both terms are included in the data.

Hawaii

2015-2021

- Grade-level data does not include students with disabilities. These students are counted separately and included in the **pk_12_total** row for each school/district.
- Hawaii is a single school district in the Common Core of Data Directory. District-level data was aggregated up from school-level enrollment data.

Idaho

2015-2021

- Idaho counts students enrolled at multiple schools once for each school in the school-level data and once per district in the district-level data. This means enrollment totals will not match when comparing district enrollments to school enrollments aggregated to the district level.

Indiana

2015-2021

- Indiana reports grade by gender, but does not provide a total enrollment for each grade. Total enrollment by grade was created by adding together the reported male and female enrollment by grade.
- Race and ethnicity is not reported by grade at the school and district levels. Information on race/ethnicity has been included as part of the school/district total in the **pk_12_total** rows.

Louisiana

2015-2021

- Louisiana reported enrollment for both fall and spring terms. Both terms are included in the data.
- Louisiana reports special education infants and special education preschool enrollment as part of total enrollment for a school/district.This means enrollment totals may not match membership data from the federal Common Core of Data.
- Race and ethnicity is not reported by grade at the school and district levels. Information on race/ethnicity has been included as part of the school/district total in the **pk_12_total** rows.
- The state also reports gender enrollment as percentages. The percentages have been converted to student counts by gender to maintain consistency.
- There are two additional grades in the Louisiana data — transitional 9th grade and Extension Academy. [Transitional 9th grade](#) is for students held back in the 8th grade. It allows these students to complete middle school on a high school campus. [Extension Academy](#) is for those students who need to take a fifth year of high school.

Maryland

2020-2021

- Maryland has no grade-level data at the district level. The state only reports aggregated data for the following categories: **pre_kindergarten**, **kindergarten**, **elementary_total**, **middle_school_total**, **high_school_total**. The elementary totals represent the sum of grades 1 through 5 enrollment.
- Race and ethnicity is not reported by grade at the school and district levels. Information on race/ethnicity has been included as part of the school/district total in the **pk_12_total** rows.
- Maryland masks data for groups of fewer than 10 students.

Massachusetts

2015-2021

- Massachusetts masks data for groups of fewer than six students.

Minnesota

2015-2021

- Minnesota masks enrollment counts for groups of fewer than 10 students. This policy applies only to homeless students, students with disabilities, English Language Learners and free- and reduced-lunch participation counts.
- Minnesota has an open enrollment option (AKA "Statewide Enrollment Options"), which allows students access to public schools not within their resident districts. The Minnesota Department of Education reports the number of students that are open-enrolled in 2020-21 as ~86,000, which makes up 9.9% of the student population.

Mississippi

2020-2021

- Mississippi masks enrollment counts for groups of 10 students or fewer.
- Race and ethnicity is not reported by grade at the school and district levels. Information on race/ethnicity has been included as part of the school/district total in the **pk_12_total** rows.

Missouri

2015-2021

- **IMPORTANT NOTE:** Missouri masks enrollment counts in populations fewer than five students. *In these cases Missouri replaces those counts with zero.*

- Enrollment totals are reported for both **pk_12_total** and **k_12_total**. Preschool enrollment counts tend to be very small and susceptible to data masking. The values found in rows marked as **k_12_total** may be more comparable to data from other sources.
- Missouri did not report race and ethnicity data for 2021. In prior years race/ethnicity was not reported by grade. Enrollment by race/ethnicity is reported in the **k_12_total** row for each school/district in school years 2015-2020.

Nebraska

2015-2021

- Nebraska does not report a total enrollment for a school/district. The total in this data set was calculated by aggregating grade-level enrollment counts. Pre-kindergarteners were excluded from the calculation.
- Race and ethnicity is reported by gender. The genders were summed to create a total enrollment by race/ethnicity.

Nevada

2019-2021

- Some Nevada charter schools are reported in the Common Core of Data Directory under a single district—State Sponsored Charter Schools category—and share a common **district_nces_id** despite having different values in the **district_state_id** and **district** fields.
- Pershing High School reports a single student in grade 13. State-level enrollment totals by grade and the state counts this student as part of grade 12 and not adult education. We coded as grade_13 to maintain fidelity with the source data.
- Nevada reports enrollment by grade at the school level but does not include a school total. School totals were calculated by aggregating grade-level enrollment counts. Pre-kindergarten and adult education were not included in the school totals.
- Nevada does not report race by grade at the district level. District level enrollment data has been aggregated from school level data.

New Hampshire

2020-2021

- Race and ethnicity is reported by district only with no grade-level breakdowns. Race/ethnicity enrollments can be found in the **pk_12_total** rows of the district-level data.
- School enrollments were reported without unique IDs for schools. These were added using the list of schools published [here](#).
- New Hampshire counts English Language Learners under two different categories: LEP Monitor 1 and LEP Monitor 2. LEP Monitor 1 includes current English Language Learners. LEP Monitor 2 counts students who have been determined to be proficient in English. We have coded LEP Monitor 1 as **ELL** and have dropped LEP Monitor 2 from the data set.

- ELL enrollment data was only reported at the district level. New Hampshire masks student counts at a district when there are 11 ELL students or fewer.
- Race and ethnicity enrollment data at the district level did not have unique IDs for districts. These were added by joining to district-level ELL enrollment data.
- District raw data did not include enrollment by grade. District-level enrollment by grade was populated from aggregated school enrollment data.
- New Hampshire reports enrollment for a grade called "readiness."

New Jersey

2020-2021

- Demographic information—race, ethnicity and gender—as well as data on homeless students, English Language Learners and Free and Reduced Lunch eligibility were not reported by grade. This data is included in the **pk_12_total** row for each school/district.
- New Jersey reports Free Lunch participation separately from Reduced Lunch participation in percentages. The two percentages were summed together to populate the **free_and_reduced** column. There are some cases in the 2020 raw data where values were masked in the Free Lunch field. The placeholder value for those cases is "<95" and Reduced Lunch participation was reported as zero. The **free_and_reduced** value was set to be "<95" in those cases.
- Some totals include ".5" values for students who are dual-enrolled (for example in a home campus and an alternative program). These totals will not match those in NCES files.

New Mexico

2020-2021

- Race and ethnicity is reported by grade in the district-level data only. Race/ethnicity enrollments by school can be found in the **pk_12_total** rows in the school-level data.
- New Mexico reports half-day kindergarten in its enrollment data, but half-day kindergarten is no longer offered.
- District-level data include students enrolled in private schools. These students are counted as members of "MISC PRIVATE" schools in the school-level file, and can be filtered out using the "Non-Accredited Private" category in the **school_state_type** field from the school-level file.
- Students enrolled part-time in county-funded shared-time vocational schools are reported as 0.5. These programs allow for students to enroll in a career and technical education course while attending their home high school.

New York

2015-2021

- New York does not report independent charter school districts in its district enrollment data. The school-level data includes charter school enrollment.
- Prior to fall 2020, the special school district (district #75) in New York City reported large numbers of ungraded students (over 15,000 per year). Only a few hundred were reported in fall 2020. New York

City-wide grade-level district totals are therefore not exactly comparable between 2020-21 and prior years.

Oklahoma

2015-2021

- Oklahoma reports enrollment by grade but does not provide a total enrollment by school/district. A school/district total was calculated by aggregating grade-level enrollment counts. Pre-kindergarteners were excluded from the calculation. Both half- and full-day kindergarten were included in the totals. Students counted under "Out of home placement" were included in the K-12 totals. State officials confirmed these students would fall within those grade levels.
- Oklahoma reports pre-kindergarten in four different categories: pre-kindergarten 4-year-olds (half-day), pre-kindergarten 4-year-olds (full-day), pre-kindergarten 3-year-olds (half-day) and pre-kindergarten 3-year-olds (full-day). These were aggregated into **pre_kindergarten_half_day** and **pre_kindergarten_full_day**.

Pennsylvania

2020-2021

- Pennsylvania reports low-income student enrollment at the school and district level. Those values are reported in the **pk_12_total** for each school. Pennsylvania appears to report enrollment in district-wide programs in its school-level enrollment data. Those programs will have a **school_state_id** of "9999" and list the district as the school name.
- The state reports enrollment by race and grade at the district level, but not the school level.
- The state masks racial and ethnic data for groups of students fewer than 10, represented by a "*". In some cases, a "^" is included to indicate that the number that was rounded to the next higher multiple of 5 to prevent calculation of a masked number.
- The state reports pre-kindergarten in three different categories: PK a.m., PK p.m. and PK full-day. It reports kindergarten in six categories, three for 4-year-old kindergarten (a.m., p.m. and full-day) and three for 5-year-old kindergarten (a.m., p.m. and full-day). These groups have been aggregated into a **combined_PK** group and a **combined_K** group.

South Carolina

2020-2021

- Race, ethnicity, gender and low-income information is not reported by grade at the school/district level. Student counts by race, ethnicity, gender and low-income status can be found in the **pk_12_total** rows for each school/district.

South Dakota

2015-2021

- South Dakota does not report demographic data (race, gender) by grade at the district level. District enrollment data was aggregated from school data.
- South Dakota does not have public charter schools.

Texas

2020-2021

- Texas has a complementary data masking policy. The state suppresses data for groups of students fewer than 10. An additional group is also masked to prevent imputation. For example, if one racial group consists of fewer than 10 students, the data for that group and a second racial group will be masked. This is represented in the data with a "<" followed by the number of students for that group rounded up.
- Schools and districts did not report counts for all race, ethnicity or gender columns. In those cases, those columns will be blank.
- Race, ethnicity and gender is not reported by grade, but as school/district total. Demographic data is reported in the **pk_12_total** rows for each district/school, but Texas does not report a total enrollment for those rows. The state's data masking policy does not allow summing across columns.

Utah

2020-2021

- Utah's enrollment data was released without unique identifiers for schools and districts. These were added by joining the enrollment data to the state's list of schools by school/district name. Some district and school names were standardized to facilitate this.
- English Language Learners, students with disabilities, homeless students, low-income students and demographics — race, ethnicity and gender — are not reported by grade. That data can be found in the **pk_12_total** row for each school/district.

Washington

2015-2021

- Six tribal schools in Washington state did not have the correct codes to join with the Common Core of Data Directory and do not currently have a **district_nces_id** and **school_nces_id**.

Wisconsin

2015-2021

- Enrollment by race, ethnicity and gender as well as counts for English Language Learners, students with disabilities and low-income students were not reported by grade, but at the school/district level and can be found in the **pk_12_total** rows.

Wyoming

2020-2021

- Wyoming district-level data was from a public records request. The data did not include a total enrollment by district.
- School-level data does not report race, ethnicity and gender by grade, only as a school-wide total. Demographic data can be found in the **k_12_total** row for each school.

Unprocessed states

Data processing is ongoing for other states not listed above. Email biglocalnews@stanford.edu to ask about updates and expect additional updates through our social media channels.

Data Dictionary

Below is a list of all the columns in the Stanford School Enrollment Project data set. Individual state files will contain all the listed fields, but the national school and district files will not include certain fields. For example, the national file for district enrollment will not have any columns related to schools. The school-level national file will have a limited number of fields related to school districts—**district, district_state_id** and **district_nces_id**—but will be missing other fields specific to districts.

Individual state files contain data for both district and school enrollment and can be filtered using the **admin_level** field.

General information

state: Two-letter state abbreviation.

county: County the school/district is in.

county_state_id: County code used by state. This will be populated in cases where the county code is *not* the FIPS code.

admin_level: Whether the entity is a school or district.

District information

district_nces_id: NCES unique identifier for district. Taken from CCD Directory.

district_state_id: State-issued unique identifier for district. Taken from CCD Directory in cases where it is not provided by the state.

district: District name

district_state_type: District type as defined by the state. Values vary by state.

ccd_district_type: District type as defined in CCD Directory.

code	definition
1	Regular public school district that is NOT a component of a supervisory union
2	Regular public school district that is a component of a supervisory union
3	Supervisory union administrative center
4	Service agency
5	State Agency
6	Federal Agency
7	Independent Charter District
8	Other education agency
9	Specialized public school district

ccd_charter: District charter status for federal programs as defined in the CCD Directory.

code	definition
CHRTIDEA	LEA for IDEA
CHRTESEA	LEA for ESEA and Perkins
CHRTIDEAESEA	LEA for federal programs
CHRTNOTLEA	Not LEA for federal programs
NOTCHR	Not a charter district

NA	Not applicable

ccd_district_level: District or school level as defined in the CCD Directory.

ccd_district_low_grade: Lowest grade offered in the district as defined in the CCD Directory.

ccd_district_high_grade: Highest grade offered in the district as defined in the CCD Directory.

School information

school_nces_id: NCES unique identifier for the school. Taken from the CCD Directory.

school_state_id: State-issued unique identifier for the school.

school: School name.

school_state_type: School type as defined by the state.

ccd_school_type: Type of school as listed in the CCD Directory.

code	definition
1	Regular School
2	Special Education School
3	Career and Technical School
4	Alternative Education School

ccd_charter_school: Whether or not the school is a charter school according to the CCD Directory.

ccd_school_level: School level as defined in the CCD Directory.

ccd_school_low_grade: Lowest grade offered at the school as defined in the CCD Directory.

ccd_school_high_grade: Highest grade offered at the school as defined in the CCD Directory.

Enrollment information

year: Enrollment data school year.

term: Some states report enrollment multiple times during the course of the school year. It could be by month or semester. This field identifies what time period the data is reported for in those cases.

grade: Grade level.

Race columns

Some states report race in different ways, most notably in the Asian, Hawaiian, Pacific Islander, Native American and Alaskan Native categories. These fields will not be combined until we understand how that may be impacted by redactions.

- **white**
- **black**
- **hispanic**
- **native_american**
- **native_american_alaskan_native**
- **asian**
- **native_hawaiian**
- **asian_pacific_islander**
- **native_hawaiian_pacific_islander**
- **pacific_islander**
- **multiracial**
- **unknown_race**

Gender columns

Some states report gender as totals for the school/district and not by grade. In those cases the data is reported in the rows marked **total**.

- **male**
- **female**
- **non_binary**
- **unknown_gender**

Other subgroups

ell: Count of English Language Learners.

ell_percent: Percentage of enrolled students who are English Language Learners (used where states report in percentages).

homeless: Count of homeless students.

homeless_percent: Percent of enrolled students who are homeless (used where states report in percentages).

low_income: Count of low-income students.

free_and_reduced: Count of students participating in the free and reduced lunch program according to the state.

free_and_reduced_percent: Percentage of enrolled students participating in the free and reduced lunch program according to the state (used where states report in percentages).

disabilities: Count of students with disabilities, traditionally those students with Individual Education Plans (IEPs).

section_504: Count of students protected under Section 504 of the Rehabilitation Act. It is a more expansive category than students with disabilities, because an IEP is not required to fall under this category.

Total enrollment

Total: The total enrollment for the given grade.