

# Documentation to the NCES Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012-13

Provisional Version 1a

# Documentation to the NCES Common Core of Data State Nonfiscal Survey of Public Elementary/ Secondary Education: School Year 2012-13

Provisional Version 1a

**December 2014**

Patrick Keaton  
**National Center for Education Statistics**

**U.S. Department of Education**

Arne Duncan  
*Secretary*

**Institute of Education Sciences**

Sue Betka  
*Acting Director*

**National Center for Education Statistics**

Peggy G. Carr  
*Acting Commissioner*

**Elementary/Secondary & Libraries Studies Division**

Ross Santy  
*Associate Commissioner*

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

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

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

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

December 2014

The NCES Home Page address is <http://nces.ed.gov>.

The NCES Publications and Products address is <http://nces.ed.gov/pubsearch>.

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

**Suggested Citation**

Keaton, P. (2014). *Documentation to the NCES Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012-13* (NCES 2015-007). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015007>

**Content Contact**

Patrick Keaton  
(202) 502-7386  
[Patrick.Keaton@ed.gov](mailto:Patrick.Keaton@ed.gov)

## Contents

	<b>Page</b>
List of Tables .....	iv
I. Introduction to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012-13 File Provisional Version 1a.....	1
II. Methodology and Technical Notes .....	2
A. Data Collection .....	2
B. Sources of Error and Technical Details about the School Year 2012-13 file .....	4
C. Imputation and Editing Methodology .....	6
C.1. Imputations and Edits .....	7
C.2. List of Edits and Imputations by State .....	9
C.3. List of Edits and Imputations by Variable .....	23
D. User Guidelines for Processing the State Nonfiscal Survey of Public Elementary/Secondary Education Data File .....	28
E. Guidelines for Using the Flat ASCII Data File .....	28

## Appendixes

Appendix A—Record Layout for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012-13 .....	A-1
Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012-13 .....	B-1
Appendix C—Glossary for the Common Core of Data: School Year 2012-13 .....	C-1
Appendix D—State Notes for the Common Core of Data: School Year 2012-13 .....	D-1

## List of Tables

<b>Table</b>	<b>Page</b>
1. Due dates for CCD Data File Groups, SY 2012-13 Collection Cycle.....	3
2. State and other jurisdiction American National Standards Institute (ANSI) state codes and abbreviations used in CCD datasets.....	5
B-1. Distribution of responses of character variable data, by response value: School year 2012-13 .....	B-3
B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2012-13 .....	B-4
B-3. Frequencies of categorical variables: School year 2012-13 .....	B-12
D-1. Local education agency identification numbers (LEAIDs) used in the Common Core of Data (CCD) for the geographic districts and the supervisory union associated with the New York City Public Schools district: School year 2012-13 .....	D-8

## **I. Introduction to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012-13 File Provisional Version 1a**

This documentation is for the provisional version 1a file of the National Center for Education Statistics' (NCES) Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education for School Year (SY) 2012-13. It contains a brief description of the data collection, along with information required to understand and access the data file.

The CCD is a national statistical program that collects and compiles administrative data from state education agencies (SEAs) covering the universe of all public elementary and secondary schools and school districts in the United States. The State Nonfiscal Survey of Public Elementary/Secondary Education is one of five annual surveys that comprise the CCD. The other four surveys are the Public Elementary/Secondary School Universe Survey, the Local Education Agency Universe Survey, the National Public Education Finance Survey, and the School District Finance Survey. The Education Sciences Reform Act of 2002 (20 U.S.C. § 9543) requires NCES to collect, acquire, compile and disseminate information about elementary/secondary education, and the CCD provides essential components about public education in the United States through use of administrative data.

The scope of the CCD covers the 50 states, the District of Columbia, and five U.S. Island Areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands). The Department of Defense Education Activity (DoDEA) and the Bureau of Indian Education (BIE) are also included in the universe. SEAs report school-, agency-, and state-level education data for each school year through the U.S. Department of Education's *EDFacts* Submission System (ESS). While each SEA maintains its own public education data systems, NCES and SEAs work cooperatively to develop and accept common data items and definitions in the goal of producing consistent and comparable statistical data that are critical to NCES' mission to report complete statistics on the condition of education in the United States.

The SY 2012-13 State Nonfiscal Survey of Public Elementary/Secondary Education provides state-level, aggregate information about students and staff in public elementary and secondary education. There are 58 records on the file, one for each state or jurisdiction covered by the CCD. SEAs obtain the data from their local education agencies (LEAs) that operate public schools. Each SEA may edit or examine the individual LEA reports before computing state totals. NCES requests that SEAs provide membership and staff counts as of the school day closest to October 1. However, reference dates for membership counts may vary slightly from state to state. 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 remainder of this document contains a methodology section and four appendixes. The methodology section contains information on the data collection process, edits, imputations, and explanations of certain conditions that are unique to these data file.

- **Appendix A—Record Layout** provides a complete list of variables 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** indicates the number of blank, missing, not applicable and reported values for character variables. It also indicates the minimum, maximum, and mean value and number of missing, not applicable and suppressed values for each continuous variable as well as the frequency, percentage, cumulative frequency, and cumulative percent of all categorical variables. Appendix B also lists the frequency of responses by option for each of the categorical values.
- **Appendix C—Glossary** defines all of the CCD data items.
- **Appendix D—State Notes** provides comments for data users on individual states.

## II. Methodology and Technical Notes

### A. Data Collection

The ESS is the primary collection system for the CCD. Coordinators from SEAs submit the CCD data at the school, agency, and state levels. Prior to submitting CCD files into ESS, SEAs must collect and compile information from their respective local education agencies (LEAs) via administrative records systems within their state or jurisdiction. SEAs then assemble the data files per the reporting requirements and guidance available via file specifications provided by the Department of Education. For more information on the file specifications, visit [www.ed.gov/edfacts](http://www.ed.gov/edfacts). Once SEAs complete their submissions, CCD survey analysts review and verify the CCD for quality assurance. CCD survey analysts routinely verify data through edit and consistency checks, as well as checking SEA, LEA, or school public websites (if necessary), and then refer discrepancies to SEA coordinators for resolution. NCES does not contact LEAs or schools to verify data, except in unusual circumstances. Editing procedures are described in more detail later in this section.

States report data to *EDFacts* on a reporting schedule throughout the year by submitting a series of data groups (or data files) through ESS. The school year (SY) 2012-13 *EDFacts* collection opened in January 2013, with the Directory file having a due date of January 31, 2013. NCES extracted the directory data from *EDFacts* between January 2013 and November 2013. CCD survey staff processed each state's submission on a flow basis, so the date of the extract for each state's file may vary depending on when SEAs completed their submission. Once a file was edited and verified for a particular state, CCD survey staff did not continue to incorporate late submissions or updates unless these late submissions or updates resulted in a major change of the reported data. Late submissions or update from SEAs may be included in subsequent file releases. The requested reporting schedule for the SY 2012-13 collection cycle is summarized in Table 1. The specifications for these data files are available online at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>.

**Table 1: Due dates for CCD Data File Groups, SY 2012-13 Collection Cycle**

CCD-Related Data File Groups	EDFacts Due Date	NCES Due Date for Revised Data
2012-13 N029 (Directory)	01/31/2013	02/28/2013
2012-13 C002 (Children with disabilities school age data)	01/31/2013	06/30/2013
2012-12 N039 (Grades Offered)	01/31/2013	06/30/2013
2012-13 C129 (CCD School – Shared Time; Title I status; Magnet school status)	03/31/2013	06/30/2013
2012-13 C052 (Membership)	03/31/2013	06/30/2013
2012-13 C046 (English language learner data)	04/30/2013	06/30/2013
2012-13 C059 (Staff)	05/31/2013	06/30/2013

At multiple points throughout the collection CCD survey staff contact EDFacts and CCD coordinators within each SEA and provide them targeted feedback about their data submissions. NCES asks state coordinators to address any data that appear to be in error or are anomalies in the data. Most often SEAs will submit corrected data or explain why the data are accurate. If an SEA provides no correction or adequate explanations for data anomalies, NCES may provide a logical correction to a data value (for example, replaced a reported total with the sum of detail component values) or suppress the data. For example, if a state reported enrollment of 12<sup>th</sup> grade students that was substantially larger than the enrollment of 11<sup>th</sup> grade students in the previous year, and the state could not explain the discrepancy or correct the data, NCES would suppress the reported number of 12<sup>th</sup> grade students.

NCES also applied additional edits across the school, LEA, and state-level data to reduce data anomalies and ensure consistency among the levels of data. For example, for a given LEA the teacher full-time-equivalent counts (FTE) at the school level may have summed to more than what was reported at the LEA level. If the SEA was unable to verify that this was accurate, explain the discrepancy, or resubmit a corrected data, NCES edited the teacher and staff data at the school level to match the data at the LEA level by proportionally adjusting the counts.

The EDFacts reporting guidance does not require states to report all data groups for all entities when those data values are not applicable; states are required to report for entities where the count is applicable (i.e., 0, missing, >0). However, some states do not follow strict adherence to the guidance. For the data files it publishes, NCES uses business rules based on EDFacts reporting requirements to set these values to ‘-1’ (missing), ‘-2’ (not applicable), or zero.



## **B. Sources of Error and Technical Details about the School Year 2012-13 file**

*Nonsampling error.* Nonsampling error is the error in an estimate arising at any stage in the survey from sources exclusive of sampling error. Nonsampling error includes nonresponse error, data processing or data entry errors, or reporting error because respondents misinterpret survey questions, do not follow survey instructions, or do not follow the item definitions correctly. State education policies may differ in a way that does not allow the SEA staff to map their data exactly to the CCD definitions. For example, some states issue several kinds of high school credentials, while other states issue a regular diploma to every student who meets requirements (which may also vary). Another source of nonsampling error may be variations in the reference period for the reported data. For example, CCD requests data for October 1 of each school year, but a state may report their information for another date because they were not able to capture the data for October 1. Specific discrepancies are listed in Appendix D.

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

*Universe Scope.* The scope of the State Nonfiscal Survey of Public Elementary/Secondary Education includes 58 units: the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the U.S. Virgin Islands, the DoDEA and the BIE (table 2).

*Response.* The DoDEA and American Samoa did not report any file groups for the SY 2012-13. Item response is described in the value distribution and field frequencies in Appendix B. This appendix lists the minimum, maximum, and means value of each numeric variable and the number of units with missing data or not applicable data. It also lists the frequency of responses for each of the categorical values.

*Handling of data items without a positive reported data value.* All data elements are either completed by the state, had a value or imputed, or have been filled with a “0,” “-1,” “-2,” “-9,” “M,” or “N”.

- 0 – There are not occurrences of this data element. A value was expected and measured, but there were no cases in the category. (For example, a high school having no 12th graders would report 0.)
- M (or -1 for numeric values) – Data are missing. A value was expected and none was measured. (For example, a school that has at least one 12th grader but cannot measure the number of 12th graders would report -1.)
- N (or -2 for numeric values) – Data are not applicable. A value was neither expected nor measured. (For example, an elementary school would report -2 for 12th graders.)
- -9 – The submitted data item does not meet NCES data quality standards. This value would only occur with numeric values.
- In addition schools that were not able to have a geographic longitude/latitude assigned were assigned a value of 0.000000.

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

State name/jurisdiction	ANSI <sup>1</sup>	Abbreviation <sup>2</sup>	State name/jurisdiction	ANSI <sup>1</sup>	Abbreviation <sup>2</sup>
Alabama	01	AL	Oregon	41	OR
Alaska	02	AK	Pennsylvania	42	PA
Arizona	04	AZ	Rhode Island	44	RI
Arkansas	05	AR	South Carolina	45	SC
California	06	CA	South Dakota	46	SD
Colorado	08	CO	Tennessee	47	TN
Connecticut	09	CT	Texas	48	TX
Delaware	10	DE	Utah	49	UT
District of Columbia	11	DC	Vermont	50	VT
Florida	12	FL	Virginia	51	VA
Georgia	13	GA	Washington	53	WA
Hawaii	15	HI	West Virginia	54	WV
Idaho	16	ID	Wisconsin	55	WI
Illinois	17	IL	Wyoming	56	WY
Indiana	18	IN			
Iowa	19	IA			
Kansas	20	KS			
Kentucky	21	KY			
Louisiana	22	LA			
Maine	23	ME			
Maryland	24	MD	Department of Defense		
Massachusetts	25	MA	Education Activity	63 <sup>3</sup>	DD
Michigan	26	MI			
Minnesota	27	MN	Bureau of		
Mississippi	28	MS	Indian Education	59 <sup>3</sup>	BI
Missouri	29	MO			
Montana	30	MT	American Samoa	60	AS
Nebraska	31	NE			
Nevada	32	NV	Guam	66	GU
New Hampshire	33	NH			
New Jersey	34	NJ	Commonwealth of the		
New Mexico	35	NM	Northern Mariana		
New York	36	NY	Islands	69	MP
North Carolina	37	NC			
North Dakota	38	ND	Puerto Rico	72	PR
Ohio	39	OH			
Oklahoma	40	OK	U.S. Virgin Islands	78	VI

<sup>1</sup> American National Standards Institute state codes (01–78).

<sup>2</sup> U.S. Postal Service state abbreviation codes.

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

SOURCE: Geography Division, Geographic Standards and Criteria Branch. (2010). "Codes for the Identification of the States, the District of Columbia, Puerto Rico, and the Insular Areas of the United States (INCITS 38:20)." Washington, DC: U.S. Census Bureau.

Note that starting with the SY 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. Starting with SY 2009–10, the numeric fields contain a -9 to indicate that the reported data were suppressed because they do not meet NCES data quality standards.

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

```
data new;
  set st121a_imp;
  array remove (*) _numeric_;
  do i = 1 to dim (remove);
    if remove (i) < 0 then remove (i) = .;
  end;
  drop i;
run;
```

*Student membership counts by race/ethnicity.* The categorical data item RACECAT indicates whether the state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. For SY 2012-13, every state and jurisdiction reported student enrollment counts by seven racial/ethnic categories except BIE. The American Samoa and DoDEA did not report membership data. The membership data for these states was set to missing using the five racial/ethnic categories. For the SY 2012-13 data collection, the data item RACECAT contains two values:

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

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

In appendix A, the racial/ethnic categories represented by the five and seven reporting categories are followed by a notation of “(5)” or “(7),” respectively.

### **C. Imputation and Editing Methodology**

CCD survey staff imputed for missing items and edited some reported values to create a data file that more accurately reflects student and staff counts and improves comparability among states. CCD survey staff performed imputations on state-level missing data from the 50 states and the District of Columbia only. For each variable subject to imputation there is an accompanying imputation flag variable; the name of the flag variable is an ‘I’ followed by the name of the imputed variable. The possible values for the imputation flags are as follows:

- R – as reported by the state
- A – edited by analyst
- C – a “combined with” or “contains” edit (see below)
- P – imputed using growth rate
- T – calculated total or subtotal
- D – disaggregated detail from a total

Growth rate imputations were performed first, followed by disaggregation, and then other edits. Totals and subtotals were recalculated after all imputations and edits had been performed.

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

### **C.1 Imputations and Edits**

*Analyst edits.* In cases where a state reported zero or missing for ungraded teachers (UGTCH) or ungraded students (UG), and the state does not allow teachers or students to be classified as ungraded, the reported value of zero or missing was edited to not applicable (-2). Counts for “other” guidance counselors (OTHGUI) were also set to not applicable in those states where the category is not relevant. Analysts may edit other values as well, based on their research or subject matter expertise. For all analyst edits, the accompanying imputation flag is set to ‘A’.

*Impute using growth rate.* Growth rate imputation may be applied if a missing item was reported by the state in the previous year or was previously imputed using the growth rate method in the prior year. Growth rate imputation applies a rate of change to an item from the previous to the current year. The method for growth rate imputation is as follows: (1) calculate the ratio of the current year value for the item to the previous year’s value among states reporting the item strictly by the definition (states reporting these items “strictly by the definition” are those states that (a) report values greater than 0 for each of the items involved in the imputation; and (b) have no values affected by another imputation or edit); (2) calculate the average of these ratios; and (3) multiply the value reported in the previous year (but missing this year) by this average ratio. These items are indicated in the list in section C.2 below by “imputed using growth rate.” The accompanying imputation flag is set to ‘P’.

*“Combined with” and “contains” edits.* Statements in section C.2 with “combined with” indicate that the first item was reported as missing and the value was included in the item(s) following “combined with.” These statements can be matched to statements with “contains,” where the first variable contains the value for that item plus the value for the item(s) following “contains.” At the end of the “contains” statement, the total used in calculating the ratio used in

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

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

Imputation flags for the fields receiving counts from the disaggregation (IELMGUI and ISECGUI) are set to ‘D’. For many states, other guidance counselors (OTHGUI) is not a valid category, but it is used to report a total of ELMGUI and SECGUI. For these states, the imputation flag for OTHGUI (IOTHGUI) is set to ‘A’ to indicate an adjustment by the analyst. For those states for whom OTHGUI is a valid category but has been disaggregated into ELMGUI, SECGUI and OTHGUI, IOTHGUI is set to ‘D’.

*“First-year disaggregate from” edits.* Starting with the SY 2007–08 CCD, the “first-year disaggregate from” methodology was used in cases where a state reported two or more items separately in the prior year, but in the current year reported these variables combined into a

single count and reported one of the items as missing. For example, in the prior year, the state reported LEA support staff (LEASUP) and other support staff (OTHSUP) individually, but in the current year, the state reported LEASUP and OTHSUP data combined in the LEASUP count. The methodology for this edit is as follows: (1) using prior year data for the affected state, calculate the ratios of each item to the total indicated; and (2) multiply the total for the current year by the prior year's ratio for each component to disaggregate the current year count. The accompanying imputation flag is set to 'D'.

*“Edited to sum of internal detail” edits (nonimputed data).* In cases where a state reported a total that exceeded or was less than the sum of associated detail, but none of the associated components had been imputed, the reported total was edited to equal the sum of the associated detail. The accompanying imputation flag is set to 'T'.

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

*“Totaled from sum of internal detail” edits (imputed data).* In cases where a component of total teachers (TOTTCH), total guidance counselors (TOTGUI), or student membership (MEMBER) had been imputed with growth rate or impute/import, the total was edited to equal the sum of the associated detail. MEMBER was edited to sum to the total of grade detail only (i.e., MEMBER was not edited to match the sum of race/ethnicity by grade detail). The accompanying imputation flag is set to 'T'.

## **C.2 List of Edits and Imputations by State**

This section lists edits and imputations made to data items in the SY 2012-13 state nonfiscal data file, organized alphabetically by state or other jurisdiction.

NCES derives the values for TOTTCH, MEMBER, and TOTGUI by summing the detail variables in the state-level file (“internal detail”). The accompanying imputation flags are set to

‘T’ (“total”). The only cases listed here for these variables are those in which the internal data used includes an edited or imputed value, or the total is derived from external data (i.e., school- or LEA-level data; see “*Totaled from sum of internal detail*” edits and “*Edited to sum of external detail*” above). The imputation flags for these exceptions are also set to ‘T’. If no detail data were provided by the SEA at any level, these totals are set to “missing” (-1) and the imputations flags set to ‘A’ (analyst adjustment).

#### ALABAMA

UGTCH edited to not applicable  
AIDES imputed using growth rate  
CORSUP imputed using growth rate  
ELMGUI imputed using growth rate  
SECGUI imputed using growth rate  
LIBSPE imputed using growth rate  
LIBSUP imputed using growth rate  
LEAADM imputed using growth rate  
LEASUP imputed using growth rate  
SCHADM imputed using growth rate  
SCHSUP imputed using growth rate  
STUSUP imputed using growth rate  
OTHSUP imputed using growth rate  
UG edited to not applicable

#### ALASKA

PKTCH totaled from external detail  
KGTCH totaled from external detail  
ELMTCH totaled from external detail  
SECTCH totaled from external detail  
TOTTCH totaled from external detail  
AIDES totaled from external detail  
CORSUP imputed using growth rate  
ELMGUI totaled from external detail  
SECGUI totaled from external detail  
OTHGUI totaled from external detail  
TOTGUI totaled from external detail  
LIBSPE totaled from external detail  
LIBSUP totaled from external detail  
LEAADM totaled from external detail  
LEASUP totaled from external detail  
SCHADM totaled from external detail  
SCHSUP totaled from external detail  
STUSUP totaled from external detail  
OTHSUP totaled from external detail  
UGTCH edited to not applicable  
UG edited to not applicable

## ARIZONA

UGTCH edited to not applicable  
OTHGUI edited to not applicable

## ARKANSAS

OTHGUI edited to not applicable

## CALIFORNIA

PKTCH imputed using growth rate  
TOTTCCH totaled from internal detail that included one or more imputed values  
LIBSUP imputed using growth rate  
PK imputed using growth rate  
G12 totaled from internal detail  
MEMBER totaled from internal detail

## COLORADO

UGTCH edited to not applicable  
UG edited to not applicable.

## CONNECTICUT

OTHGUI edited to not applicable  
UG edited to not applicable

## DELAWARE

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

## DISTRICT OF COLUMBIA

ELMGUI disaggregated from OTHGUI  
SECGUI disaggregated from OTHGUI  
OTHGUI disaggregated into ELMGUI, SECGUI and OTHGUI

## FLORIDA

UG edited to not applicable

## GEORGIA

OTHGUI edited to not applicable  
UG edited to not applicable

## HAWAII

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



## IDAHO

UGTCH edited to not applicable  
CORSUP imputed using growth rate  
OTHGUI edited to not applicable  
LEASUP imputed using growth rate  
STUSUP imputed using growth rate  
OTHSUP imputed using growth rate  
UG edited to not applicable

## ILLINOIS

PKTCH imputed using growth rate  
KGTCH imputed using growth rate  
SECTCH imputed using growth rate  
UGTCH edited to not applicable  
TOTTCH totaled from internal detail that included one or more imputed values  
CORSUP imputed using growth rate  
ELMGUI totaled from external detail  
SECGUI totaled from external detail  
TOTGUI totaled from external detail  
LIBSPE imputed using growth rate  
LEAADM imputed using growth rate  
SCHADM imputed using growth rate  
STUSUP imputed using growth rate  
UG edited to not applicable

## INDIANA

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

UG edited to not applicable

#### IOWA

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

#### KANSAS

PKTCH totaled from external detail  
KGTCH totaled from external detail  
ELMTCH totaled from external detail  
SECTCH totaled from external detail  
TOTTCH totaled from external detail  
AIDES totaled from external detail  
CORSUP totaled from external detail  
TOTGUI totaled from external detail  
LIBSPE totaled from external detail  
LIBSUP totaled from external detail  
LEAADM totaled from external detail  
LEASUP totaled from external detail  
SCHADM totaled from external detail  
SCHSUP totaled from external detail  
STUSUP totaled from external detail  
OTHSUP totaled from external detail  
ELMGUI disaggregated from OTHGUI  
SECGUI disaggregated from OTHGUI  
UGTCH edited to not applicable  
OTHGUI edited to not applicable

#### KENTUCKY

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

#### LOUISIANA

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

#### MAINE

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

## MARYLAND

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

## MASSACHUSETTS

PKTCH totaled from external detail  
KGTCH totaled from external detail  
ELMTCH totaled from external detail  
SECTCH totaled from external detail  
UGTCH edited to not applicable  
TOTTCH totaled from external detail  
AIDES totaled from external detail  
CORSUP totaled from external detail  
ELMGUI totaled from external detail  
SECGUI totaled from external detail  
TOTGUI totaled from external detail  
LIBSPE totaled from external detail  
LIBSUP totaled from external detail  
LEADM totaled from external detail  
LEASUP totaled from external detail  
SCHADM totaled from external detail  
SCHSUP totaled from external detail  
STUSUP totaled from external detail  
OTHSUP totaled from external detail  
OTHGUI edited to not applicable

## MICHIGAN

PK totaled from external detail  
KG totaled from external detail  
G01 totaled from external detail  
G02 totaled from external detail  
G03 totaled from external detail  
G04 totaled from external detail  
G05 totaled from external detail  
G06 totaled from external detail  
G07 totaled from external detail  
G08 totaled from external detail  
G09 totaled from external detail  
G10 totaled from external detail  
G11 totaled from external detail  
G12 totaled from external detail  
UG totaled from external detail  
MEMBER totaled from external detail  
PKTCH totaled from external detail  
KGTCH totaled from external detail  
ELMTCH totaled from external detail  
SECTCH totaled from external detail  
UGTCH totaled from external detail  
TOTTCH totaled from external detail  
AIDES totaled from external detail  
CORSUP totaled from external detail  
ELMGUI totaled from external detail  
SECGUI totaled from external detail  
OTHGUI totaled from external detail  
TOTGUI totaled from external detail  
LIBSPE totaled from external detail  
LIBSUP totaled from external detail  
LEAADM totaled from external detail  
LEASUP totaled from external detail  
SCHADM totaled from external detail  
SCHSUP totaled from external detail  
STUSUP totaled from external detail  
OTHSUP totaled from external detail

## MINNESOTA

OTHGUI edited to not applicable  
UG edited to not applicable

## MISSISSIPPI

OTHGUI edited to not applicable

## MISSOURI

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

## MONTANA

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

## NEBRASKA

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

## NEVADA

AIDES imputed using growth rate  
CORSUP imputed using growth rate  
LIBSUP imputed using growth rate  
LEASUP imputed using growth rate

SCHSUP imputed using growth rate

#### NEW HAMPSHIRE

UGTCH edited to not applicable  
CORSUP combined with SCHADM  
OTHGUI edited to not applicable  
LEAADM totaled from external detail  
LEASUP totaled from external detail  
SCHADM contains CORSUP using MEMBER  
SCHSUP contains STUSUP using MEMBER  
STUSUP combined with SCHSUP  
UG edited to not applicable

#### NEW JERSEY

ELMGUI disaggregated from OTHGUI  
SECGUI disaggregated from OTHGUI  
OTHGUI edited to not applicable  
LIBSUP imputed using growth rate  
PK totaled from external detail  
KG totaled from external detail  
G01 totaled from external detail  
G02 totaled from external detail  
G03 totaled from external detail  
G04 totaled from external detail  
G05 totaled from external detail  
G06 totaled from external detail  
G07 totaled from external detail  
G08 totaled from external detail  
G09 totaled from external detail  
G10 totaled from external detail  
G11 totaled from external detail  
G12 totaled from external detail  
UG totaled from external detail  
MEMBER totaled from external detail

#### NEW MEXICO

UG edited to not applicable

#### NEW YORK

OTHGUI edited to not applicable  
PK totaled from external detail  
KG totaled from external detail  
G01 totaled from external detail  
G02 totaled from external detail  
G03 totaled from external detail  
G04 totaled from external detail

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

#### NORTH CAROLINA

UG edited to not applicable

#### NORTH DAKOTA

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

#### OHIO

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

#### OKLAHOMA

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

LEAADM totaled from external detail

OREGON

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

PENNSYLVANIA

OTHGUI edited to not applicable

RHODE ISLAND

UGTCH edited to not applicable  
UG edited to not applicable

SOUTH CAROLINA

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

SOUTH DAKOTA

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

TENNESSEE

UG edited to not applicable

TEXAS

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

UTAH

OTHGUI edited to not applicable  
LIBSPE totaled from external detail  
SCHADM totaled from external detail  
STUSUP totaled from external detail  
UG edited to not applicable

VERMONT

OTHGUI edited to not applicable  
G06 totaled from internal detail



UG edited to not applicable

#### VIRGINIA

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

#### WASHINGTON

OTHGUI edited to not applicable  
UG edited to not applicable

#### WEST VIRGINIA

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

#### WISCONSIN

UG edited to not applicable

#### WYOMING

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

#### DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

Did not report; all data edited to missing; all imputation flags set = 'A'

## BUREAU OF INDIAN EDUCATION

PKTCH edited to missing  
KGTCH totaled from external detail  
ELMTCH totaled from external detail  
SECTCH totaled from external detail  
UGTCH edited to not applicable  
TOTTCH totaled from external detail  
AIDES totaled from external detail  
CORSUP totaled from external detail  
ELMGUI edited to missing  
SECGUI edited to missing  
OTHGUI totaled from external detail  
TOTGUI totaled from external detail  
LIBSPE totaled from external detail  
LIBSUP totaled from external detail  
LEAADM edited to missing  
LEASUP edited to missing  
SCHADM totaled from external detail  
SCHSUP totaled from external detail  
STUSUP totaled from external detail  
OTHSUP totaled from external detail  
UG edited to not applicable  
PK not reported; imputation flag set = 'A'  
KG not reported; imputation flag set = 'A'  
G01 not reported; imputation flag set = 'A'  
G02 not reported; imputation flag set = 'A'  
G03 not reported; imputation flag set = 'A'  
G04 not reported; imputation flag set = 'A'  
G05 not reported; imputation flag set = 'A'  
G06 not reported; imputation flag set = 'A'  
G07 not reported; imputation flag set = 'A'  
G08 not reported; imputation flag set = 'A'  
G09 not reported; imputation flag set = 'A'  
G10 not reported; imputation flag set = 'A'  
G11 not reported; imputation flag set = 'A'  
G12 not reported; imputation flag set = 'A'  
MEMBER could not be derived; imputation flag set = 'A'

## AMERICAN SAMOA

Did not report; all data edited to missing; all imputation flags set = 'A'

## GUAM

PKTCH totaled from external detail  
KGTCH totaled from external detail  
ELMTCH totaled from external detail

SECTCH totaled from external detail  
UGTCH totaled from external detail  
TOTTCH totaled from external detail  
AIDES totaled from external detail  
CORSUP totaled from external detail  
ELMGUI totaled from external detail  
SECGUI totaled from external detail  
OTHGUI edited to not applicable  
TOTGUI totaled from external detail  
LIBSPE totaled from external detail  
LIBSUP imputed using growth rate  
LEADM totaled from external detail  
LEASUP totaled from external detail  
SCHADM totaled from external detail  
SCHSUP totaled from external detail  
STUSUP totaled from external detail  
OTHSUP totaled from external detail  
PK totaled from external detail  
KG totaled from external detail  
G01 totaled from external detail  
G02 totaled from external detail  
G03 totaled from external detail  
G04 totaled from external detail  
G05 totaled from external detail  
G06 totaled from external detail  
G07 totaled from external detail  
G08 totaled from external detail  
G09 totaled from external detail  
G10 totaled from external detail  
G11 totaled from external detail  
G12 totaled from external detail  
UG edited to not applicable  
MEMBER totaled from external detail

#### COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

OTHGUI edited to not applicable  
PK totaled from external detail  
KG totaled from external detail  
G01 totaled from external detail  
G02 totaled from external detail  
G03 totaled from external detail  
G04 totaled from external detail  
G05 totaled from external detail  
G06 totaled from external detail  
G07 totaled from external detail  
G08 totaled from external detail

G09 totaled from external detail  
G10 totaled from external detail  
G11 totaled from external detail  
G12 totaled from external detail  
UG totaled from external detail  
MEMBER totaled from external detail

#### PUERTO RICO

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

#### U.S. VIRGIN ISLANDS

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

### **C.3. List of Edits and Imputations by Variable**

This section presents information on anomalies for data submitted by states, as well as any edits made by CCD survey staff to correct the anomalies. These edits include imputations and edits as described previously, as well as any edits made as the result of a consistency check on submitted data (e.g., reported membership cannot be less than the sum of the individual grade variables; in those cases, membership is edited to match the sum of the grade detail). Specific state reporting practices concerning missing data are also explained wherever possible. All nonfiscal edits and reporting practices listed below apply to SY 2012-13. NCES does not impute missing data for jurisdictions other than the 50 states and the District of Columbia.

The DoDEA and American Samoa did not report for the SY 2012-13. These jurisdictions are not included in the following discussion of data edits.

The Bureau of Indian Education did not report any student membership counts. Analysts set the values for membership counts to -1 (missing) and the imputation flags to 'A'.

Prekindergarten student membership. California reported prekindergarten student membership as missing. Prekindergarten student membership was imputed for California. The prekindergarten student membership count was totaled from external (lower-level file) detail for Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands. The prekindergarten student membership count was edited to missing for the U.S. Virgin Islands.

Kindergarten student membership. The kindergarten student membership counts for Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 1 student membership. The grade 1 student membership counts for Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 2 student membership. The grade 2 student membership counts for Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 3 student membership. The grade 3 student membership counts for Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 4 student membership. The grade 4 student membership counts for Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 5 student membership. The grade 5 student membership counts for Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 6 student membership. The grade 6 student membership counts for Indiana, Michigan, New Jersey, New York, North Dakota, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 7 student membership. The grade 7 student membership counts for Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 8 student membership. The grade 8 student membership counts for Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 9 student membership. The grade 9 student membership counts for Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 10 student membership. The grade 10 student membership counts for Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 11 student membership. The grade 11 student membership counts for Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 12 student membership. The grade 12 student membership counts for California, Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

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

Total student membership. The value of this field is the total of the grade detail. In some cases, one or more of the grade counts were either imputed or totaled from external detail. These cases include: California, Indiana, Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands.

Student membership by grade by race/ethnicity by gender. Student membership counts by grade by race/ethnicity by gender were edited for Michigan, New Jersey, New York, North Dakota, Guam, and the Commonwealth of the Northern Mariana Islands to total external (lower-level file) detail or correct discrepancies between internal totals and the sum of reported grade by race/ethnicity by gender details.

Prekindergarten teachers. California reported prekindergarten teachers as missing. Montana included prekindergarten teachers in the elementary teacher counts. Imputations or edits were performed for these states. Prekindergarten teachers were also imputed for Illinois. Counts for Alaska, Kansas, Maryland, Massachusetts, Michigan, Missouri, Virginia, and Guam were totaled from external (local education agency-level) detail. The count was edited to missing for the Bureau of Indian Education and the U.S. Virgin Islands.

Kindergarten teachers. Hawaii, Montana, and Nebraska reported kindergarten teachers in the elementary teacher counts. Edits were performed for all of these states. Kindergarten teachers were imputed for Illinois. The kindergarten teacher count Alaska, Kansas, Maryland, Massachusetts, Michigan, Missouri, Virginia, the Bureau of Indian Education, and Guam was totaled from external (local education agency-level) detail. The count was edited to missing for Puerto Rico.

Elementary teachers. Hawaii, Montana, and Nebraska included prekindergarten and/or kindergarten teachers in the elementary teacher counts. Edits were performed for these states. The elementary teacher counts for Alaska, Indiana, Kansas, Maryland, Massachusetts, Michigan, Missouri, Virginia, and the Bureau of Indian Education, Guam were totaled from external (local education agency-level) detail.

Secondary teachers. Secondary teachers were imputed for Illinois. The secondary teacher counts for Alaska, Indiana, Kansas, Maryland, Massachusetts, Michigan, Missouri, Virginia, the Bureau of Indian Education , and Guam were totaled from external (local education agency-level) detail.

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

Total teachers. The total teacher count is a derived total, the sum of prekindergarten, kindergarten, elementary, secondary and ungraded teachers (PKTCH, KGTCH ELMTCH SECTCH and UGTCH). The imputation flag for Total Teacher is 'T' (ITOTTCH='T'). The exceptions to this are the Department of Defense Education Activity and American Samoa, neither of which reported any teacher counts. For these two entities, TOTCH is missing (-1) and ITOTTCH = 'A'.

Instructional aides. Instructional aides were imputed for Alabama and Nevada. The instructional aides count for Alaska, Kansas, Maryland, Massachusetts, Michigan, Missouri, Oklahoma, Virginia, the Bureau of Indian Education , and Guam were totaled from external (local education agency-level) detail.

Instructional coordinators and supervisors. Counts were missing for Alaska and Nevada. Analysts determined that the values submitted for Alabama, Idaho, and Illinois were incorrect. Values were imputed for all five states. New Hampshire reported the count for “instructional coordinators and supervisors” with school administrators; analysts derived separate counts for these two fields which are provided in this file. The count of instructional coordinators and supervisors was totaled from external (local education agency-level) detail for Kansas, Maryland, Massachusetts, Michigan, Missouri, Virginia, the Bureau of Indian Education, and Guam.

Elementary guidance counselors. The District of Columbia, Kansas, Kentucky, Maine, New Jersey, North Dakota, Ohio, Oregon, South Dakota, and Texas reported either other or total guidance counselors only, and the count of elementary guidance counselors was proportioned out from this count. The count of elementary guidance counselors for Alaska, Illinois, Maryland, Massachusetts, Michigan, Missouri, Virginia, and Guam was totaled from external (local education agency-level) detail. Analysts determined that the values submitted for Alabama were incorrect and were imputed. The count was edited to missing for the Bureau of Indian Education and Puerto Rico.

Secondary guidance counselors. The District of Columbia, Kansas, Kentucky, Maine, New Jersey, North Dakota, Ohio, Oregon, South Dakota, and Texas reported other guidance counselors or total guidance counselors only, and the count for secondary guidance counselors was proportioned out from this count. The count of secondary guidance counselors for Alaska, Illinois, Maryland, Massachusetts, Michigan, Missouri, Virginia, and Guam was totaled from

external (local education agency-level) detail. The count was edited to missing for the Bureau of Indian Education and Puerto Rico. The count was reported as missing for Alabama; the count was imputed.

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

Total guidance counselors. The total guidance counselor count was calculated for Alabama, Arizona, Arkansas, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Kentucky, Louisiana, Maine, Michigan, Mississippi, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin, the Commonwealth of the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands. The total guidance counselor count was totaled from external (local education agency-level) detail for Alaska, Kansas, Maryland, Massachusetts, Michigan, Missouri, Virginia, the Bureau of Indian Education, and Guam.

Librarians. Librarians were imputed for Alabama and Illinois. The count of librarians for Alaska, Kansas, Maryland, Massachusetts, Michigan, Missouri, Virginia, the Bureau of Indian Education, and Guam was totaled from external (local education agency-level) detail.

Library support staff. The count of library support staff was imputed for Alabama, California, Montana, Nevada, New Jersey, and West Virginia. The count was totaled from external detail for Alaska, Kansas, Maryland, Massachusetts, Michigan, Missouri, Virginia, Bureau of Indian Education, and Guam.

LEA administrators. LEA administrators were imputed for Alabama and Illinois. Counts of LEA administrators were totaled from external (local education agency-level) detail for Alaska, Kansas, Maryland, Massachusetts, Michigan, Missouri, New Hampshire, Oklahoma, Virginia, and Guam. LEA administrators were edited to missing for the Bureau of Indian Education.

LEA administrative support staff. Counts of these staff were missing for Montana and Nevada. Analysts determined that the values submitted for Alabama and Idaho were incorrect. Values were imputed for all four states. The count of LEA administrative support staff was totaled from external (local education agency-level) detail Alaska, Kansas, Maryland, Massachusetts, Michigan, Missouri, New Hampshire, Virginia, and Guam. The LEA administrative support staff count was edited to missing for the Bureau of Indian Education.



School administrators. School administrators were imputed for Alabama and Illinois. Counts of school administrators were totaled from external (local education agency-level) detail for Alaska, Kansas, Maryland, Massachusetts, Michigan, Missouri, Utah, Virginia, the Bureau of Indian Education, and Guam. New Hampshire included instructional coordinators and supervisors with their school administrator's count, and the count was edited.

School administrative support staff. Counts of school administrative support staff were missing for Montana and Nevada. Analysts determined that the values submitted for Alabama were incorrect. Values were imputed for all three states. New Hampshire included school administrative support staff with their student support services staff. This number was edited for New Hampshire. The counts of school administrative support staff were totaled from external (local education agency-level) detail for Alaska, Kansas, Maryland, Massachusetts, Michigan, Missouri, Virginia, the Bureau of Indian Education, and Guam.

Student support services staff. New Hampshire combined student support services staff with their school administrative support staff count. This number was edited for New Hampshire. Student support services staff were imputed for Alabama, Idaho and Illinois. The counts of student support services staff was totaled from external (local education agency-level) detail for Alaska, Kansas, Maryland, Massachusetts, Michigan, Missouri, Utah, Virginia, the Bureau of Indian Education, and Guam.

All other support services staff. The count for the category of all other support services staff was missing for Montana. Analysts determined that the values submitted for Alabama and Idaho were incorrect. Values were imputed for all three states. The counts for Alaska, Indiana, Kansas, Maryland, Massachusetts, Michigan, Missouri, Virginia, the Bureau of Indian Education, and Guam were totaled from external (local education agency-level) detail.

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

Starting in SY 1999–2000, CCD data file names were changed to include a two-digit version number. The SY 2012-13 State Nonfiscal Survey of Public Elementary/Secondary Education Excel file is called ST121A\_imp.XLS, the flat ASCII file is called ST121A\_imp.TXT, and the SAS data file is called ST121A\_imp.SAS7BDAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (12 = 2012-13 CCD collection), and the fifth and sixth characters indicate the version number (1 = release number, A = published file). The “\_imp” suffix indicates that some values have been imputed.

At a later date, NCES may release revised SY 2012-13 provisional and final files and these will have incremental version numbers (e.g. the second revised file is labeled 2a). The record layout for the file is contained in appendix A.

#### **E. Guidelines for Using the Flat ASCII Data File**

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

**Appendix A—Record Layout for the Common Core of Data State Nonfiscal  
Survey of Public Elementary/Secondary Education: School Year 2012–13**

Page intentionally left blank.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2012-13

LRECL = 2382

(\*)Fields have one explicit decimal place

(^)Fields have six explicit decimal places

(+)Fields represent sub-fields of the fields immediately preceding them

The file contains data for the school year 2012-13 sorted by the Federal Information Processing Standard code (FIPST).

NOTE: All numeric fields contain a (-1) to indicate Missing and a (-2) to indicate Not Applicable. Character fields will use "M" for Missing and "N" for Not Applicable.

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
SURVYEAR	1	AN	Year Corresponding to Survey Record.
FIPST	2	AN	American National Standards Institute (ANSI) state codes.
STABR	3	AN	Postal state abbreviation codes.
SEANAME	4	AN	Name of state education agency.
STREET	5	AN	Mailing address.
CITY	6	AN	Mailing city.
STNAME	7	AN	Name of the state.
ZIP	8	AN	U.S. Postal Service Zip for mailing.
ZIP4	9	AN	U.S. Postal Service Zip+4 for mailing.
PHONE	10	AN	Area code and local phone number.
PKTCH	11	N	Prekindergarten teachers.
KG TCH	12	N	Kindergarten teachers.
ELMTCH	13	N	Elementary teachers.
SECTCH	14	N	Secondary teachers.
UGTCH	15	N	Teachers of ungraded classes.
TOTTCH	16	N	Total full-time-equivalent (FTE) teachers.
AIDES	17	N	Instructional aides.
CORSUP	18	N	Instructional coordinators and supervisors.
ELMGUI	19	N	Elementary guidance counselors/directors.
SECGUI	20	N	Secondary guidance counselors/directors.
OTHGUI	21	N	Other guidance counselors/directors.
TOTGUI	22	N	Total guidance counselors/directors.
LIBSPE	23	N	Librarians.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2012-13

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
LIBSUP	24	N	Library support staff.
LEAADM	25	N	Local Education Agency (LEA) administrators.
LEASUP	26	N	Administrative support staff.
SCHADM	27	N	School administrators.
SCHSUP	28	N	School administrative support staff.
STUSUP	29	N	Student support services.
OTHSUP	30	N	All other support services staff.
PK	31	N	Prekindergarten students.
KG	32	N	Kindergarten students.
G01	33	N	Grade 1 students.
G02	34	N	Grade 2 students.
G03	35	N	Grade 3 students.
G04	36	N	Grade 4 students.
G05	37	N	Grade 5 students.
G06	38	N	Grade 6 students.
G07	39	N	Grade 7 students.
G08	40	N	Grade 8 students.
G09	41	N	Grade 9 students.
G10	42	N	Grade 10 students.
G11	43	N	Grade 11 students.
G12	44	N	Grade 12 students.
UG	45	N	Ungraded students.
MEMBER	46	N	Total students.
RACECAT	47	AN	Race/ethnicities categories indicator. Indicates whether state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. 5 = State reported student enrollment counts in the following five race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black; and (e) White. 7 = State reported student enrollment counts in the following seven race/ethnicity categories: (a) American Indian/Alaska

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2012-13

Variable Name	Data Order	Data Type	Description
			Native; (b) Asian; (c) Hispanic of any race; (d) Black; (e) White; (f) Hawaiian Native/Pacific Islander; and (g) Two or more races.
AMPKM	48	N	Prekindergarten students - American Indian/Alaska Native - male.
AMPKF	49	N	Prekindergarten students - American Indian/Alaska Native - female.
ASPKM	50	N	Prekindergarten students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male
ASPKF	51	N	Prekindergarten students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HIPKM	52	N	Prekindergarten students - Hispanic - male.
HIPKF	53	N	Prekindergarten students - Hispanic - female.
BLPKM	54	N	Prekindergarten students - Black, non-Hispanic - male.
BLPKF	55	N	Prekindergarten students - Black, non-Hispanic - female.
WHPKM	56	N	Prekindergarten students - White, non-Hispanic - male.
WHPKF	57	N	Prekindergarten students - White, non-Hispanic - female.
HPPKM	58	N	Prekindergarten students - Hawaiian Native/Pacific Islander - male.
HPPKF	59	N	Prekindergarten students - Hawaiian Native/Pacific Islander - female.
TRPKM	60	N	Prekindergarten students - Two or more races - male.
TRPKF	61	N	Prekindergarten students - Two or more races - female.
AMKGM	62	N	Kindergarten students - American Indian/Alaska Native - male.
AMKGF	63	N	Kindergarten students - American Indian/Alaska Native - female.
ASKGM	64	N	Kindergarten students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
ASKGF	65	N	Kindergarten students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HIKGM	66	N	Kindergarten students - Hispanic - male.
HIKGF	67	N	Kindergarten students - Hispanic - female.
BLKGM	68	N	Kindergarten students - Black, non-Hispanic - male.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2012-13

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
BLKGF	69	N	Kindergarten students - Black, non-Hispanic - female.
WHKGM	70	N	Kindergarten students - White, non-Hispanic - male.
WHKGF	71	N	Kindergarten students - White, non-Hispanic - female.
HPKGM	72	N	Kindergarten students - Hawaiian Native/Pacific Islander - male.
HPKGF	73	N	Kindergarten students - Hawaiian Native/Pacific Islander - female.
TRKGM	74	N	Kindergarten students - Two or more races - male.
TRKGF	75	N	Kindergarten students - Two or more races - female.
AM01M	76	N	Grade 1 students - American Indian/Alaska Native - male.
AM01F	77	N	Grade 1 students - American Indian/Alaska Native - female.
AS01M	78	N	Grade 1 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS01F	79	N	Grade 1 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI01M	80	N	Grade 1 students - Hispanic - male.
HI01F	81	N	Grade 1 students - Hispanic - female.
BL01M	82	N	Grade 1 students - Black, non-Hispanic - male.
BL01F	83	N	Grade 1 students - Black, non-Hispanic - female.
WH01M	84	N	Grade 1 students - White, non-Hispanic - male.
WH01F	85	N	Grade 1 students - White, non-Hispanic - female.
HP01M	86	N	Grade 1 students - Hawaiian Native/Pacific Islander - male.
HP01F	87	N	Grade 1 students - Hawaiian Native/Pacific Islander - female.
TR01M	88	N	Grade 1 students - Two or more races - male.
TR01F	89	N	Grade 1 students - Two or more races - female.
AM02M	90	N	Grade 2 students - American Indian/Alaska Native - male.
AM02F	91	N	Grade 2 students - American Indian/Alaska Native - female.
AS02M	92	N	Grade 2 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS02F	93	N	Grade 2 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.



APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2012-13

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
HI02M	94	N	Grade 2 students - Hispanic - male.
HI02F	95	N	Grade 2 students - Hispanic - female.
BL02M	96	N	Grade 2 students - Black, non-Hispanic - male.
BL02F	97	N	Grade 2 students - Black, non-Hispanic - female.
WH02M	98	N	Grade 2 students - White, non-Hispanic - male.
WH02F	99	N	Grade 2 students - White, non-Hispanic - female.
HP02M	100	N	Grade 2 students - Hawaiian Native/Pacific Islander - male.
HP02F	101	N	Grade 2 students - Hawaiian Native/Pacific Islander - female.
TR02M	102	N	Grade 2 students - Two or more races - male.
TR02F	103	N	Grade 2 students - Two or more races - female.
AM03M	104	N	Grade 3 students - American Indian/Alaska Native - male.
AM03F	105	N	Grade 3 students - American Indian/Alaska Native - female.
AS03M	106	N	Grade 3 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS03F	107	N	Grade 3 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI03M	108	N	Grade 3 students - Hispanic - male.
HI03F	109	N	Grade 3 students - Hispanic - female.
BL03M	110	N	Grade 3 students - Black, non-Hispanic - male.
BL03F	111	N	Grade 3 students - Black, non-Hispanic - female.
WH03M	112	N	Grade 3 students - White, non-Hispanic - male.
WH03F	113	N	Grade 3 students - White, non-Hispanic - female.
HP03M	114	N	Grade 3 students - Hawaiian Native/Pacific Islander - male.
HP03F	115	N	Grade 3 students - Hawaiian Native/Pacific Islander - female.
TR03M	116	N	Grade 3 students - Two or more races - male.
TR03F	117	N	Grade 3 students - Two or more races - female.
AM04M	118	N	Grade 4 students - American Indian/Alaska Native - male.
AM04F	119	N	Grade 4 students - American Indian/Alaska Native - female.
AS04M	120	N	Grade 4 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2012-13

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
AS04F	121	N	Grade 4 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI04M	122	N	Grade 4 students - Hispanic - male.
HI04F	123	N	Grade 4 students - Hispanic - female.
BL04M	124	N	Grade 4 students - Black, non-Hispanic - male.
BL04F	125	N	Grade 4 students - Black, non-Hispanic - female.
WH04M	126	N	Grade 4 students - White, non-Hispanic - male.
WH04F	127	N	Grade 4 students - White, non-Hispanic - female.
HP04M	128	N	Grade 4 students - Hawaiian Native/Pacific Islander - male.
HP04F	129	N	Grade 4 students - Hawaiian Native/Pacific Islander - female.
TR04M	130	N	Grade 4 students - Two or more races - male.
TR04F	131	N	Grade 4 students - Two or more races - female.
AM05M	132	N	Grade 5 students - American Indian/Alaska Native - male.
AM05F	133	N	Grade 5 students - American Indian/Alaska Native - female.
AS05M	134	N	Grade 5 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS05F	135	N	Grade 5 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI05M	136	N	Grade 5 students - Hispanic - male.
HI05F	137	N	Grade 5 students - Hispanic - female.
BL05M	138	N	Grade 5 students - Black, non-Hispanic - male.
BL05F	139	N	Grade 5 students - Black, non-Hispanic - female.
WH05M	140	N	Grade 5 students - White, non-Hispanic - male.
WH05F	141	N	Grade 5 students - White, non-Hispanic - female.
HP05M	142	N	Grade 5 students - Hawaiian Native/Pacific Islander - male.
HP05F	143	N	Grade 5 students - Hawaiian Native/Pacific Islander - female.
TR05M	144	N	Grade 5 students - Two or more races - male.
TR05F	145	N	Grade 5 students - Two or more races - female.
AM06M	146	N	Grade 6 students - American Indian/Alaska Native - male.
AM06F	147	N	Grade 6 students - American Indian/Alaska Native - female.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2012-13

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
AS06M	148	N	Grade 6 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS06F	149	N	Grade 6 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI06M	150	N	Grade 6 students - Hispanic - male.
HI06F	151	N	Grade 6 students - Hispanic - female.
BL06M	152	N	Grade 6 students - Black, non-Hispanic - male.
BL06F	153	N	Grade 6 students - Black, non-Hispanic - female.
WH06M	154	N	Grade 6 students - White, non-Hispanic - male.
WH06F	155	N	Grade 6 students - White, non-Hispanic - female.
HP06M	156	N	Grade 6 students - Hawaiian Native/Pacific Islander - male.
HP06F	157	N	Grade 6 students - Hawaiian Native/Pacific Islander - female.
TR06M	158	N	Grade 6 students - Two or more races - male.
TR06F	159	N	Grade 6 students - Two or more races - female.
AM07M	160	N	Grade 7 students - American Indian/Alaska Native - male.
AM07F	161	N	Grade 7 students - American Indian/Alaska Native - female.
AS07M	162	N	Grade 7 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS07F	163	N	Grade 7 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI07M	164	N	Grade 7 students - Hispanic - male.
HI07F	165	N	Grade 7 students - Hispanic - female.
BL07M	166	N	Grade 7 students - Black, non-Hispanic - male.
BL07F	167	N	Grade 7 students - Black, non-Hispanic - female.
WH07M	168	N	Grade 7 students - White, non-Hispanic - male.
WH07F	169	N	Grade 7 students - White, non-Hispanic - female.
HP07M	170	N	Grade 7 students - Hawaiian Native/Pacific Islander - male.
HP07F	171	N	Grade 7 students - Hawaiian Native/Pacific Islander - female.
TR07M	172	N	Grade 7 students - Two or more races - male.
TR07F	173	N	Grade 7 students - Two or more races - female.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2012-13

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
AM08M	174	N	Grade 8 students - American Indian/Alaska Native - male.
AM08F	175	N	Grade 8 students - American Indian/Alaska Native - female.
AS08M	176	N	Grade 8 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS08F	177	N	Grade 8 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI08M	178	N	Grade 8 students - Hispanic - male.
HI08F	179	N	Grade 8 students - Hispanic - female.
BL08M	180	N	Grade 8 students - Black, non-Hispanic - male.
BL08F	181	N	Grade 8 students - Black, non-Hispanic - female.
WH08M	182	N	Grade 8 students - White, non-Hispanic - male.
WH08F	183	N	Grade 8 students - White, non-Hispanic - female.
HP08M	184	N	Grade 8 students - Hawaiian Native/Pacific Islander - male.
HP08F	185	N	Grade 8 students - Hawaiian Native/Pacific Islander - female.
TR08M	186	N	Grade 8 students - Two or more races - male.
TR08F	187	N	Grade 8 students - Two or more races - female.
AM09M	188	N	Grade 9 students - American Indian/Alaska Native - male.
AM09F	189	N	Grade 9 students - American Indian/Alaska Native - female.
AS09M	190	N	Grade 9 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS09F	191	N	Grade 9 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI09M	192	N	Grade 9 students - Hispanic - male.
HI09F	193	N	Grade 9 students - Hispanic - female.
BL09M	194	N	Grade 9 students - Black, non-Hispanic - male.
BL09F	195	N	Grade 9 students - Black, non-Hispanic - female.
WH09M	196	N	Grade 9 students - White, non-Hispanic - male.
WH09F	197	N	Grade 9 students - White, non-Hispanic - female.
HP09M	198	N	Grade 9 students - Hawaiian Native/Pacific Islander - male.
HP09F	199	N	Grade 9 students - Hawaiian Native/Pacific Islander - female.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2012-13

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
TR09M	200	N	Grade 9 students - Two or more races - male.
TR09F	201	N	Grade 9 students - Two or more races - female.
AM10M	202	N	Grade 10 students - American Indian/Alaska Native - male.
AM10F	203	N	Grade 10 students - American Indian/Alaska Native - female.
AS10M		N	Grade 10 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
	204		
AS10F	205	N	Grade 10 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI10M	206	N	Grade 10 students - Hispanic - male.
HI10F	207	N	Grade 10 students - Hispanic - female.
BL10M	208	N	Grade 10 students - Black, non-Hispanic - male.
BL10F	209	N	Grade 10 students - Black, non-Hispanic - female.
WH10M	210	N	Grade 10 students - White, non-Hispanic - male.
WH10F	211	N	Grade 10 students - White, non-Hispanic - female.
HP10M	212	N	Grade 10 students - Hawaiian Native/Pacific Islander - male.
HP10F	213	N	Grade 10 students - Hawaiian Native/Pacific Islander - female.
TR10M	214	N	Grade 10 students - Two or more races - male.
TR10F	215	N	Grade 10 students - Two or more races - female.
AM11M	216	N	Grade 11 students - American Indian/Alaska Native - male.
AM11F	217	N	Grade 11 students - American Indian/Alaska Native - female.
AS11M	218	N	Grade 11 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS11F	219	N	Grade 11 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI11M	220	N	Grade 11 students - Hispanic - male.
HI11F	221	N	Grade 11 students - Hispanic - female.
BL11M	222	N	Grade 11 students - Black, non-Hispanic - male.
BL11F	223	N	Grade 11 students - Black, non-Hispanic - female.
WH11M	224	N	Grade 11 students - White, non-Hispanic - male.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2012-13

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

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2012-13

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
BLUGF	251	N	Ungraded students - Black, non-Hispanic - female.
WHUGM	252	N	Ungraded students - White, non-Hispanic - male.
WHUGF	253	N	Ungraded students - White, non-Hispanic - female.
HPUGM	254	N	Ungraded students - Hawaiian Native/Pacific Islander - male.
HPUGF	255	N	Ungraded students - Hawaiian Native/Pacific Islander - female.
TRUGM	256	N	Ungraded students - Two or more races - male.
TRUGF	257	N	Ungraded students - Two or more races - female.
AM	258	N	American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM and AMALF fields.
AMALM	259	N	Total students, all grades - American Indian/Alaska Native - male.
AMALF	260	N	Total students, all grades - American Indian/Alaska Native - female.
AS	261	N	Asian students. If not reported, this field was calculated by summing the ASALM andASALF fields.
ASALM	262	N	Total students, all grades - Asian - male.
ASALF	263	N	Total students, All Grades - Asian - female.
HI	264	N	Hispanic students. If not reported, this field was calculated by summing the HIALM and HIALF fields.
HIALM	265	N	Total students, all grades - Hispanic - male.
HIALF	266	N	Total students, all grades - Hispanic - female.
BL	267	N	Black, non-Hispanic students. If not reported, this field was calculated by summing the BLALM and BLALF fields.
BLALM	268	N	Total students, all grades - Black, non-Hispanic - male.
BLALF	269	N	Total students, all grades - Black, non-Hispanic - female.
WH	270	N	White, non-Hispanic students. If not reported, this field was calculated by summing the WHALM and WHALF fields.
WHALM	271	N	Total students, all grades - White, non-Hispanic - male.
WHALF	272	N	Total students, all grades - White, non-Hispanic - female.
HP	273	N	Hawaiian Native / Pacific Islander students. If not reported, this field was calculated by summing the HPALM and HPALF fields.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2012-13

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
HPALM	274	N	Total students, all grades - Hawaiian Native/Pacific Islander - male.
HPALF	275	N	Total students, all grades - Hawaiian Native/Pacific Islander - female.
TR	276	N	Two or more races students. If not reported, this field was calculated by summing the TRALM and TRALF fields.
TRALM	277	N	Total students, all grades - Two or more races - male.
TRALF	278	N	Total students, all grades - Two or more races - female.
IPKTCH	279	AN	Imputation flag - Prekindergarten teachers.
IKGTCH	280	AN	Imputation flag - Kindergarten teachers.
IELMTCH	281	AN	Imputation flag - Elementary teachers.
ISECTCH	282	AN	Imputation flag - Secondary teachers.
IUGTCH	283	AN	Imputation flag - Teachers of ungraded classes.
ITOTTCH	284	AN	Imputation flag - Total full-time-equivalent (FTE) teachers.
IAIDES	285	AN	Imputation flag - Instructional aides.
ICORSUP	286	AN	Imputation flag - Instructional coordinators and supervisors.
IELMGUI	287	AN	Imputation flag - Elementary guidance counselors/directors.
ISECGUI	288	AN	Imputation flag - Secondary guidance counselors/directors.
IOTHGUI	289	AN	Imputation flag - Other guidance counselors/directors.
ITOTGUI	290	AN	Imputation flag - Total guidance counselors/directors.
ILIBSPE	291	AN	Imputation flag - Librarians.
ILIBSUP	292	AN	Imputation flag - Library support staff.
ILEAADM	293	AN	Imputation flag - Local Education Agency (LEA) administrators.
ILEASUP	294	AN	Imputation flag - Administrative support staff.
ISCHADM	295	AN	Imputation flag - School administrators.
ISCHSUP	296	AN	Imputation flag - School administrative support staff.
ISTUSUP	297	AN	Imputation flag - Student support services
IOTHSUP	298	AN	Imputation flag - All other support services staff
IPK	299	AN	Imputation flag - Prekindergarten students



APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2012-13

<b>Variable Name</b>	<b>Data Order</b>	<b>Data Type</b>	<b>Description</b>
IKG	300	AN	Imputation flag - Kindergarten students
IG01	301	AN	Imputation flag - Grade 1 students
IG02	302	AN	Imputation flag - Grade 2 students
IG03	303	AN	Imputation flag - Grade 3 students
IG04	304	AN	Imputation flag - Grade 4 students
IG05	305	AN	Imputation flag - Grade 5 students
IG06	306	AN	Imputation flag - Grade 6 students
IG07	307	AN	Imputation flag - Grade 7 students
IG08	308	AN	Imputation flag - Grade 8 students
IG09	309	AN	Imputation flag - Grade 9 students
IG10	310	AN	Imputation flag - Grade 10 students
IG11	311	AN	Imputation flag - Grade 11 students
IG12	312	AN	Imputation flag - Grade 12 students
IUG	313	AN	Imputation flag - Ungraded students
IMEMBER	314	AN	Imputation flag - Total students

**Appendix B—Value Distribution and Field Frequencies for the Common Core of  
Data State Nonfiscal Survey of Public Elementary/Secondary Education: School  
Year 2012–13**

Page intentionally left blank.

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-1. Distribution of responses of character variable data, by response value: School year 2012-13

Variable	Variable label	Blank	Missing	Not applicable	Reported
SURVYEAR	Year Corresponding to Survey Record	0	0	0	58
FIPST	ANSI State Code	0	0	0	58
STABR	Postal State Abbreviation Codes	0	0	0	58
SEANAME	State Education Agency Name	0	0	0	58
STREET	State Education Agency Mailing Street	0	0	0	58
CITY	State Education Agency Mailing City	0	0	0	58
STNAME	State Education Agency Mailing State	0	0	0	58
ZIP	State Education Agency Mailing Five Digit Zipcode	0	0	0	58
ZIP4	State Education Agency Mailing Secondary Zipcode	18	0	0	40
PHONE	Telephone Number	0	0	0	58

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, (CCD). "State Nonfiscal Survey of Public Elementary/Secondary Education," SY 2012-13, Provisional Version 1a.

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012–13

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
PKTCH	Teachers - Prekindergarten	18.3	7,546.1	1,061.4	4	0
KGTCH	Teachers - Kindergarten	17.0	20,269.8	3,434.0	3	0
ELMTCH	Teachers - Elementary	204.0	148,102.6	26,675.3	2	0
SECTCH	Teachers - Secondary	156.0	133,053.1	21,952.4	2	0
UGTCH	Teachers - Ungraded	4.0	33,043.0	5,802.9	0	27
TOTTCH	Teachers - Total	409.0	327,356.9	56,236.2	2	0
AIDES	Instructional Aides / Paraprofessionals	81.0	62,890.0	13,081.1	2	0
CORSUP	Instructional Coordinators and Supervisors	8.0	15,772.4	1,308.2	2	0
ELMGUI	Guidance Counselors - Elementary	8.0	4,437.6	715.9	4	0
SECGUI	Guidance Counselors - Secondary	15.0	6,390.8	1,120.6	4	0
OTHGUI	Guidance Counselors - Other	1.8	1,440.0	263.0	0	38
TOTGUI	Guidance Counselors - Total	23.0	10,828.4	1,864.9	2	0
LIBSPE	Librarians / Media Specialists	1.0	4,644.1	856.0	2	0
LIBSUP	Librarians / Media Support Staff	1.0	3,873.0	559.9	2	0
LEAADM	LEA Administrators	7.0	6,041.6	1,197.3	3	0
LEASUP	LEA Administrative Support Staff	76.0	21,598.0	3,422.4	3	0
SCHADM	School Administrators	34.0	22,027.4	3,061.1	2	0
SCHSUP	School Administrative Support Staff	45.0	30,828.5	4,595.6	2	0
STUSUP	Student Support Services Staff	24.0	23,950.2	5,113.7	2	0
OTHSUP	All Other Support Staff	79.0	137,911.1	20,482.8	2	0
PK	PK Students - Total	13.0	250,911.0	24,231.8	4	0
KG	KG Students - Total	582.0	489,274.0	70,231.1	3	0
G01	Grade 1 Students - Total	745.0	489,420.0	70,205.0	3	0
G02	Grade 2 Students - Total	686.0	474,656.0	68,472.0	3	0
G03	Grade 3 Students - Total	740.0	470,243.0	68,273.4	3	0
G04	Grade 4 Students - Total	776.0	468,007.0	67,742.1	3	0
G05	Grade 5 Students - Total	799.0	462,439.0	67,445.2	3	0
G06	Grade 6 Students - Total	825.0	463,024.0	68,390.6	3	0
G07	Grade 7 Students - Total	934.0	470,054.0	68,857.8	3	0
G08	Grade 8 Students - Total	792.0	465,967.0	67,979.5	3	0
G09	Grade 9 Students - Total	1,078.0	497,945.0	73,009.2	3	0
G10	Grade 10 Students - Total	794.0	487,566.0	68,510.1	3	0
G11	Grade 11 Students - Total	748.0	482,903.0	64,770.2	3	0
G12	Grade 12 Students - Total	630.0	496,754.0	63,770.6	3	0
UG	Ungraded Students - Total	55.0	53,202.0	7,830.6	0	41
MEMBER	All Students - Total	10,646.0	6,299,451.0	913,868.2	3	0
AMPKM	PK Students - American Indian/Alaska Native - Male	0.0	3,106.0	171.1	5	0
AMPKF	PK Students - American Indian/Alaska Native - Female	0.0	2,842.0	143.7	5	0
ASPKM	PK Students - Asian - Male	0.0	3,972.0	379.6	5	0

See notes at end of table.

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012–13—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
ASPKF	PK Students - Asian - Female	0.0	3,463.0	320.0	5	0
HIPKM	PK Students - Hispanic - Male	0.0	82,381.0	3,528.9	5	0
HIPKF	PK Students - Hispanic - Female	0.0	77,146.0	3,100.2	5	0
BLPKM	PK Students - Black - Male	0.0	18,595.0	2,390.5	5	0
BLPKF	PK Students - Black - Female	0.0	17,716.0	2,154.0	5	0
WHPKM	PK Students - White - Male	0.0	23,064.0	5,794.5	5	0
WHPKF	PK Students - White - Female	0.0	19,064.0	4,519.2	5	0
HPPKM	PK Students - Hawaiian Native/Pacific Islander - Male	0.0	290.0	32.1	2	3
HPPKF	PK Students - Hawaiian Native/Pacific Islander - Female	0.0	139.0	24.0	2	3
TRPKM	PK Students - Two or More Races - Male	0.0	2,113.0	395.8	2	3
TRPKF	PK Students - Two or More Races - Female	0.0	1,910.0	332.3	2	3
AMKGM	KG Students - American Indian/Alaska Native - Male	0.0	3,961.0	376.3	3	0
AMKGF	KG Students - American Indian/Alaska Native - Female	0.0	3,673.0	352.3	3	0
ASKGM	KG Students - Asian - Male	0.0	24,114.0	1,568.5	3	0
ASKGF	KG Students - Asian - Female	1.0	21,903.0	1,480.1	3	0
HIKGM	KG Students - Hispanic - Male	1.0	140,135.0	9,790.4	3	0
HIKGF	KG Students - Hispanic - Female	0.0	132,350.0	9,293.7	3	0
BLKGM	KG Students - Black - Male	0.0	25,465.0	5,470.3	3	0
BLKGF	KG Students - Black - Female	0.0	24,153.0	5,183.1	3	0
WHKGM	KG Students - White - Male	2.0	61,007.0	17,586.6	3	0
WHKGF	KG Students - White - Female	4.0	54,395.0	16,167.0	3	0
HPKGM	KG Students - Hawaiian Native/Pacific Islander - Male	0.0	2,360.0	157.0	0	3
HPKGF	KG Students - Hawaiian Native/Pacific Islander - Female	0.0	2,116.0	146.5	0	3
TRKGM	KG Students - Two or More Races - Male	0.0	12,118.0	1,368.6	0	3
TRKGF	KG Students - Two or More Races - Female	0.0	11,283.0	1,290.7	0	3
AM01M	Grade 1 Students - American Indian/Alaska Native - Male	0.0	4,177.0	379.8	3	0
AM01F	Grade 1 Students - American Indian/Alaska Native - Female	0.0	3,868.0	354.1	3	0
AS01M	Grade 1 Students - Asian - Male	2.0	25,721.0	1,634.0	3	0
AS01F	Grade 1 Students - Asian - Female	0.0	24,128.0	1,567.6	3	0
HI01M	Grade 1 Students - Hispanic - Male	0.0	139,162.0	9,751.5	3	0
HI01F	Grade 1 Students - Hispanic - Female	1.0	132,494.0	9,257.9	3	0
BL01M	Grade 1 Students - Black - Male	0.0	25,281.0	5,508.2	3	0
BL01F	Grade 1 Students - Black - Female	0.0	23,571.0	5,203.0	3	0
WH01M	Grade 1 Students - White - Male	3.0	59,905.0	17,449.8	3	0
WH01F	Grade 1 Students - White - Female	2.0	55,609.0	16,342.6	3	0
HP01M	Grade 1 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,300.0	154.7	0	3

See notes at end of table.

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012–13—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HP01F	Grade 1 Students - Hawaiian Native/Pacific Islander - Female	0.0	1,965.0	143.2	0	3
TR01M	Grade 1 Students - Two or More Races - Male	0.0	9,938.0	1,256.0	0	3
TR01F	Grade 1 Students - Two or More Races - Female	0.0	9,112.0	1,202.6	0	3
AM02M	Grade 2 Students - American Indian/Alaska Native - Male	0.0	3,830.0	357.5	3	0
AM02F	Grade 2 Students - American Indian/Alaska Native - Female	0.0	3,778.0	348.8	3	0
AS02M	Grade 2 Students - Asian - Male	1.0	25,799.0	1,652.6	3	0
AS02F	Grade 2 Students - Asian - Female	2.0	24,696.0	1,615.4	3	0
HI02M	Grade 2 Students - Hispanic - Male	0.0	132,701.0	9,300.2	3	0
HI02F	Grade 2 Students - Hispanic - Female	0.0	127,085.0	8,882.0	3	0
BL02M	Grade 2 Students - Black - Male	0.0	24,499.0	5,298.3	3	0
BL02F	Grade 2 Students - Black - Female	0.0	23,329.0	5,043.7	3	0
WH02M	Grade 2 Students - White - Male	3.0	59,250.0	17,258.5	3	0
WH02F	Grade 2 Students - White - Female	3.0	55,332.0	16,192.3	3	0
HP02M	Grade 2 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,843.0	159.8	0	3
HP02F	Grade 2 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,629.0	151.2	0	3
TR02M	Grade 2 Students - Two or More Races - Male	0.0	8,627.0	1,121.3	0	3
TR02F	Grade 2 Students - Two or More Races - Female	0.0	8,417.0	1,090.3	0	3
AM03M	Grade 3 Students - American Indian/Alaska Native - Male	0.0	3,990.0	365.1	3	0
AM03F	Grade 3 Students - American Indian/Alaska Native - Female	0.0	3,699.0	344.4	3	0
AS03M	Grade 3 Students - Asian - Male	0.0	26,888.0	1,690.0	3	0
AS03F	Grade 3 Students - Asian - Female	1.0	25,595.0	1,666.6	3	0
HI03M	Grade 3 Students - Hispanic - Male	1.0	128,549.0	9,021.0	3	0
HI03F	Grade 3 Students - Hispanic - Female	0.0	123,267.0	8,642.5	3	0
BL03M	Grade 3 Students - Black - Male	0.0	25,003.0	5,276.5	3	0
BL03F	Grade 3 Students - Black - Female	0.0	23,301.0	5,025.7	3	0
WH03M	Grade 3 Students - White - Male	4.0	60,832.0	17,453.0	3	0
WH03F	Grade 3 Students - White - Female	3.0	56,377.0	16,382.5	3	0
HP03M	Grade 3 Students - Hawaiian Native/Pacific Islander - Male	1.0	2,846.0	157.6	0	3
HP03F	Grade 3 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,524.0	145.5	0	3
TR03M	Grade 3 Students - Two or More Races - Male	0.0	7,957.0	1,069.5	0	3
TR03F	Grade 3 Students - Two or More Races - Female	0.0	7,532.0	1,033.5	0	3

See notes at end of table.

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012–13—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AM04M	Grade 4 Students - American Indian/Alaska Native - Male	0.0	3,906.0	359.1	3	0
AM04F	Grade 4 Students - American Indian/Alaska Native - Female	0.0	3,709.0	347.2	3	0
AS04M	Grade 4 Students - Asian - Male	1.0	27,479.0	1,692.7	3	0
AS04F	Grade 4 Students - Asian - Female	1.0	25,877.0	1,664.2	3	0
HI04M	Grade 4 Students - Hispanic - Male	0.0	126,962.0	8,805.9	3	0
HI04F	Grade 4 Students - Hispanic - Female	0.0	121,739.0	8,420.4	3	0
BL04M	Grade 4 Students - Black - Male	0.0	23,942.0	5,220.5	3	0
BL04F	Grade 4 Students - Black - Female	0.0	22,983.0	5,017.7	3	0
WH04M	Grade 4 Students - White - Male	2.0	60,868.0	17,502.4	3	0
WH04F	Grade 4 Students - White - Female	1.0	57,363.0	16,460.0	3	0
HP04M	Grade 4 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,696.0	153.0	0	3
HP04F	Grade 4 Students - Hawaiian Native/Pacific Islander - Female	1.0	2,375.0	140.1	0	3
TR04M	Grade 4 Students - Two or More Races - Male	0.0	7,158.0	994.0	0	3
TR04F	Grade 4 Students - Two or More Races - Female	0.0	6,879.0	964.9	0	3
AM05M	Grade 5 Students - American Indian/Alaska Native - Male	0.0	4,009.0	363.9	3	0
AM05F	Grade 5 Students - American Indian/Alaska Native - Female	0.0	3,938.0	352.5	3	0
AS05M	Grade 5 Students - Asian - Male	0.0	26,733.0	1,648.5	3	0
AS05F	Grade 5 Students - Asian - Female	0.0	25,423.0	1,618.9	3	0
HI05M	Grade 5 Students - Hispanic - Male	1.0	125,245.0	8,664.3	3	0
HI05F	Grade 5 Students - Hispanic - Female	0.0	120,261.0	8,311.7	3	0
BL05M	Grade 5 Students - Black - Male	0.0	24,217.0	5,277.6	3	0
BL05F	Grade 5 Students - Black - Female	0.0	23,001.0	5,075.8	3	0
WH05M	Grade 5 Students - White - Male	0.0	60,324.0	17,514.3	3	0
WH05F	Grade 5 Students - White - Female	2.0	56,636.0	16,474.6	3	0
HP05M	Grade 5 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,642.0	146.8	0	3
HP05F	Grade 5 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,465.0	141.3	0	3
TR05M	Grade 5 Students - Two or More Races - Male	0.0	6,734.0	938.0	0	3
TR05F	Grade 5 Students - Two or More Races - Female	0.0	6,463.0	917.0	0	3
AM06M	Grade 6 Students - American Indian/Alaska Native - Male	0.0	4,172.0	369.0	3	0
AM06F	Grade 6 Students - American Indian/Alaska Native - Female	0.0	3,970.0	353.9	3	0
AS06M	Grade 6 Students - Asian - Male	0.0	27,073.0	1,643.1	3	0

See notes at end of table.



Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012–13—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AS06F	Grade 6 Students - Asian - Female	1.0	25,454.0	1,599.8	3	0
HI06M	Grade 6 Students - Hispanic - Male	0.0	124,624.0	8,651.1	3	0
HI06F	Grade 6 Students - Hispanic - Female	0.0	119,761.0	8,288.7	3	0
BL06M	Grade 6 Students - Black - Male	0.0	25,016.0	5,466.9	3	0
BL06F	Grade 6 Students - Black - Female	0.0	23,963.0	5,222.2	3	0
WH06M	Grade 6 Students - White - Male	3.0	60,826.0	17,876.3	3	0
WH06F	Grade 6 Students - White - Female	3.0	56,713.0	16,822.3	3	0
HP06M	Grade 6 Students - Hawaiian Native/Pacific Islander - Male	1.0	2,386.0	143.6	0	3
HP06F	Grade 6 Students - Hawaiian Native/Pacific Islander - Female	1.0	2,349.0	138.7	0	3
TR06M	Grade 6 Students - Two or More Races - Male	0.0	6,720.0	917.8	0	3
TR06F	Grade 6 Students - Two or More Races - Female	0.0	6,434.0	897.5	0	3
AM07M	Grade 7 Students - American Indian/Alaska Native - Male	0.0	4,214.0	377.3	3	0
AM07F	Grade 7 Students - American Indian/Alaska Native - Female	0.0	4,061.0	362.3	3	0
AS07M	Grade 7 Students - Asian - Male	1.0	28,283.0	1,663.9	3	0
AS07F	Grade 7 Students - Asian - Female	0.0	26,444.0	1,623.2	3	0
HI07M	Grade 7 Students - Hispanic - Male	0.0	125,457.0	8,540.1	3	0
HI07F	Grade 7 Students - Hispanic - Female	0.0	120,301.0	8,164.3	3	0
BL07M	Grade 7 Students - Black - Male	0.0	25,104.0	5,534.7	3	0
BL07F	Grade 7 Students - Black - Female	0.0	24,246.0	5,320.4	3	0
WH07M	Grade 7 Students - White - Male	2.0	62,425.0	18,170.1	3	0
WH07F	Grade 7 Students - White - Female	1.0	58,115.0	17,061.8	3	0
HP07M	Grade 7 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,489.0	150.2	0	3
HP07F	Grade 7 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,285.0	137.9	0	3
TR07M	Grade 7 Students - Two or More Races - Male	0.0	6,540.0	886.6	0	3
TR07F	Grade 7 Students - Two or More Races - Female	0.0	6,112.0	865.0	0	3
AM08M	Grade 8 Students - American Indian/Alaska Native - Male	0.0	4,081.0	379.7	3	0
AM08F	Grade 8 Students - American Indian/Alaska Native - Female	0.0	3,941.0	361.4	3	0
AS08M	Grade 8 Students - Asian - Male	1.0	27,067.0	1,584.5	3	0
AS08F	Grade 8 Students - Asian - Female	0.0	25,362.0	1,533.9	3	0
HI08M	Grade 8 Students - Hispanic - Male	0.0	123,350.0	8,284.0	3	0
HI08F	Grade 8 Students - Hispanic - Female	0.0	118,088.0	7,931.5	3	0
BL08M	Grade 8 Students - Black - Male	0.0	24,425.0	5,433.6	3	0
BL08F	Grade 8 Students - Black - Female	0.0	23,859.0	5,233.5	3	0

See notes at end of table.

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012–13—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
WH08M	Grade 8 Students - White - Male	2.0	63,560.0	18,183.0	3	0
WH08F	Grade 8 Students - White - Female	1.0	59,263.0	17,112.8	3	0
HP08M	Grade 8 Students - Hawaiian Native/Pacific Islander - Male	1.0	2,358.0	145.8	0	3
HP08F	Grade 8 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,187.0	135.6	0	3
TR08M	Grade 8 Students - Two or More Races - Male	0.0	6,121.0	835.0	0	3
TR08F	Grade 8 Students - Two or More Races - Female	0.0	5,907.0	825.3	0	3
AM09M	Grade 9 Students - American Indian/Alaska Native - Male	0.0	4,180.0	414.3	3	0
AM09F	Grade 9 Students - American Indian/Alaska Native - Female	0.0	3,835.0	388.4	3	0
AS09M	Grade 9 Students - Asian - Male	0.0	28,009.0	1,690.9	3	0
AS09F	Grade 9 Students - Asian - Female	0.0	25,688.0	1,603.4	3	0
HI09M	Grade 9 Students - Hispanic - Male	1.0	134,665.0	9,142.8	3	0
HI09F	Grade 9 Students - Hispanic - Female	0.0	127,005.0	8,469.8	3	0
BL09M	Grade 9 Students - Black - Male	0.0	30,620.0	6,367.2	3	0
BL09F	Grade 9 Students - Black - Female	0.0	27,733.0	5,835.7	3	0
WH09M	Grade 9 Students - White - Male	4.0	65,438.0	19,112.7	3	0
WH09F	Grade 9 Students - White - Female	5.0	61,871.0	17,883.2	3	0
HP09M	Grade 9 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,744.0	165.1	0	3
HP09F	Grade 9 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,394.0	148.3	0	3
TR09M	Grade 9 Students - Two or More Races - Male	0.0	7,755.0	894.8	0	3
TR09F	Grade 9 Students - Two or More Races - Female	0.0	7,643.0	892.6	0	3
AM10M	Grade 10 Students - American Indian/Alaska Native - Male	0.0	3,724.0	369.1	3	0
AM10F	Grade 10 Students - American Indian/Alaska Native - Female	0.0	3,657.0	352.5	3	0
AS10M	Grade 10 Students - Asian - Male	2.0	29,342.0	1,724.5	3	0
AS10F	Grade 10 Students - Asian - Female	2.0	27,097.0	1,637.7	3	0
HI10M	Grade 10 Students - Hispanic - Male	0.0	127,345.0	8,116.4	3	0
HI10F	Grade 10 Students - Hispanic - Female	0.0	122,092.0	7,779.6	3	0
BL10M	Grade 10 Students - Black - Male	0.0	24,011.0	5,493.1	3	0
BL10F	Grade 10 Students - Black - Female	0.0	23,531.0	5,323.9	3	0
WH10M	Grade 10 Students - White - Male	3.0	66,458.0	18,381.1	3	0
WH10F	Grade 10 Students - White - Female	3.0	62,588.0	17,463.2	3	0
HP10M	Grade 10 Students - Hawaiian Native/Pacific Islander - Male	1.0	2,273.0	152.4	0	3

See notes at end of table.

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012–13—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HP10F	Grade 10 Students - Hawaiian Native/Pacific Islander - Female	0.0	1,993.0	136.6	0	3
TR10M	Grade 10 Students - Two or More Races - Male	0.0	6,879.0	778.4	0	3
TR10F	Grade 10 Students - Two or More Races - Female	0.0	6,919.0	801.5	0	3
AM11M	Grade 11 Students - American Indian/Alaska Native - Male	0.0	3,516.0	341.6	3	0
AM11F	Grade 11 Students - American Indian/Alaska Native - Female	0.0	3,311.0	331.1	3	0
AS11M	Grade 11 Students - Asian - Male	1.0	29,726.0	1,681.7	3	0
AS11F	Grade 11 Students - Asian - Female	0.0	27,865.0	1,632.0	3	0
HI11M	Grade 11 Students - Hispanic - Male	0.0	122,493.0	7,359.4	3	0
HI11F	Grade 11 Students - Hispanic - Female	0.0	118,367.0	7,193.4	3	0
BL11M	Grade 11 Students - Black - Male	0.0	21,457.0	4,823.7	3	0
BL11F	Grade 11 Students - Black - Female	0.0	21,858.0	4,895.8	3	0
WH11M	Grade 11 Students - White - Male	4.0	68,460.0	17,764.0	3	0
WH11F	Grade 11 Students - White - Female	1.0	64,502.0	17,070.3	3	0
HP11M	Grade 11 Students - Hawaiian Native/Pacific Islander - Male	0.0	1,871.0	127.7	0	3
HP11F	Grade 11 Students - Hawaiian Native/Pacific Islander - Female	0.0	1,850.0	125.5	0	3
TR11M	Grade 11 Students - Two or More Races - Male	0.0	6,456.0	702.8	0	3
TR11F	Grade 11 Students - Two or More Races - Female	0.0	6,310.0	721.3	0	3
AM12M	Grade 12 Students - American Indian/Alaska Native - Male	0.0	3,287.0	345.9	3	0
AM12F	Grade 12 Students - American Indian/Alaska Native - Female	0.0	3,278.0	331.4	3	0
AS12M	Grade 12 Students - Asian - Male	0.0	30,980.0	1,683.0	3	0
AS12F	Grade 12 Students - Asian - Female	2.0	28,286.0	1,609.3	3	0
HI12M	Grade 12 Students - Hispanic - Male	0.0	124,371.0	7,047.1	3	0
HI12F	Grade 12 Students - Hispanic - Female	0.0	119,836.0	6,960.8	3	0
BL12M	Grade 12 Students - Black - Male	0.0	20,781.0	4,677.9	3	0
BL12F	Grade 12 Students - Black - Female	0.0	21,182.0	4,812.5	3	0
WH12M	Grade 12 Students - White - Male	2.0	72,263.0	17,752.6	3	0
WH12F	Grade 12 Students - White - Female	5.0	66,923.0	17,010.9	3	0
HP12M	Grade 12 Students - Hawaiian Native/Pacific Islander - Male	0.0	1,569.0	119.7	0	3
HP12F	Grade 12 Students - Hawaiian Native/Pacific Islander - Female	1.0	1,602.0	115.4	0	3
TR12M	Grade 12 Students - Two or More Races - Male	0.0	5,969.0	640.5	0	3
TR12F	Grade 12 Students - Two or More Races - Female	0.0	5,704.0	663.6	0	3

See notes at end of table.

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2012–13—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AMUGM	Ungraded Students - American Indian/Alaska Native - Male	0.0	191.0	33.1	0	41
AMUGF	Ungraded Students - American Indian/Alaska Native - Female	0.0	106.0	20.5	0	41
ASUGM	Ungraded Students - Asian - Male	0.0	1,891.0	226.4	0	41
ASUGF	Ungraded Students - Asian - Female	0.0	752.0	105.5	0	41
HIUGM	Ungraded Students - Hispanic - Male	0.0	10,837.0	1,833.4	0	41
HIUGF	Ungraded Students - Hispanic - Female	0.0	4,514.0	859.5	0	41
BLUGM	Ungraded Students - Black - Male	0.0	9,717.0	1,308.2	0	41
BLUGF	Ungraded Students - Black - Female	0.0	4,176.0	605.2	0	41
WHUGM	Ungraded Students - White - Male	0.0	14,651.0	1,794.4	0	41
WHUGF	Ungraded Students - White - Female	0.0	6,051.0	938.2	0	41
HPUGM	Ungraded Students - Hawaiian Native/Pacific Islander - Male	0.0	82.0	14.2	0	41
HPUGF	Ungraded Students - Hawaiian Native/Pacific Islander - Female	0.0	33.0	6.9	0	41
TRUGM	Ungraded Students - Two or More Races - Male	0.0	333.0	54.2	0	41
TRUGF	Ungraded Students - Two or More Races - Female	0.0	158.0	30.9	0	41
AM	All Students - American Indian/Alaska Native	0.0	105,995.0	9,698.9	3	0
AMALM	All Students - American Indian/Alaska Native - Male	0.0	54,329.0	4,973.7	3	0
AMALF	All Students - American Indian/Alaska Native - Female	0.0	51,666.0	4,725.1	3	0
AS	All Students - Asian	26.0	691,712.0	43,186.7	3	0
ASALM	All Students - Asian - Male	11.0	357,698.0	21,993.7	3	0
ASALF	All Students - Asian - Female	15.0	334,014.0	21,193.0	3	0
HI	All Students - Hispanic	6.0	3,281,066.0	227,290.8	3	0
HIALM	All Students - Hispanic - Male	5.0	1,677,217.0	116,441.3	3	0
HIALF	All Students - Hispanic - Female	1.0	1,603,849.0	110,849.5	3	0
BL	All Students - Black	0.0	646,706.0	142,012.0	3	0
BLALM	All Students - Black - Male	0.0	331,788.0	72,556.4	3	0
BLALF	All Students - Black - Female	0.0	314,918.0	69,455.6	3	0
WH	All Students - White	68.0	1,589,297.0	461,230.8	3	0
WHALM	All Students - White - Male	34.0	822,909.0	238,142.6	3	0
WHALF	All Students - White - Female	34.0	766,388.0	223,088.2	3	0
HP	All Students - Hawaiian Native / Pacific Islander	14.0	60,613.0	3,799.9	0	3
HPALM	All Students - Hawaiian Native/Pacific Islander - Male	6.0	31,715.0	1,968.8	0	3
HPALF	All Students - Hawaiian Native/Pacific Islander - Female	8.0	28,898.0	1,831.1	0	3
TR	All Students - Two or More Races	0.0	193,838.0	25,297.2	0	3
TRALM	All Students - Two or More Races - Male	0.0	99,069.0	12,801.6	0	3
TRALF	All Students - Two or More Races - Female	0.0	94,769.0	12,495.7	0	3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2012–13, Version Provisional 1a.

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-3. Frequencies of categorical variables: School Year 2012-2013

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Ethnic Categories Indicator (RACECAT)				
5 — 5 categories	3	5.2	3	5.2
7 — 7 categories	55	94.8	58	100.0
Teachers - Prekindergarten - flag (IPKTCH)				
A — Edited by analyst <sup>1</sup>	4	6.9	4	6.9
C — “Combined with” or “contains” edit	1	1.7	5	8.6
P — Imputed using growth rate	2	3.5	7	12.1
R — As reported by the state	43	74.1	50	86.2
T — Calculated total or subtotal	8	13.8	58	100.0
Teachers - Kindergarten - flag (IKGTCH)				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
C — “Combined with” or “contains” edit	3	5.2	6	10.3
P — Imputed using growth rate	1	1.7	7	12.1
R — As reported by the state	42	72.4	49	84.5
T — Calculated total or subtotal	9	15.5	58	100.0
Teachers - Elementary - flag (IELMTCH)				
A — Edited by analyst <sup>1</sup>	4	6.9	4	6.9
C — “Combined with” or “contains” edit	1	1.7	5	8.6
R — As reported by the state	43	74.1	48	82.8
T — Calculated total or subtotal	10	17.2	58	100.0
Teachers - Secondary - flag (ISECTCH)				
A — Edited by analyst <sup>1</sup>	2	3.5	2	3.5
P — Imputed using growth rate	1	1.7	3	5.2
R — As reported by the state	45	77.6	48	82.8
T — Calculated total or subtotal	10	17.2	58	100.0
Teachers - Ungraded - flag (IUGTCH)				
A — Edited by analyst <sup>1</sup>	28	48.3	28	48.3
R — As reported by the state	28	48.3	56	96.6
T — Calculated total or subtotal	2	3.5	58	100.0
Teachers - Total - flag (ITOTTCH)				
A — Edited by analyst <sup>1</sup>	2	3.5	2	3.5
R — As reported by the state	9	15.5	11	19.0
T — Calculated total or subtotal	47	81.0	58	100.0

See notes at end of table.

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-3. Frequencies of categorical variables: School Year 2012-2013 —Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Instructional Aides / Paraprofessionals - flag (IAIDES)</b>				
A — Edited by analyst <sup>1</sup>	2	3.5	2	3.5
P — Imputed using growth rate	2	3.5	4	6.9
R — As reported by the state	44	75.9	48	82.8
T — Calculated total or subtotal	10	17.2	58	100.0
<b>Instructional Coordinators and Supervisors - flag (ICORSUP)</b>				
A — Edited by analyst <sup>1</sup>	2	3.5	2	3.5
C — “Combined with” or “contains” edit	1	1.7	3	5.2
P — Imputed using growth rate	5	8.6	8	13.8
R — As reported by the state	42	72.4	50	86.2
T — Calculated total or subtotal	8	13.8	58	100.0
<b>Guidance Counselors - Elementary - flag (IELMGUI)</b>				
A — Edited by analyst <sup>1</sup>	4	6.9	4	6.9
D — Disaggregated detail from a total	10	17.2	14	24.1
P — Imputed using growth rate	1	1.7	15	25.9
R — As reported by the state	35	60.3	50	86.2
T — Calculated total or subtotal	8	13.8	58	100.0
<b>Guidance Counselors - Secondary - flag (ISECGUI)</b>				
A — Edited by analyst <sup>1</sup>	4	6.9	4	6.9
D — Disaggregated detail from a total	10	17.2	14	24.1
P — Imputed using growth rate	1	1.7	15	25.9
R — As reported by the state	35	60.3	50	86.2
T — Calculated total or subtotal	8	13.8	58	100.0
<b>Guidance Counselors - Other - flag (IOTHGUI)</b>				
A — Edited by analyst <sup>1</sup>	38	65.5	38	65.5
D — Disaggregated detail from a total	1	1.7	39	67.2
R — As reported by the state	14	24.1	53	91.4
T — Calculated total or subtotal	5	8.6	58	100.0
<b>Guidance Counselors - Total - flag (ITOTGUI)</b>				
A — Edited by analyst <sup>1</sup>	2	3.5	2	3.5
T — Calculated total or subtotal	56	96.6	58	100.0

See notes at end of table.

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-3. Frequencies of categorical variables: School Year 2012-2013 —Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Librarians / Media Specialists - flag (ILIBSPE)</b>				
A — Edited by analyst <sup>1</sup>	2	3.5	2	3.5
P — Imputed using growth rate	2	3.5	4	6.9
R — As reported by the state	44	75.9	48	82.8
T — Calculated total or subtotal	10	17.2	58	100.0
<b>Librarians / Media Support Staff - flag (ILIBSUP)</b>				
A — Edited by analyst <sup>1</sup>	2	3.5	2	3.5
P — Imputed using growth rate	6	10.3	8	13.8
R — As reported by the state	41	70.7	49	84.5
T — Calculated total or subtotal	9	15.5	58	100.0
<b>LEA Administrators - flag (ILEAADM)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
P — Imputed using growth rate	2	3.5	5	8.6
R — As reported by the state	43	74.1	48	82.8
T — Calculated total or subtotal	10	17.2	58	100.0
<b>LEA Administrative Support Staff - flag (ILEASUP)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
P — Imputed using growth rate	4	6.9	7	12.1
R — As reported by the state	42	72.4	49	84.5
T — Calculated total or subtotal	9	15.5	58	100.0
<b>School Administrators - flag (ISCHADM)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
P — Imputed using growth rate	2	3.5	5	8.6
R — As reported by the state	43	74.1	48	82.8
T — Calculated total or subtotal	10	17.2	58	100.0
<b>School Administrative Support Staff - flag (ISCHSUP)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
P — Imputed using growth rate	3	5.2	6	10.3
R — As reported by the state	43	74.1	49	84.5
T — Calculated total or subtotal	9	15.5	58	100.0

See notes at end of table.

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-3. Frequencies of categorical variables: School Year 2012-2013 —Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Student Support Services Staff - flag (ISTUSUP)</b>				
A — Edited by analyst <sup>1</sup>	2	3.5	2	3.5
C — “Combined with” or “contains” edit	1	1.7	3	5.2
P — Imputed using growth rate	3	5.2	6	10.3
R — As reported by the state	42	72.4	48	82.8
T — Calculated total or subtotal	10	17.2	58	100.0
<b>All Other Support Staff - flag (IOTHSUP)</b>				
A — Edited by analyst <sup>1</sup>	2	3.5	2	3.5
P — Imputed using growth rate	3	5.2	5	8.6
R — As reported by the state	43	74.1	48	82.8
T — Calculated total or subtotal	10	17.2	58	100.0
<b>PK Students - Total - flag (IPK)</b>				
A — Edited by analyst <sup>1</sup>	4	6.9	4	6.9
P — Imputed using growth rate	1	1.7	5	8.6
R — As reported by the state	46	79.3	51	87.9
T — Calculated total or subtotal	7	12.1	58	100.0
<b>KG Students - Total - flag (IKG)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
R — As reported by the state	48	82.8	51	87.9
T — Calculated total or subtotal	7	12.1	58	100.0
<b>Grade 1 Students - Total - flag (IG01)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
R — As reported by the state	48	82.8	51	87.9
T — Calculated total or subtotal	7	12.1	58	100.0
<b>Grade 2 Students - Total - flag (IG02)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
R — As reported by the state	48	82.8	51	87.9
T — Calculated total or subtotal	7	12.1	58	100.0
<b>Grade 3 Students - Total - flag (IG03)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
R — As reported by the state	48	82.8	51	87.9
T — Calculated total or subtotal	7	12.1	58	100.0

See notes at end of table.



Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-3. Frequencies of categorical variables: School Year 2012-2013 —Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Grade 4 Students - Total - flag (IG04)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
R — As reported by the state	48	82.8	51	87.9
T — Calculated total or subtotal	7	12.1	58	100.0
<b>Grade 5 Students - Total - flag (IG05)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
R — As reported by the state	48	82.8	51	87.9
T — Calculated total or subtotal	7	12.1	58	100.0
<b>Grade 6 Students - Total - flag (IG06)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
R — As reported by the state	47	81.0	50	86.2
T — Calculated total or subtotal	8	13.8	58	100.0
<b>Grade 7 Students - Total - flag (IG07)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
R — As reported by the state	48	82.8	51	87.9
T — Calculated total or subtotal	7	12.1	58	100.0
<b>Grade 8 Students - Total - flag (IG08)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
R — As reported by the state	48	82.8	51	87.9
T — Calculated total or subtotal	7	12.1	58	100.0
<b>Grade 9 Students - Total - flag (IG09)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
R — As reported by the state	48	82.8	51	87.9
T — Calculated total or subtotal	7	12.1	58	100.0
<b>Grade 10 Students - Total - flag (IG10)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
R — As reported by the state	48	82.8	51	87.9
T — Calculated total or subtotal	7	12.1	58	100.0
<b>Grade 11 Students - Total - flag (IG11)</b>				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
R — As reported by the state	48	82.8	51	87.9
T — Calculated total or subtotal	7	12.1	58	100.0

See notes at end of table.

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2012–13

Table B-3. Frequencies of categorical variables: School Year 2012-2013 —Continued

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Grade 12 Students - Total - flag (IG12)				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
R — As reported by the state	47	81.0	50	86.2
T — Calculated total or subtotal	8	13.8	58	100.0
Ungraded Students - Total - flag (IUG)				
A — Edited by analyst <sup>1</sup>	41	70.7	41	70.7
R — As reported by the state	13	22.4	54	93.1
T — Calculated total or subtotal	4	6.9	58	100.0
All Students - Total - flag (IMEMBER)				
A — Edited by analyst <sup>1</sup>	3	5.2	3	5.2
T — Calculated total or subtotal	55	94.8	58	100.0

<sup>1</sup> Prior to 2009–10, the imputation flag value "A" was labeled as "Adjustment".

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2012–13, Version Provisional 1a.

## Appendix C—Glossary for the Common Core of Data: School Year 2012–13

Page intentionally left blank.

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

### **Agency Charter Status**

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

### **Alternative Education School**

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

### **American Indian/Alaska Native**

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

### **American National Standards Institute (ANSI) Code**

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

### **Asian**

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

### **Asian/Pacific Islander**

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

### **Black or African American**

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

### **Boundary Change**

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

### **Charter School**

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

## **City Locale**

See “Locale, Urban-Centric.”

## **Classroom Teacher**

See “Teacher.”

## **Combined Statistical Area (CSA)**

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

## **Congressional District Code**

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

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

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

## **Core Based Statistical Area (CBSA)**

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

## **County Name, Local Education Agency (LEA) File**

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

### **County Name, School File**

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

### **County Number**

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

### **Diploma Recipient**

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

### **Diploma, High School**

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

### **District Locale Code, Metro-Centric**

See “District Locale, Metro-Centric.”

### **District Locale Code, Urban-Centric**

See “District Locale, Urban-Centric.”

### **District Locale, Metro-Centric**

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

### **District Locale, Urban-Centric**

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

### **Dropout**

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

### **Education Agency**

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

## **Elementary**

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

## **Elementary Teacher**

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

## **English Language Learner (ELL)**

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

## **Federally-Operated Education Agency**

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

## **Free Lunch Eligible Student**

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

## **Full-time Equivalency (FTE)**

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

## **General Educational Development (GED) Test**

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

## **Grade Span Offered**

The span of grades intended to be served by a school or agency, whether or not there are students currently enrolled in all grades. If a high school also has a prekindergarten program, the grade span of the high school is reported as a high school, not as a PK–12 school. In addition, the ungraded designation (UG) cannot be used in a grade span



## Appendix C—Glossary for the Common Core of Data: School Year 2012–13

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 three to school entry age (i.e., the age of compulsory school attendance). Head Start students and teachers are reported on the CCD only when the program is administered by a local education agency.

### **High School Completion Count**

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

### **High School Equivalency Certificate**

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

### **High School Equivalency Recipient**

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

### **High School Graduate, Other Programs**

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

### **High School Graduate, Regular Day School**

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

### **Hispanic**

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

### **Individualized Educational Program (IEP)**

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

### **Instructional Aide**

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

### **Instructional Coordinator and Supervisor**

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

### **Kindergarten**

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

### **Kindergarten Teacher**

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

### **Large City Locale**

See “Locale, Metro-Centric.”

### **Large Town Locale**

See “Locale, Metro-Centric.”

## **Latitude**

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

## **Librarian or Media Specialist**

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

## **Library and Media Support Staff**

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

## **Limited-English Proficient (LEP)**

See “English Language Learner (ELL).”

## **Local Education Agency (LEA) Administrative Support Staff**

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

## **Local Education Agency (LEA) Administrator**

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

## **Local Education Agency ID**

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

## **Local Education Agency Type**

A classification of educational agencies according to the level of administrative and operational control. The types are (1) local school district that is not a component of a supervisory union; (2) local school district that is a component of a supervisory union; (3) supervisory union administrative center; (4) regional education services

## Appendix C—Glossary for the Common Core of Data: School Year 2012–13

agency; (5) state-operated agency; (6) federally-operated agency; (7) charter agency; and (8) other education agencies.

### **Locale Code, Metro-Centric**

See “Locale, Metro-Centric.”

### **Locale Code, Urban-Centric**

See “Locale, Urban-Centric.”

### **Locale, Metro-Centric**

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

The locale code categories are defined below.

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

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

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

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

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

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

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

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

### **Locale, Urban-Centric**

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

The locale code categories are defined below.

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

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

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

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

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

## Appendix C—Glossary for the Common Core of Data: School Year 2012–13

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.

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.

## **Midsized City Locale**

See “Locale, Metro-Centric.”

## **Migrant Student**

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

## **Native Hawaiian or Other Pacific Islander**

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

## **Officials and Administrators**

See “Local Education Agency Administrator.”

## **Operational Status, Agency**

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

## **Operational Status, School**

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

## **Other Diploma Recipient**

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

## **Other High School Completer**

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

### **Other Support Staff**

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

### **Prekindergarten Student**

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

### **Prekindergarten Teacher**

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

### **Public School**

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

### **Reduced-Price-Lunch Eligible Student**

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

### **Regional Education Service Agency**

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

### **Regular Diploma Recipient**

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

### **Regular School**

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

### **Reportable Program**

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

### **Rural Locale**

See “Locale, Urban-Centric.”

### **Rural, Inside CBSA**

See “Locale, Metro-Centric.”

### **Rural, Outside CBSA**

See “Locale, Metro-Centric.”

### **School Administrative Support Staff**

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

### **School Administrator**

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

### **School District**

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

### **School Identification (ID) Number**

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

### **Schoolwide Title I Eligible School**

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

### **Secondary**

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

### **Secondary Teacher**

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

### **Shared Time School**

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



### **Small Town Locale**

See “Locale, Metro-Centric.”

### **Special Education School**

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

### **State Education Agency (SEA)**

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

### **State, Federal, and Other Agencies**

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

### **State-Operated Agency**

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

### **Student**

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

### **Student Support Services Staff**

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

### **Suburb Locale**

See “Locale, Urban-Centric.”

### **Supervisory Union**

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

## **Teacher**

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

## **Teacher of Ungraded Class**

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

## **Title I Eligible School**

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

## **Town Locale**

See “Locale, Urban-Centric.”

## **Two or More Races**

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

## **Ungraded Student**

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

## **Urban Fringe of a Large City Locale**

See “Locale, Metro-Centric.”

## **Urbanized Area**

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

## **Vocational Education School**

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

## **White**

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

**APPENDIX D—State Notes for the Common Core of Data: School Year  
2012–13**

Page intentionally left blank.

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13**

The following text provides information on known anomalies and comments for data users for individual states. These notes concern all three data files for SY 2012-13 (i.e., school, LEA and state.)

### Alabama

It appears that the state submitted the same staff data in the current year that they submitted in the prior year. Data were imputed on the state file and suppressed on the LEA file. PK Teachers (+12%) and Elementary Teachers (+14%) increased in the current year. State did not report English Language Learner (ELL) data.

### Alaska

State did not report Instructional Coordinators (they have not reported these data in the past). These data were set to Missing on the LEA file, and imputed on the State Non-Fiscal file.

### Arizona

State was questioned on the following issues:

- Instructional Coordinators increased from 96 in the prior year to 592 in the current year
- Library/Media Support decreased from 1,276 in the prior year to 94 in the current year
- LEA Admin increased from 425 in the prior year to 1,230 in the current year
- LEA Admin Support increased from 881 in the prior year to 4,160 in the current year
- School Admin Support decreased from 4,563 in the prior year to 3,808 in the current year
- Student Support increased from 7,649 in the prior year to 11,526 in the current year

State responded - We revised our submissions in June 2013 for several previous years going back to 2008-2009.

### Arkansas

The state reported noticeable changes from the prior year for the following staff categories: Instructional Coordinators (+20%), Elementary Guidance Counselors (-22%), Secondary Guidance Counselors (-13%), Library/Media Specialists (-12%), Library/Media Support (-20%), and School Administrators (-19%). State confirmed the data as accurate.

### California

State did not report Pre-kindergarten Students, Prekindergarten Teachers, or Library Support Staff. These data were imputed on the State Non-Fiscal file and set to Missing on the LEA file.

Magnet schools increased from 282 in the prior year to 421 in the current year. State confirmed the data as accurate.

Ungraded Teachers (UGTCH) decreased 31% and Instructional Coordinators (CORSUP) increased 25%. State responded – ‘In 11-12, there were Ungraded Teachers that should have been counted in the CORSUP. In 12-13, corrections were made to properly identify the CORSUP, which effectively reduced the Ungraded teachers count and increased the CORSUP count.’

### Colorado

None.

### Connecticut

None.

## APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

### Delaware

The state reported large increases compared to the prior year in the total number of LEA Administrators (+505%), LEA Administrative Support Staff (+467%), and Student Support Staff (+43%). The state responded the prior year data are incorrect, and that the current year data are accurate.

### District of Columbia

Elementary Teachers, Secondary Teachers, and Ungraded Teachers were reported correctly this year; Census imputed these data in 2011-12 on the State file and set the LEA data to Missing.

UG Students decreased 35%; LEA Admin Support increased 521%. State verified the data as accurate.

According to state, the 48.4% increase in ELL students is due to state giving LEAs more guidance and assistance with identifying ELL students.

According to state, the increase in magnet schools is due to receiving guidance from specifications and including both tier 1 and tier 2 schools, unlike prior year when only tier 1 schools included.

According to state, the 36.2% decrease in reduced price lunch students is due to changes in community eligibility rules.

### Florida

None.

### Georgia

None.

### Hawaii

English Language Learners decreased 33%. State explained that prior year data were revised in Feb 2013; and that the current year data are correct.

### Idaho

Instructional coordinators decreased 70%; LEA Admin Support decreased 79%; Student Support decreased 40%; and Other Support Staff decreased 38%. State said there is a problem with the data, and they are looking into it. Data were imputed at the state level, and suppressed at the LEA level.

The state-reported count of Prekindergarten Students increased 100%. The state did not respond to requests for clarification. PK Students to fluctuate in Idaho (2009-10 = 2,646, 2010-11 = 1,821, 2011-12 = 1,338, 2012-13 = 2,683); therefore Census left the data as reported.

English Language Learners increased 48%. State did not respond; therefore Census suppressed this count for individual districts that failed the multi-year edit report.

### Illinois

The following counts for teachers and staff decreased in the current year in comparison to the prior year: PK Teachers (-76%), KG Teachers (-38%), Library/Media Specialists (-17%); the following teacher and staff data increased in the current year: Secondary Teachers (44%), Instructional Coordinators (506%), LEA Admin (148%), School Admin (27%), Student Support (342%) - state did not address these issues. Data were imputed at the state level and suppressed at the LEA level.

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13**

Free Lunch increased 105% and Reduced Lunch decreased 80%; however Total Free and Reduced Lunch only had a 1% increase. State went to the community eligibility option which explains the data.

### Indiana

Compared to prior year data, Prekindergarten Teachers decreased 17%; Elementary Teachers decreased 30%; Secondary Teachers increased 45% - state addressed other issues but not these. Data were left as reported.

### Iowa

Noticeable increase for Instructional Coordinators (40%) – state confirmed data as accurate.

Prekindergarten Students at the school level is 45.6% lower than state and LEAs. This is similar to the concern addressed in the prior year and the state provided the explained in 2011-12 indicating, “Iowa has implemented a Statewide Voluntary PK program for 4 year olds. This means districts are responsible for the program and making sure the teachers are qualified. Some of these programs are located off site from the district and therefore are not reported in any school building.” Census left the data as reported.

### Kansas

State and LEA Prekindergarten Students exceed School by 14%; State and LEA Ungraded Students exceed School by 38%. State said - 'Our LEAs have the ability to enter some groups of students at the district level, without assigning them to a specific building in the district'.

Student Support staff counts decreased 41% from prior year. State said - 'Changes in reporting systems allowed districts to more accurately report staff assignments'.

### Kentucky

Prekindergarten Teachers (25%), Kindergarten Teachers (56%), and Library/Media Support (20%) increased from prior year - state did not address these issues. Census left the data as reported.

### Louisiana

The state reported Student Support staff counts that were 41% lower than prior year – state did not address this issue. Census left the data as reported.

### Maine

Counts of Free lunch students increased 584% over the prior year. State said data are correct. State responded “the current year figures are correct. A new data collection method invoked in 11-12 caused unreliable data collection.”

Aides decreased 33%, Instructional Coordinators increased 53%, Guidance Counselors decreased 47%, Library/Media Specialists decreased 43%, Library/Media Support decreased 47%; LEA Admin increased 900%, School Admin decreased 44%, Student Support decreased 18%, All Other Support decreased 34% - state said the prior year values are wrong. Census analysts found that the CY values match closely to the 2010-2011 values; which supports the state’s claim that the prior year data are wrong and the current year data are correct.

### Maryland

None.

### Massachusetts

None.

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13**

### Michigan

State did not report PK students at the school level - they did not report in the prior year either. The data were set to Missing.

Kindergarten Teachers increased 15%; LEA Admin increased 30%; School Admin increased 41%; Instructional Coordinators decreased 62% - state confirmed the data as correct.

Ungraded Students decreased 55% - state did not address this issue. Data left as reported.

### Minnesota

None.

### Mississippi

English Language Learners increased 37% - state confirmed the data as accurate.

### Missouri

LEA Support staff had a 36% decrease - state did not respond. Data left as reported.

### Montana

State does not historically report Prekindergarten Teachers, Kindergarten Teachers, Library/Media Support, LEA Admin Support, School Admin Support, or Other Support. Data were imputed on the state file and set to Missing on the LEA file.

### Nebraska

State did not report Kindergarten Teachers in the current year or the prior year. Data were imputed on the state file and set to Missing on the LEA file.

### Nevada

State did not report Instructional Aides, Instructional Coordinators, Library/Media Support, LEA Admin Support, or School Admin Support - the state has not submitted these data in the past. Data were imputed on the state file and set to Missing on the LEA file.

All Other Support Staff increased 29% - State confirmed the data as accurate. Data left as reported.

### New Hampshire

The state did not report Student Support Staff and Instructional Coordinators. The data were imputed on the State Non-Fiscal file and set to Missing on the LEA file.

School-level counts of Prekindergarten Students is larger than LEA by 750 students. State said - The reason why there is a large difference is because 750 PK children are sent to NH schools and their schooling is paid for by their parents. The districts are not fiscally responsible for them & therefore they do not show up in the district file.

### New Jersey

Aides increased 26%, School Support staff increased 27%, and Other Support Staff increased 35% - state said: 'State of NJ moved to Longitudinal Portal System, with better collection of data, and districts have reported better data.'



## **APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13**

### New Mexico

In many cases, the total number of students at the agency level is significantly larger than the number of students at the school level. The state responded to this issue last year:

"NMPED designates schools with a school type. When reporting State and District all school types (Central Office, Charter, Home School, Off-Site, Private, Public, State Supported) are reported. When reporting schools only types Charter, Public, State Supported are reported. All of these students represent special ED students who are receiving education in locations other than Public, Charter or State supported."

### New York

Instructional Aides increased 20%, All Other Support staff decreased 38% - state did not respond to these issues. Data were left as reported. English Language Learners decreased 68% because many LEA's have null data - state did not respond. The null data were set to Missing.

New York City Public Schools—The New York City Public Schools agency has been assigned a supervisory union number (300) and its component sub-districts are identified as components of the supervisory union. The supervisory union component number can be used in aggregating data to a single observation for the New York City Public Schools district.

## APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

Table D-1 Local education agency identification numbers (LEAID) used in the Common Core of Data (CCD) for the 33 geographic districts associated with the New York City Public Schools district: School year 2012–13

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

SOURCE: U.S. Department of Education, National Center of Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2012–13, Version Provisional 1a.

### North Carolina

State has Ungraded Students (UG) valid for the state, however they did not report UG students - state said: 'NC does offer UG as an accepted value for a school, but the students in the UG schools have a grade level that is not UG.'

State and LEA Total Prekindergarten Students exceeds sum of School's Total Prekindergarten Students by about 12,000 students - state said: 'These data are correct; the discrepancy between the state total and the School total is due to the fact that PK students are reported in "000" (central office) schools, and data for those schools are not submitted to *EDFacts*.'

## APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

Kindergarten Teachers increased 21% - state did not respond to this issue. Data were left as reported.

### North Dakota

None.

### Ohio

None

### Oklahoma

None.

### Oregon

State and LEA PK student counts increased by 228%. The state responded "Between 2011-2012 and 2012-2013 I had all the PK offices review the federal specs and determine if we should be including their PK students in the counts. Previously we were not counting Migrant students from our OMSIS system and we determined that we should have been doing this. We also reviewed and verified the sources to use for Head Start and Early Childhood Special Education. The programs reviewed their data and approved it - so I believe this is the most accurate counts we have had to date."

The count of English Language Learners decreased 21%. State did not respond. Data were left as reported.

### Pennsylvania

The count of Prekindergarten Students at the school level is 20% lower than State & LEA. This is a historical trend that occurs every year. The state was asked to confirm the verification provided in 2009-10, which stated, "Pennsylvania had a substantial difference between the state total and sum of schools for PK students. This is due to the fact that students educated at offsite locations are not included in the school details but are included in the state totals. " The state made the following remark for 2012-13 "Yes, it is the same this year. Most of these students are preschool early intervention students. School level data are collected and managed by a different agency; these programs are on funded by the PA Dept. of Education. Totals are included in Special Education data files at a state level only. "

The school-level count of Ungraded Students is 60% lower than State & LEA. This concern was not specifically addressed/re-confirmed for 2012-13 but it is a historical trend that occurs every year. The verification provided in 2009-10 that was confirmed in 2011-12 stated, "Pennsylvania had a substantial difference between the state total and sum of schools for Ungraded students. This is due to the fact that students educated at offsite locations are not included in the school details but are included in the state totals. "

### Rhode Island

Secondary Teachers decreased 24%. State did not respond. Data were left as reported.

### South Carolina

Library/Media Support increased 18%; LEA Admin Support increased 20%; School Admin Support increased 24%; Other Support increased 25%. State did not respond. Data were left as reported.

### South Dakota

LEA Ungraded Teachers were not reported; therefore LEA teacher counts are consistently lower than the aggregated school-level count of teachers. Census left the data as reported.

### Tennessee

None.

## APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13

### Texas

The current year value for “Eligible for Free Lunch” is 2,709,695, a 23% increase over the previous year. The reason for this increase is that in 2011-12 and earlier, Texas provided data for this count using Economic indicator ‘01 – Eligible for Free Meals’. As the result of a telephone conversation on October 17, 2012 with PSC, Texas agreed to begin including the economic indicator ‘99 – Other Economic Disadvantage’ in the free lunch count, since most of the conditions match eligibility for free lunches. TEA (Texas Education Agency) agreed to recreate and resubmit the 2011-12 files in January 2013. The 2012-13 data reflect the additional counts coded under ‘99 – Other Economic Disadvantage’.

### Utah

There was a 31% increase in free lunch data. State did not respond. Data were left as reported.

### Vermont

None.

### Virginia

State and LEA Teachers exceed School FTE by 10%. The state did not respond to this question. Data were left as reported.

Compared to published, prior year data, Prekindergarten Teachers decreased 16%, Elementary Teachers increased 20%; Instructional Coordinators decreased 87%; Guidance Counselors decreased 17%; School Administrators decreased 13%, Student Support decreased 33%, Other Support decreased 32% - Virginia submitted revised, prior year data to *EDFacts* which was not received in time for publication by NCES. Their current year data are close to their revised prior year data.

Year-to-year comparisons of Virginia’s staff data should be made with caution. For the SY 2011-12 collection, Virginia reported, “Virginia has modified the way it collects its teacher data for the SY 2011-12 to comply with the teacher-student linkage. Virginia’s LEAs are now required to submit teacher information linked to all students.”

### Washington

None.

### West Virginia

Noticeable decrease for Reduced-Price Lunch (-35%) “West Virginia is using a community option for school meals. This means that all students in a school eat free if a certain criteria is met. You will notice a significant increase in the number of students eligible for free lunch which offset the decrease in reduced-price lunch.” Upon further discussion, the state has indicated that “If a county elects to use the option (the Community Option for meals) and they have a large percentage of directly certified students all students in certain schools eat free. If they use this option they cannot request free and reduced meal applications from the families in that school.”

### Wisconsin

Noticeable increase for Ungraded Teachers (114%). State said - “Wisconsin realized last year that we were excluding small amounts of FTE for 3 valid licensed teacher codes for ungraded teaching, mentoring, and academic support tasks. We were thus not fully reporting our teacher FTE in previous years. Most of this increase came in the ungraded category for licensed teaching staff that is noticeable here. This number is accurate.”

### Wyoming

State did not report School-level teacher FTE. These data were set to Missing.

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2012–13**

Prekindergarten Teachers decreased 48%; Kindergarten Teachers decreased 26%; LEA Admin decreased 20%; LEA Support Staff decreased 65% - state did not address these issues. Data were left as reported.

### Bureau of Indian Education (BIE)

BIE did not submit student data. These data were set to Missing.

### Department of Defense Education Activity (combined overseas and domestic)

DOD did not submit data in 2012-2013. Their 2011-2012 Directory data were pulled forward for 2012-2013, and their membership and teacher data were set to Missing.

### American Samoa

American Samoa did not submit data in 2012-2013. Their 2011-2012 Directory data were pulled forward for 2012-2013, and their membership and teacher data were set to Missing.

### Guam

Did not report School FTE, English Language Learners, Special Education Students, or Free Lunch data. These data were set to Missing.

Teacher and Staff data are the same as prior year. Respondent did not answer requests for clarification. Census suppressed these values on the LEA and school file but left the data as reported on the state file.

Most of the membership data (Grades 6-12) is the same as prior year. Census suppressed these values on the LEA and school file but left the data as reported on the state file.

### Commonwealth of the Northern Mariana Islands

None.

### Puerto Rico

Instructional Coordinators increased 21%, School Admin increased 26%, and School Admin Support increased 18% - respondent did not answer requests for clarification. Census left the data as reported.

### U.S. Virgin Islands

ELL increased 41% - respondent did not answer requests for clarification. Census left the data as reported.

[www.ed.gov](http://www.ed.gov)



[ies.ed.gov](http://ies.ed.gov)