



U.S. Department of Education
NCES 2008-355

Documentation for the Common Core of Data State Nonfiscal Survey of Public Elementary/ Secondary Education: School Year 2004–05

Revised File Version 1f



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July 2008

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I. Introduction to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004–05 Revised File Version 1f

The most recently released data file for the State Nonfiscal Survey of Public Elementary/Secondary Education provides information about students and staff in public elementary and secondary education for the 2004–05 school year and numbers of high school completers for the prior year. The State Nonfiscal Survey of Public Elementary/Secondary Education is one of the five surveys of the Common Core of Data (CCD) and is conducted annually by the U.S. Department of Education’s National Center for Education Statistics (NCES).

Data for the state nonfiscal survey are provided by state education agencies (SEAs) from their administrative records.¹ NCES and the SEAs work cooperatively to ensure comparability between the data elements requested and reported. Each state’s CCD coordinator (a designated staff person at the SEA) accesses a copy of the state’s nonfiscal survey for the previous year with a request to update the data for NCES.

SEAs obtain the data in their administrative records from local education agencies (LEAs) that operate public schools. Each SEA may edit or examine the individual LEA reports before computing state totals. While SEAs are requested to provide counts as of the school day closest to October 1, the “as of” dates for membership counts may vary slightly from state to state.

NCES began accepting files for the 2004–05 State Nonfiscal Survey of Public Elementary/Secondary Education on March 15, 2005, from SEAs in the 50 states, the District of Columbia, Puerto Rico, the four outlying areas (American Samoa, Guam, the Commonwealth of the Northern Marianas Islands, and the U.S. Virgin Islands), the Bureau of Indian Education, and the Department of Defense school system (overseas and domestic). Data collection ended on December 23, 2005, while editing and imputations continued until January 29, 2006. NCES edits state submissions, returning for confirmation or correction any items that appear to be out of range in light of previous reports.

This documentation is intended to answer questions users may have about the contents of the CCD state nonfiscal survey data file. In the user’s guide that follows this introduction, the section on “Coverage, Response, and Nonsampling Error” describes responding states and jurisdictions and issues related to state-by-state definitional differences. “Methodology” describes any adjustments that were made to the reported data, and how missing data were imputed. The “List of Imputations and Adjustments” identifies any data item that was adjusted for any state. “Comments for Users of the Data File” discusses item nonresponse, disclosure risk analysis and data perturbation and suppression, and identifies any cases in which states varied from the CCD standards in reporting data items. “User Guidelines for Processing the State Nonfiscal Survey of Public Elementary/Secondary Education Data File” explains the file version assignment system. Table 1 identifies the two-letter postal abbreviations and the Federal

¹ There is one exception. The number of individuals passing the General Educational Development (GED) test is provided by the GED Testing Service.

Information Processing Standards (FIPS) codes for each state or other jurisdiction reporting in the CCD. The file that is documented in this text contains revised data for the 2004–05 State Nonfiscal file. The revised file replaces version 1e of the 2004–05 file. See section D.4., “Revised file changes” for details on what data fields changed between the two files.

There are three appendixes:

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

II. User's Guide

A. Coverage, Response, and Nonsampling Error

The State Nonfiscal Survey of Public Elementary/Secondary Education collects data from 59 units: the 50 states, the District of Columbia, Puerto Rico, the Department of Defense dependents schools (overseas and domestic), the Bureau of Indian Education, and the four outlying areas.

Unit-level response rate was 100 percent (i.e., 59 out of 59 states and jurisdictions responded), however, not all survey responses were complete for each item, resulting in item-level non-response. Item-level response is described in appendix B, which lists the minimum, maximum, and mean values for each item and the number of states for which the item was missing or not applicable.

Nonsampling error occurs when reporting states use different item definitions than those supplied by CCD. This can arise when states follow different education policies and are not able to map their data exactly to the CCD. An example is that some states issue several kinds of high school credentials, while other states issue a regular diploma to every student who meets their requirements (which may vary); therefore high school diploma counts may represent different requirements across states. Or, one state may report revenues from enterprise activities while another state prohibits districts from collecting such revenues. Another source of nonsampling error is the timing of the initial data collection. States may vary from the "as of October 1" requirement of the CCD; therefore student counts and other variables may not be comparable across states.

B. Methodology

NCES has imputed and adjusted some reported values to create a data file that more accurately reflects student and staff counts and improves comparability among states. It should be noted that no imputations were made to the high school graduate or other high school completer categories; however, they have been adjusted to prevent identification of any individual. Imputation flags are used in the data file to indicate all items (including totals and subtotals) affected by adjustments and imputations.

The imputation process consisted of several stages and steps, and varied with the nature of the missing data. (Section C, "List of Adjustments and Imputations," identifies all items affected by these procedures. All items affected by these adjustments are presented in this list.) Imputations for prekindergarten students were performed first, then imputations for variables involving staff, then other adjustments. Totals and subtotals were recalculated after all imputations and adjustments had been performed.

"Imputations" provide estimates in cases in which the missing value is not reported at all, indicating that subtotals for the category are underreported. An imputation by NCES would assign a value to the missing item, and the subtotals containing this item would increase by the amount of the imputation.

"Adjustments" are changes in reported data to prevent identification of individuals and corrections in cases in which a value reported for one item contains a value for one or more

additional items not reported elsewhere. For example, a state might not differentiate between kindergarten teachers and prekindergarten teachers, reporting “M” (missing) for prekindergarten teachers and a value representing the count of staff for both categories as kindergarten teachers. NCES adjusts these two responses by reducing the amount reported for kindergarten teachers and adding that amount to prekindergarten teachers. (See “Prekindergarten teacher imputation” below.) The total count for teachers would not be affected by this adjustment.

B.1. Imputations

Three different methods were used for imputing missing values: imputation using growth rate, impute/import approaches, and aggregation of data items from school- or LEA-level data. Imputation using growth rate (described below) was employed when the missing item had been reported by the state in the previous year. When data from the prior year were not available, imputation was done using the “impute/import” approach. Three variations on this technique were used depending on the item being imputed, and each is described below.

Impute using growth rate. If a missing item had been reported by the state in the previous year, the imputation was based on the rate of change from the previous to the current year among reporting states. The method was 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; (2) calculate the average of these ratios; (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 by “impute using growth rate.” 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 adjustment; and (b) have no values affected by another “contains” or “combined with” adjustment. (“Contains” and “combined with” adjustments are described below.)

Impute/import for Prekindergarten student counts. The method used to impute prekindergarten students is as follows: (1) calculate the ratio of prekindergarten students (PK) to total students (MEMBER) minus prekindergarten students (PK) for each state reporting these items strictly by the definition; (2) calculate the average of these ratios; and (3) multiply the count of total students (MEMBER) of the state with the missing item times the average ratio.

Impute/import for Prekindergarten teacher counts. The method used to impute prekindergarten teachers is as follows: (1) calculate the ratio of prekindergarten teachers (PKTCH) to prekindergarten students (PK) for each state reporting these items strictly by the definition; (2) calculate the average of these ratios; and (3) multiply the count of prekindergarten students (PK) of the state with the missing item times the average ratio.

Impute/import for all other items. This method was used to impute items, other than the prekindergarten items described above, that a state failed to report in both the current year and the previous year. This method based the imputation on the ratio of the missing item to student membership, as these items were reported by other states for the *current* year. The method is as follows: (1) calculate the ratio of the missing item to total students (MEMBER) for each state reporting these items strictly by the definition; (2) calculate the average of these ratios; and (3) multiply the count of total students (MEMBER) of the state with the missing item times the average ratio.

These imputations are indicated in the list by “impute/import.” The first item listed is the item being imputed. The second item listed is the item used in calculating the ratios, and the state value for this item is multiplied by the calculated mean ratio. As noted above, the ratio of PK membership to (total membership minus PK membership) among reporting states was used to impute PK membership. PK membership was used to impute PK teachers. Other missing staff items were imputed based on membership.

“Totals from external detail”/Aggregation of corresponding data items from the school or LEA level. In some cases, data items are reported by the state on the school or LEA level, but are not reported on the state level or are underreported on the state level. In these cases, the data were imputed by aggregating corresponding data items from available school- and LEA-level data.

B.2. Adjustments

There are several variations in the way adjustments were carried out. These variations are indicated in the list of adjustments and imputations. Please note that each item adjusted in this process is contained in the list. Variable names in the list can be identified by using the record layout in appendix A.

“Combined with” and “contains” adjustments. Statements with “combined with” indicate that the first item was reported as missing and the value 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 adjustment is indicated by the word “using.” In all cases, this total is total 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 adjustment 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 students (MEMBER) in the denominator.

The method used for this adjustment 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 adjustment; and (b) have no values affected by another “contains” or “combined with” adjustment.

“Totals” and “supplemented by” adjustments. Adjustment statements with “totals” are used only for the distribution of total guidance counselors (TOTGUI) 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 adjustment operation. “Totals” adjustments are similar to the “contains” adjustment described above. The method used for “totals” adjustments is as follows: (1) calculate the ratio of each item (in the totals list) to the reported total for each

state reporting detail counselor counts; (2) calculate the average of each of these ratios; and (3) multiply the reported item by the ratio calculated in step 2 to determine the share for each item. Elementary counselors (ELMGUI) and secondary counselors (SECGUI) are also listed as being “supplemented” by the count of total guidance counselors (TOTGUI) in this operation.

After all of the imputations and adjustments were performed, all totals and subtotals were recalculated.

“Totals from sum of internal detail” adjustments. In cases where a state reported a total count of teachers (TOTTCH), guidance counselors (TOTGUI), or student membership (MEMBER) that exceeded or was less than the sum of associated detail, the reported total was adjusted to equal the sum of the associated detail. For example, if the sum of prekindergarten teachers (PKTCH), kindergarten teachers (KGTCH), elementary teachers (ELMTCH), secondary teachers (SECTCH), and ungraded teachers (UGTCH) was less than the total number of teachers reported (TOTTCH), TOTTCH was adjusted to match the sum of the associated teacher detail. MEMBER was adjusted to sum to the total of grade detail only (i.e., MEMBER was not adjusted to match the sum of race/ethnicity by grade detail).

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

C. List of Adjustments and Imputations

Adjustments and imputations to data items in the revised 2004–05 state nonfiscal data file, organized alphabetically by state or other jurisdiction, are as follows:

ALASKA

CORSUP impute/import MEMBER

CALIFORNIA

PKTCH impute/import PK

LIBSUP combined with OTHSUP

OTHSUP contains LIBSUP using MEMBER

PK impute based on MEMBER-PK

AS totaled from external detail

HI totaled from external detail

BL totaled from external detail

WH totaled from external detail

DELAWARE

MEMBER totaled from internal detail

FLORIDA

MEMBER totaled from internal detail

HAWAII

KGTC combined with ELMTCH
ELMTCH contains KGTC using MEMBER

ILLINOIS

AIDES impute/import MEMBER
LIBSUP impute/import MEMBER
LEASUP impute/import MEMBER
SCHSUP impute/import MEMBER
OTHSUP impute/import MEMBER

INDIANA

MEMBER totaled from internal detail

MAINE

PKTCH combined with ELMTCH
KGTC combined with ELMTCH
ELMTCH contains PKTCH, KGTC using MEMBER

MASSACHUSETTS

PKTCH combined with KGTC
KGTC contains PKTCH using MEMBER
LIBSUP impute/import MEMBER

MICHIGAN

PKTCH impute/import PK
KGTC impute/import KG
ELMTCH impute/import MEMBER
SECTCH impute/import MEMBER
UGTCH impute/import MEMBER
ELMGUI supplemented by TOTGUI
SECGUI supplemented by TOTGUI
TOTGUI totals ELMGUI, SECGUI using MEMBER
UG totaled from external detail
MEMBER totaled from internal detail

MISSISSIPPI

TOTTCH totaled from internal detail

MISSOURI

ELMTCH totaled from external detail
TOTTCH totaled from internal detail
AIDES totaled from external detail
CORSUP totaled from external detail
ELMGUI totaled from external detail
TOTGUI totaled from internal detail
LEADM totaled from external detail

MONTANA

PKTCH combined with ELMTCH
KGTCH combined with ELMTCH
ELMTCH contains PKTCH, KGTCH using MEMBER
LIBSUP impute/import MEMBER
LEASUP impute/import MEMBER
SCHSUP impute/import MEMBER
OTHSUP impute/import MEMBER

NEBRASKA

PKTCH combined with ELMTCH
KGTCH combined with ELMTCH
ELMTCH contains PKTCH, KGTCH using MEMBER
SECTCH totaled from external detail
TOTTCH totaled from internal detail
TOTGUI totaled from internal detail
LEASUP contains SCHSUP using MEMBER
SCHSUP combined with LEASUP

NEVADA

TOTGUI totaled from internal detail
CORSUP impute using growth rate
LEAADM impute using growth rate
LEASUP impute using growth rate
SCHSUP impute using growth rate
PK totaled from totaled from external (school-level) detail
KG totaled from totaled from external (school-level) detail
G01 totaled from totaled from external (school-level) detail
G02 totaled from totaled from external (school-level) detail
G03 totaled from totaled from external (school-level) detail
G04 totaled from totaled from external (school-level) detail
G05 totaled from totaled from external (school-level) detail
G06 totaled from totaled from external (school-level) detail
G07 totaled from totaled from external (school-level) detail
G08 totaled from totaled from external (school-level) detail
G09 totaled from totaled from external (school-level) detail
G10 totaled from totaled from external (school-level) detail
G11 totaled from totaled from external (school-level) detail
G12 totaled from totaled from external (school-level) detail
UG totaled from totaled from external (school-level) detail
MEMBER totaled from totaled from external (school-level) detail

NEW HAMPSHIRE

CORSUP combined with SCHADM
SCHADM contains CORSUP using MEMBER
SCHSUP contains STUSUP using MEMBER
STUSUP combined with SCHSUP

NEW JERSEY

ELMGUI supplemented by TOTGUI
SECGUI supplemented by TOTGUI
TOTGUI totals ELMGUI, SECGUI using MEMBER
OTHSUP impute using growth rate
MEMBER totaled from internal detail

NEW YORK

PKTCH impute using growth rate
KGTCH impute using growth rate
ELMTCH impute using growth rate
SECTCH impute using growth rate
UGTCH impute using growth rate
TOTTCH impute using growth rate
AIDES impute using growth rate
CORSUP impute using growth rate
ELMGUI impute using growth rate
SECGUI impute using growth rate
TOTGUI impute using growth rate
LIBSPE impute using growth rate
LIBSUP impute using growth rate
LEADM impute using growth rate
LEASUP impute using growth rate
SCHADM impute using growth rate
SCHSUP impute using growth rate
STUSUP impute using growth rate
OTHSUP impute using growth rate

OREGON

TOTTCH totaled from internal detail
UG totaled from external detail
MEMBER totaled from internal detail

RHODE ISLAND

PKTCH impute/import PK
KGTCH impute/import MEMBER
ELMTCH impute/import MEMBER
SECTCH impute/import MEMBER
UGTCH impute/import MEMBER
AIDES impute/import MEMBER
CORSUP impute/import MEMBER
TOTGUI totaled from internal detail
LIBSPE impute/import MEMBER

SOUTH CAROLINA

LEASUP impute/import MEMBER
SCHSUP impute/import MEMBER

TENNESSEE

CORSUP combined with SCHSUP
LIBSUP combined with OTHSUP
SCHSUP contains CORSUP using MEMBER
OTHSUP contains LIBSUP using MEMBER

TEXAS

LIBSUP combined with OTHSUP
OTHSUP contains LIBSUP using MEMBER

UTAH

PK impute using growth rate

WASHINGTON

TOTGUI totaled from internal detail
MEMBER totaled from internal detail

WISCONSIN

TOTGUI totaled from internal detail

WYOMING

TOTGUI totaled from internal detail

U.S. VIRGIN ISLANDS

HI totaled from external detail
BL totaled from external detail
MEMBER totaled from internal detail

D. Comments for Users of the Data File

D.1. Item nonresponse of less than 1

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

- 0 (zero) indicates that a numerical value was expected but none was found.
- -1 indicates that the data are missing; a value was expected, but no value was measured.
- -2 indicates that the data are not applicable; a value was neither expected nor measured.

D.2. Disclosure risk analysis, data suppression, and data perturbation for high school completers

The data files for the CCD Local Education Agency Universe Survey and the State Nonfiscal Survey of Public Elementary/Secondary Education have undergone disclosure risk analysis to eliminate the possibility of using the data to identify individuals who did not graduate with a diploma at the end of 12th grade. Each record in the two data files was examined to determine where a comparison of the diploma count to the affiliated 12th-grade membership could be used to accurately predict whether an individual was a diploma nonrecipient.

Analysis of the Local Education Agency Universe Survey file resulted in the suppression of diploma data for 206 agencies and the suppression of other high school completer data for 158 agencies. Suppressed cells were set to a value of -1 (missing). No changes were made to the imputation flags for these cells, and the suppressed cells are indistinguishable from missing values reported by states. Overall, there are 1,535 agencies with a missing or suppressed value for the diploma recipient total and 1,768 agencies with a missing or suppressed value for the other high school completer total. Suppression of detail in the Local Education Agency Universe Survey file did not directly affect aggregate values for diploma recipients and other high school completer counts in the State Nonfiscal Survey of Public Elementary/Secondary Education file.

The State Nonfiscal Survey of Public Elementary/Secondary Education file also underwent disclosure risk analysis, but no data were suppressed. Rather than suppressing completion data for entire states or outlying areas, data perturbation was used to remove the risk of disclosure. Each record was examined to determine if a comparison between the 12th-grade membership and the diploma count, or the difference between the state's reported total and the aggregate total from the Local Education Agency Universe Survey file, could be used to determine with a high degree of certainty a diploma nonrecipient. This analysis led to 37 extra diplomas being added to 18 states and several other jurisdictions, with no state or jurisdiction receiving more than 5 diplomas. These adjustments did not correspond with a change in the imputation flag and are indistinguishable from regular reported values.

D.3. NCES edits to nonfiscal data

This section presents information on anomalies for nonfiscal data submitted by states, as well as any edits made by NCES. These edits include imputations and adjustments as described previously, as well as any edits made as the result of a consistency check on submitted data (for example, 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). When known, specific state reporting practices concerning missing data are also listed. All nonfiscal edits and reporting practices listed below apply to school year 2004–05. NCES does not impute data for jurisdictions other than the 50 states and the District of Columbia.

The Bureau of Indian Education (BIE) schools did not report staff data for school year 2004–05. No imputations were made for BIE schools. The item discussions below do not mention BIE schools, since for all items they are missing and not imputed.

Prekindergarten student membership. California, Utah, and the U.S. Virgin Islands reported prekindergarten membership as missing. Data were imputed for California and Utah. Prekindergarten membership for Nevada was aggregated from school-level data.

Ungraded student membership. Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Nebraska, New Mexico, North Carolina, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Texas, Utah, Virginia, Washington, Wisconsin, Wyoming, the Department of Defense dependents schools (overseas and domestic), and Guam reported ungraded student membership as not applicable. Missouri reported ungraded student membership as missing. No imputations were performed on these counts. Ungraded membership for Nevada and Oregon were aggregated from school-level data. Ungraded membership for Michigan was aggregated from LEA-level data.

Graded student membership (grades PK through 12). Graded student membership for Nevada was aggregated from school-level data.

Total student membership. The total student membership for Delaware, Florida, Indiana, Nevada, New Jersey, Washington, and the U.S. Virgin Islands was decreased to equal the sum of grade detail. Total student membership for Michigan and Oregon were increased to equal the sum of grade detail. Total student membership for Nevada was aggregated from school-level data.

Prekindergarten teachers. California, Maine, Massachusetts, Michigan, Montana, Nebraska, New York, Rhode Island, and the U.S. Virgin Islands reported prekindergarten teachers as missing. Maine, Montana, and Nebraska included prekindergarten teachers in the elementary and secondary teacher counts. Massachusetts included prekindergarten teachers in the kindergarten teacher count. Imputations or adjustments were performed for all of these states, but not for the U.S. Virgin Islands.

Kindergarten teachers. Hawaii, Maine, Michigan, Montana, Nebraska, New York, and Rhode Island reported kindergarten teachers as missing. Hawaii, Maine, Montana, and Nebraska included these teachers in the elementary and secondary teacher counts. Massachusetts included prekindergarten teachers in the kindergarten teacher count. Imputations or adjustments were performed for all of these states.

Elementary teachers. Counts of elementary teachers were missing for Michigan, New York, and Rhode Island. Hawaii, Maine, Montana, and Nebraska included prekindergarten and/or kindergarten teachers in the elementary and secondary teacher counts. Imputations or adjustments were performed for all of these states. The elementary teacher count for Missouri was replaced with aggregate total from LEA-level data.

Secondary teachers. Counts of secondary teachers were missing for Michigan, New York, and Rhode Island. Imputations were performed for all of these states. The secondary teacher count for Nebraska was replaced with aggregate total from LEA-level data.

Ungraded teachers. Ungraded teachers were reported as not applicable for Alabama, Alaska, Arizona, Colorado, Delaware, Georgia, Idaho, Iowa, Louisiana, Maryland, Montana, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Rhode Island, and Virginia. Counts of ungraded teachers were missing for Michigan, New York, Rhode Island, and Guam. Ungraded teacher counts were imputed for Michigan, New York, and Rhode Island.

Total teachers. The total teacher count was decreased for Mississippi and Oregon to equal the sum of detail. The total teacher count was increased for Missouri and Nebraska to equal the sum of detail.

Instructional aides. Instructional aides were missing for Illinois, New York, and Rhode Island. Instructional aides were imputed for each of these states. The instructional aides count for Missouri was replaced with aggregate total from LEA-level data.

Instructional coordinators and supervisors. The counts were missing in Alaska, Nevada, New York, and Rhode Island. New Hampshire and Tennessee combined these counts with another item. The missing counts were imputed for Alaska, Nevada, New York, and Rhode Island; the counts were adjusted for New Hampshire and Tennessee. The instructional coordinators and supervisors count for Missouri was replaced with aggregate total from LEA-level data.

Elementary guidance counselors. Counts of these staff were missing for Michigan and New Jersey. Both states reported total guidance counselors only. New York did not report guidance counselors. The counts were imputed for New York and adjusted for Michigan and New Jersey. The elementary guidance counselor count for Missouri was replaced with aggregate total from LEA-level data.

Secondary guidance counselors. Counts of these staff were missing for Michigan and New Jersey. Both states reported total guidance counselors only. New York did not report guidance counselors. The counts were imputed for New York and adjusted for Michigan and New Jersey.

Total guidance counselors. The total guidance counselor count was decreased for Nebraska, Nevada, Rhode Island, Washington, Wisconsin, and Wyoming to equal the sum of guidance counselor detail. The total guidance counselor count was increased for Missouri to equal the sum of detail.

Librarians. New York and Rhode Island did not report counts of librarians. The counts were imputed for both states.

Library support staff. Counts for these staff were missing for Illinois, Massachusetts, Montana, New York, and Tennessee. They were combined with another item for California and Texas. This category was imputed or adjusted for each of these states.

LEA administrators. Nevada and New York did not report LEA administrators. The counts were imputed for both states. The LEA administrator count for Missouri was replaced with aggregate total from LEA-level data.

LEA administrative support staff. Counts of these staff were missing for Illinois, Montana, Nevada, New York, and South Carolina. Nebraska included school administrative support staff

with LEA administrative support staff. LEA administrative support staff counts were imputed or adjusted for each of these states.

School administrators. New York did not report counts of school administrators. New Hampshire included instructional coordinators and supervisors with school administrators. The counts were imputed or adjusted for both states.

School administrative support staff. Counts of school administrative support staff were missing for Illinois, Montana, Nevada, New York, and South Carolina. Data for all of these states were imputed or adjusted. Nebraska, New Hampshire, and Tennessee included school administrative support staff with other categories. The numbers were adjusted for Nebraska, New Hampshire, and Tennessee.

Student support services staff. New Hampshire combined student support services staff with another item and New York reported the item as missing. Data for these states were imputed or adjusted.

All other support services staff. Counts for the category of all other support services staff was missing for Illinois, Montana, New Jersey, and New York. California, Tennessee, and Texas included certain support staff counts in the all other support services staff variable. The counts were imputed or adjusted for all of these states.

Regular diploma recipients. New York and Wisconsin did not report regular diploma recipients. Regular diploma recipients were not imputed.

High school equivalency recipients. In order to publish reliable data, this item was replaced beginning in 2003–04 with numbers of individuals 19 or younger who passed the General Educational Development (GED) test. Total counts of high school equivalency recipients were not available for the Department of Defense dependents schools (overseas and domestic) and Puerto Rico. High school equivalency recipients were not imputed.

Other high school completers. California, Illinois, Kansas, Minnesota, Missouri, Montana, New Jersey, North Dakota, Ohio, Oklahoma, Pennsylvania, South Dakota, Texas, West Virginia, American Samoa, the Commonwealth of the Northern Marianas, the Department of Defense dependents schools (overseas), Guam, and the U.S. Virgin Islands reported other high school completers as not applicable. New York and Wisconsin did not report other high school completers. Other high school completer counts were not imputed.

Race/ethnicity student by grade data. American Samoa reported all of its students as Asian/Pacific Islander, and Puerto Rico reported all of its students as Hispanic. Hispanic and Black, non-Hispanic student counts were decreased to equal sum of detail for the U.S. Virgin Islands. Asian/Pacific Islander; Hispanic; Black, non-Hispanic; and White, non-Hispanic student counts for California were replaced with aggregate total from LEA-level data.

Race/ethnicity diploma data. New Hampshire, New York, South Carolina, and Wisconsin reported race/ethnicity diploma data as missing. NCES does not impute race/ethnicity data.

Race/ethnicity GED test data. Colorado, Connecticut, New Hampshire, New York, Oregon, Rhode Island, Department of Defense dependents schools (overseas and domestic), and Puerto Rico did not report GED test data by race/ethnicity. NCES does not impute race/ethnicity data.

Race/ethnicity other high school completer data. New Hampshire, New York, South Carolina, and Wisconsin reported race/ethnicity other high school completer data as missing. NCES does not impute race/ethnicity data.

D.4. Revised file changes

CCD files are revised if errors are found on the file or a state resubmits. The following are changes from the previous release (version 1e) of the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004–05.

1. Asian/Pacific Islander; Hispanic; Black, non-Hispanic; and White, non-Hispanic student counts were revised for California.
2. Ungraded membership and total membership counts were revised for Michigan and Oregon.
3. Elementary teacher, total teacher, elementary guidance counselor, total guidance counselor, instructional aide, instructional coordinators and supervisor, and LEA administrator counts were revised for Missouri.
4. Secondary teacher and total teacher counts were revised for Nebraska.
5. Hispanic and Black, non-Hispanic student counts were revised for the U.S. Virgin Islands.

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

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

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

² U.S. Postal Service state abbreviation codes.

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

SOURCE: U.S. Department of Commerce, National Institute of Standards and Technology, Federal Information Processing Standards, (1987). “Codes for the Identification of the States, the District of Columbia and the Outlying Areas of the United States, and the Associated Areas” (FIPS pub 5-2).

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

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2004–05 State Nonfiscal Survey of Public Elementary/Secondary Education Excel file is called ST041F.XLS, and the flat ASCII file is called ST041F.DAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (04 = 2004–05 CCD collection), and the fifth and sixth characters indicate the version number (1 = final file, F = sixth version). The record layout for the state nonfiscal survey file is contained in appendix A.

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

**Appendix A—Record Layout for the Common Core of Data State Nonfiscal
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School Year 2004-05**

APPENDIX A—Record Layout for the Common Core of Data State Nonfiscal Survey of Public
Elementary/Secondary Education: School Year 2004–05

Variable name	Field length	Record position	Data type	Description
SURVYEAR	4	001-004	AN	STARTING YEAR OF SURVEY (2004)
FIPST	2	005-006	AN	FEDERAL INFORMATION PROCESSING STANDARDS CODES
STABR	2	007-008	AN	POSTAL STATE ABBREVIATION CODES
SEANAME	60	009-068	AN	NAME OF STATE EDUCATION AGENCY
STREET	30	069-098	AN	MAILING ADDRESS
CITY	30	099-128	AN	CITY
STNAME	25	129-153	AN	NAME OF THE STATE
ZIP	5	154-158	AN	U.S. POSTAL SERVICE ZIP FOR MAILING
ZIP4	4	159-162	AN	U.S. POSTAL SERVICE ZIP+4 FOR MAILING
PHONE	10	163-172	AN	AREA CODE AND LOCAL PHONE NUMBER
PKTCH	6	173-178	N	PREKINDERGARTEN TEACHERS
KGTCH	6	179-184	N	KINDERGARTEN TEACHERS
ELMTCH	6	185-190	N	ELEMENTARY TEACHERS
SECTCH	6	191-196	N	SECONDARY TEACHERS
UGTCH	6	197-202	N	TEACHERS OF UNGRADED CLASSES
TOTTCH	6	203-208	N	TOTAL FULL-TIME-EQUIVALENT (FTE) TEACHERS
AIDES	6	209-214	N	INSTRUCTIONAL AIDES
CORSUP	6	215-220	N	INSTRUCTIONAL COORDINATORS & SUPERVISORS
ELMGUI	6	221-226	N	ELEMENTARY GUIDANCE COUNSELORS/DIRECTORS
SECGUI	6	227-232	N	SECONDARY GUIDANCE COUNSELORS/DIRECTORS
TOTGUI	6	233-238	N	TOTAL GUIDANCE COUNSELORS/DIRECTORS
LIBSPE	6	239-244	N	LIBRARIANS
LIBSUP	6	245-250	N	LIBRARY SUPPORT STAFF
LEAADM	6	251-256	N	LOCAL EDUCATION AGENCY (LEA) ADMINISTRATORS
LEASUP	6	257-262	N	ADMINISTRATIVE SUPPORT STAFF
SCHADM	6	263-268	N	SCHOOL ADMINISTRATORS
SCHSUP	6	269-274	N	SCHOOL ADMINISTRATIVE SUPPORT STAFF
STUSUP	6	275-280	N	STUDENT SUPPORT SERVICES
OTHSUP	6	281-286	N	ALL OTHER SUPPORT SERVICES STAFF
PK	8	287-294	N	PREKINDERGARTEN STUDENTS
KG	8	295-302	N	KINDERGARTEN STUDENTS
G01	8	303-310	N	GRADE 1 STUDENTS
G02	8	311-318	N	GRADE 2 STUDENTS
G03	8	319-326	N	GRADE 3 STUDENTS
G04	8	327-334	N	GRADE 4 STUDENTS
G05	8	335-342	N	GRADE 5 STUDENTS
G06	8	343-350	N	GRADE 6 STUDENTS
G07	8	351-358	N	GRADE 7 STUDENTS
G08	8	359-366	N	GRADE 8 STUDENTS
G09	8	367-374	N	GRADE 9 STUDENTS
G10	8	375-382	N	GRADE 10 STUDENTS
G11	8	383-390	N	GRADE 11 STUDENTS
G12	8	391-398	N	GRADE 12 STUDENTS
UG	8	399-406	N	UNGRADED STUDENTS
MEMBER	8	407-414	N	TOTAL STUDENTS
REGDIP	8	415-422	N	REGULAR AND OTHER DIPLOMA RECIPIENTS
EQUIV	8	423-430	N	INDIVIDUALS PASSING GED TEST (AGES 19 OR YOUNGER)
OTHCOM	8	431-438	N	OTHER HIGH SCHOOL (H.S.) COMPLETERS
AMPK	8	439-446	N	PREKINDERGARTEN STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
ASPK	8	447-454	N	PREKINDERGARTEN STUDENTS - ASIAN/PACIFIC ISLANDER
HIPK	8	455-462	N	PREKINDERGARTEN STUDENTS - HISPANIC
BLPK	8	463-470	N	PREKINDERGARTEN STUDENTS - BLACK, NON-HISPANIC

NOTE: Data type 'AN' indicates an alphanumeric variable; 'N' indicates a numeric variable.

APPENDIX A—Record Layout for the Common Core of Data State Nonfiscal Survey of Public
Elementary/Secondary Education: School Year 2004–05

Variable name	Field length	Record position	Data type	Description
WHPK	8	471-478	N	PREKINDERGARTEN STUDENTS - WHITE, NON-HISPANIC
AMKG	8	479-486	N	KINDERGARTEN STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
ASKG	8	487-494	N	KINDERGARTEN STUDENTS - ASIAN/PACIFIC ISLANDER
HIKG	8	495-502	N	KINDERGARTEN STUDENTS - HISPANIC
BLKG	8	503-510	N	KINDERGARTEN STUDENTS - BLACK, NON-HISPANIC
WHKG	8	511-518	N	KINDERGARTEN STUDENTS - WHITE, NON-HISPANIC
AM01	8	519-526	N	GRADE 1 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS01	8	527-534	N	GRADE 1 STUDENTS - ASIAN/PACIFIC ISLANDER
HI01	8	535-542	N	GRADE 1 STUDENTS - HISPANIC
BL01	8	543-550	N	GRADE 1 STUDENTS - BLACK, NON-HISPANIC
WH01	8	551-558	N	GRADE 1 STUDENTS - WHITE, NON-HISPANIC
AM02	8	559-566	N	GRADE 2 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS02	8	567-574	N	GRADE 2 STUDENTS - ASIAN/PACIFIC ISLANDER
HI02	8	575-582	N	GRADE 2 STUDENTS - HISPANIC
BL02	8	583-590	N	GRADE 2 STUDENTS - BLACK, NON-HISPANIC
WH02	8	591-598	N	GRADE 2 STUDENTS - WHITE, NON-HISPANIC
AM03	8	599-606	N	GRADE 3 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS03	8	607-614	N	GRADE 3 STUDENTS - ASIAN/PACIFIC ISLANDER
HI03	8	615-622	N	GRADE 3 STUDENTS - HISPANIC
BL03	8	623-630	N	GRADE 3 STUDENTS - BLACK, NON-HISPANIC
WH03	8	631-638	N	GRADE 3 STUDENTS - WHITE, NON-HISPANIC
AM04	8	639-646	N	GRADE 4 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS04	8	647-654	N	GRADE 4 STUDENTS - ASIAN/PACIFIC ISLANDER
HI04	8	655-662	N	GRADE 4 STUDENTS - HISPANIC
BL04	8	663-670	N	GRADE 4 STUDENTS - BLACK, NON-HISPANIC
WH04	8	671-678	N	GRADE 4 STUDENTS - WHITE, NON-HISPANIC
AM05	8	679-686	N	GRADE 5 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS05	8	687-694	N	GRADE 5 STUDENTS - ASIAN/PACIFIC ISLANDER
HI05	8	695-702	N	GRADE 5 STUDENTS - HISPANIC
BL05	8	703-710	N	GRADE 5 STUDENTS - BLACK, NON-HISPANIC
WH05	8	711-718	N	GRADE 5 STUDENTS - WHITE, NON-HISPANIC
AM06	8	719-726	N	GRADE 6 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS06	8	727-734	N	GRADE 6 STUDENTS - ASIAN/PACIFIC ISLANDER
HI06	8	735-742	N	GRADE 6 STUDENTS - HISPANIC
BL06	8	743-750	N	GRADE 6 STUDENTS - BLACK, NON-HISPANIC
WH06	8	751-758	N	GRADE 6 STUDENTS - WHITE, NON-HISPANIC
AM07	8	759-766	N	GRADE 7 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS07	8	767-774	N	GRADE 7 STUDENTS - ASIAN/PACIFIC ISLANDER
HI07	8	775-782	N	GRADE 7 STUDENTS - HISPANIC
BL07	8	783-790	N	GRADE 7 STUDENTS - BLACK, NON-HISPANIC
WH07	8	791-798	N	GRADE 7 STUDENTS - WHITE, NON-HISPANIC
AM08	8	799-806	N	GRADE 8 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS08	8	807-814	N	GRADE 8 STUDENTS - ASIAN/PACIFIC ISLANDER
HI08	8	815-822	N	GRADE 8 STUDENTS - HISPANIC
BL08	8	823-830	N	GRADE 8 STUDENTS - BLACK, NON-HISPANIC
WH08	8	831-838	N	GRADE 8 STUDENTS - WHITE, NON-HISPANIC
AM09	8	839-846	N	GRADE 9 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS09	8	847-854	N	GRADE 9 STUDENTS - ASIAN/PACIFIC ISLANDER
HI09	8	855-862	N	GRADE 9 STUDENTS - HISPANIC
BL09	8	863-870	N	GRADE 9 STUDENTS - BLACK, NON-HISPANIC
WH09	8	871-878	N	GRADE 9 STUDENTS - WHITE, NON-HISPANIC
AM10	8	879-886	N	GRADE 10 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS10	8	887-894	N	GRADE 10 STUDENTS - ASIAN/PACIFIC ISLANDER

NOTE: Data type 'AN' indicates an alphanumeric variable; 'N' indicates a numeric variable.

APPENDIX A—Record Layout for the Common Core of Data State Nonfiscal Survey of Public
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Variable name	Field length	Record position	Data type	Description
HI10	8	895-902	N	GRADE 10 STUDENTS - HISPANIC
BL10	8	903-910	N	GRADE 10 STUDENTS - BLACK, NON-HISPANIC
WH10	8	911-918	N	GRADE 10 STUDENTS - WHITE, NON-HISPANIC
AM11	8	919-926	N	GRADE 11 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS11	8	927-934	N	GRADE 11 STUDENTS - ASIAN/PACIFIC ISLANDER
HI11	8	935-942	N	GRADE 11 STUDENTS - HISPANIC
BL11	8	943-950	N	GRADE 11 STUDENTS - BLACK, NON-HISPANIC
WH11	8	951-958	N	GRADE 11 STUDENTS - WHITE, NON-HISPANIC
AM12	8	959-966	N	GRADE 12 STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS12	8	967-974	N	GRADE 12 STUDENTS - ASIAN/PACIFIC ISLANDER
HI12	8	975-982	N	GRADE 12 STUDENTS - HISPANIC
BL12	8	983-990	N	GRADE 12 STUDENTS - BLACK, NON-HISPANIC
WH12	8	991-998	N	GRADE 12 STUDENTS - WHITE, NON-HISPANIC
AMUG	8	999-1006	N	UNGRADED STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
ASUG	8	1007-1014	N	UNGRADED STUDENTS - ASIAN/PACIFIC ISLANDER
HIUG	8	1015-1022	N	UNGRADED STUDENTS - HISPANIC
BLUG	8	1023-1030	N	UNGRADED STUDENTS - BLACK, NON-HISPANIC
WHUG	8	1031-1038	N	UNGRADED STUDENTS - WHITE, NON-HISPANIC
AM	8	1039-1046	N	TOTAL STUDENTS - AMERICAN INDIAN/ALASKA NATIVE
AS	8	1047-1054	N	TOTAL STUDENTS - ASIAN/PACIFIC ISLANDER
HI	8	1055-1062	N	TOTAL STUDENTS - HISPANIC
BL	8	1063-1070	N	TOTAL STUDENTS - BLACK, NON-HISPANIC
WH	8	1071-1078	N	TOTAL STUDENTS - WHITE, NON-HISPANIC
AMREGDIP	8	1079-1086	N	REGULAR AND OTHER DIPLOMA RECIPIENTS - AMERICAN INDIAN/ALASKA NATIVE
ASREGDIP	8	1087-1094	N	REGULAR AND OTHER DIPLOMA RECIPIENTS - ASIAN/PACIFIC ISLANDER
HIREGDIP	8	1095-1102	N	REGULAR AND OTHER DIPLOMA RECIPIENTS - HISPANIC
BLREGDIP	8	1103-1110	N	REGULAR AND OTHER DIPLOMA RECIPIENTS - BLACK, NON-HISPANIC
WHREGDIP	8	1111-1118	N	REGULAR AND OTHER DIPLOMA RECIPIENTS - WHITE, NON-HISPANIC
AMEQUIV	8	1119-1126	N	INDIVIDUALS PASSING GED TEST - AMERICAN INDIAN/ALASKA NATIVE
ASEQUIV	8	1127-1134	N	INDIVIDUALS PASSING GED TEST- ASIAN/PACIFIC ISLANDER
HIEQUIV	8	1135-1142	N	INDIVIDUALS PASSING GED TEST- HISPANIC
BLEQUIV	8	1143-1150	N	INDIVIDUALS PASSING GED TEST- BLACK, NON-HISPANIC
WHEQUIV	8	1151-1158	N	INDIVIDUALS PASSING GED TEST- WHITE, NON-HISPANIC
AMOHC	8	1159-1166	N	OTHER H.S. COMPLETERS - AMERICAN INDIAN/ALASKA NATIVE
ASOHC	8	1167-1174	N	OTHER H.S. COMPLETERS - ASIAN/PACIFIC ISLANDER
HIOHC	8	1175-1182	N	OTHER H.S. COMPLETERS - HISPANIC
BLOHC	8	1183-1190	N	OTHER H.S. COMPLETERS - BLACK, NON-HISPANIC
WHOHC	8	1191-1198	N	OTHER H.S. COMPLETERS - WHITE, NON-HISPANIC
IPKTCH	1	1199-1199	AN	IMPUTATION FLAG PREKINDERGARTEN TEACHERS
IKGTCH	1	1200-1200	AN	IMPUTATION FLAG KINDERGARTEN TEACHERS
IELMTCH	1	1201-1201	AN	IMPUTATION FLAG ELEMENTARY TEACHERS
ISECTCH	1	1202-1202	AN	IMPUTATION FLAG SECONDARY TEACHERS
IUGTCH	1	1203-1203	AN	IMPUTATION FLAG TEACHERS OF UNGRADED CLASSES
ITOTTCH	1	1204-1204	AN	IMPUTATION FLAG TOTAL FTE TEACHERS
IAIDES	1	1205-1205	AN	IMPUTATION FLAG INSTRUCTIONAL AIDES
ICORSUP	1	1206-1206	AN	IMPUTATION FLAG INSTRUCT. COORDINATORS & SUPERVISORS
IELMGUI	1	1207-1207	AN	IMPUTATION FLAG ELEMENTARY GUIDANCE COUNSELORS/DIRECTORS

NOTE: Data type 'AN' indicates an alphanumeric variable; 'N' indicates a numeric variable.

APPENDIX A—Record Layout for the Common Core of Data State Nonfiscal Survey of Public
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Variable name	Field length	Record position	Data type	Description
ISECGUI	1	1208-1208	AN	IMPUTATION FLAG SECONDARY GUIDANCE COUNSELORS/DIRECTORS
ITOTGUI	1	1209-1209	AN	IMPUTATION FLAG TOTAL GUIDANCE COUNSELORS/DIRECTORS
ILIBSPE	1	1210-1210	AN	IMPUTATION FLAG LIBRARIANS
ILIBSUP	1	1211-1211	AN	IMPUTATION FLAG LIBRARY SUPPORT STAFF
ILEAADM	1	1212-1212	AN	IMPUTATION FLAG LEA ADMINISTRATORS
ILEASUP	1	1213-1213	AN	IMPUTATION FLAG ADMINISTRATIVE SUPPORT STAFF
ISCHADM	1	1214-1214	AN	IMPUTATION FLAG SCHOOL ADMINISTRATORS
ISCHSUP	1	1215-1215	AN	IMPUTATION FLAG SCHOOL ADMIN. SUPPORT STAFF
ISTUSUP	1	1216-1216	AN	IMPUTATION FLAG STUDENT SUPPORT SERVICES
IOTHSUP	1	1217-1217	AN	IMPUTATION FLAG ALL OTHER SUPPORT SERVICES
IPK	1	1218-1218	AN	IMPUTATION FLAG PREKINDERGARTEN STUDENTS
IKG	1	1219-1219	AN	IMPUTATION FLAG KINDERGARTEN STUDENTS
IG01	1	1220-1220	AN	IMPUTATION FLAG GRADE 1 STUDENTS
IG02	1	1221-1221	AN	IMPUTATION FLAG GRADE 2 STUDENTS
IG03	1	1222-1222	AN	IMPUTATION FLAG GRADE 3 STUDENTS
IG04	1	1223-1223	AN	IMPUTATION FLAG GRADE 4 STUDENTS
IG05	1	1224-1224	AN	IMPUTATION FLAG GRADE 5 STUDENTS
IG06	1	1225-1225	AN	IMPUTATION FLAG GRADE 6 STUDENTS
IG07	1	1226-1226	AN	IMPUTATION FLAG GRADE 7 STUDENTS
IG08	1	1227-1227	AN	IMPUTATION FLAG GRADE 8 STUDENTS
IG09	1	1228-1228	AN	IMPUTATION FLAG GRADE 9 STUDENTS
IG10	1	1229-1229	AN	IMPUTATION FLAG GRADE 10 STUDENTS
IG11	1	1230-1230	AN	IMPUTATION FLAG GRADE 11 STUDENTS
IG12	1	1231-1231	AN	IMPUTATION FLAG GRADE 12 STUDENTS
IUG	1	1232-1232	AN	IMPUTATION FLAG UNGRADED STUDENTS
IMEMBER	1	1233-1233	AN	IMPUTATION FLAG TOTAL STUDENTS

NOTE: Data type ‘AN’ indicates an alphanumeric variable; ‘N’ indicates a numeric variable.

**Appendix B—Value Distribution and Field Frequencies for the Common Core of
Data State Nonfiscal Survey of Public Elementary/Secondary Education:
School Year 2004-05**

APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004–05

Variable	Label	Minimum	Maximum	Mean	-1	-2
PKTCH	Prekindergarten Teachers	11	7,572	799.0	2	0
KGTCH	Kindergarten Teachers	22	22,152	2,919.9	1	0
ELMTCH	Elementary Teachers	279	186,569	26,119.5	1	0
SECTCH	Secondary Teachers	252	114,796	20,444.3	1	0
UGTCH	Teachers of Ungraded Classes	4	34,513	6,216.5	3	19
TOTTCH	Total Full-Time-Equivalent (FTE) Teachers	579	305,969	54,234.6	1	0
AIDES	Instructional Aides	108	68,118	12,234.3	1	0
CORSUP	Instructional Coordinators & Supervisors	11	6,663	835.9	1	0
ELMGUI	Elementary Guidance Counselors/Directors	7	2,441	675.8	1	0
SECGUI	Secondary Guidance Counselors/Directors	11	9,747	1,106.4	1	0
TOTGUI	Total Guidance Counselors/Directors	18	10,151	1,782.2	1	0
LIBSPE	Librarians	1	4,893	957.4	1	0
LIBSUP	Library Support Staff	3	6,817	824.5	3	0
LEAADM	Local Education Agency (LEA) Administrators	6	7,991	1,139.0	1	0
LEASUP	Administrative Support Staff	24	26,806	2,997.3	2	0
SCHADM	School Administrators	33	30,737	2,893.0	1	0
SCHSUP	School Administrative Support Staff	46	31,949	4,496.1	1	0
STUSUP	Student Support Services	34	17,298	3,643.8	2	0
OTHSUP	All Other Support Services Staff	20	154,518	20,208.5	1	0
PK	Prekindergarten Students	199	204,665	17,512.1	2	0
KG	Kindergarten Students	686	455,155	61,031.9	0	0
G01	Grade 1 Students	921	477,554	63,189.5	0	0
G02	Grade 2 Students	886	474,856	61,374.8	0	0
G03	Grade 3 Students	872	481,280	61,728.8	0	0
G04	Grade 4 Students	851	488,045	62,271.4	0	0
G05	Grade 5 Students	877	492,895	62,669.0	0	0
G06	Grade 6 Students	951	491,264	64,373.2	0	0
G07	Grade 7 Students	880	492,879	65,788.0	0	0
G08	Grade 8 Students	834	498,806	65,819.0	0	0
G09	Grade 9 Students	979	549,463	73,603.2	0	0
G10	Grade 10 Students	729	497,197	64,564.0	0	0
G11	Grade 11 Students	653	459,125	57,929.1	0	0
G12	Grade 12 Students	540	409,576	53,170.6	0	0
UG	Ungraded Students	1	104,023	14,310.1	1	33

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004–05

Variable	Label	Minimum	Maximum	Mean	-1	-2
MEMBER	Total Students	11,601	6,441,557	840,494.6	0	0
REGDIP	Regular and Other Diploma Recipients	575	343,480	46,163.4	3	0
EQUIV	Individuals Passing GED Test	6	15,692	3,363.6	4	0
OTHCOM	Other High School (H.S.) Completers	7	8,470	1,334.9	2	20
AMPK	Prekindergarten Students – American Indian/Alaska Native	0	5,821	222.5	5	0
ASPK	Prekindergarten Students – Asian/Pacific Islander	0	6,086	534.9	5	0
HIPK	Prekindergarten Students – Hispanic	0	126,313	4,179.1	5	0
BLPK	Prekindergarten Students – Black, non-Hispanic	0	32,045	3,576.0	5	0
WHPK	Prekindergarten Students – White, non-Hispanic	0	39,737	6,754.0	5	0
AMKG	Kindergarten Students – American Indian/Alaska Native	0	8,501	800.5	1	0
ASKG	Kindergarten Students – Asian/Pacific Islander	0	46,352	2,671.2	1	0
HIKG	Kindergarten Students – Hispanic	0	234,383	13,728.0	1	0
BLKG	Kindergarten Students – Black, non-Hispanic	0	47,111	10,069.3	1	0
WHKG	Kindergarten Students – White, non-Hispanic	0	126,597	33,706.0	1	0
AM01	Grade 1 Students - American Indian/Alaska Native	0	9,270	816.2	1	0
AS01	Grade 1 Students - Asian/Pacific Islander	0	49,530	2,852.3	1	0
HI01	Grade 1 Students - Hispanic	0	245,066	14,227.5	1	0
BL01	Grade 1 Students - Black, non-Hispanic	0	48,677	10,793.6	1	0
WH01	Grade 1 Students - White, non-Hispanic	0	132,627	34,511.9	1	0
AM02	Grade 2 Students - American Indian/Alaska Native	0	8,507	773.0	1	0
AS02	Grade 2 Students - Asian/Pacific Islander	0	51,710	2,871.1	1	0
HI02	Grade 2 Students - Hispanic	0	240,305	13,555.1	1	0
BL02	Grade 2 Students - Black, non-Hispanic	0	46,113	10,353.8	1	0
WH02	Grade 2 Students - White, non-Hispanic	0	134,177	33,893.6	1	0
AM03	Grade 3 Students - American Indian/Alaska Native	0	8,388	771.2	1	0
AS03	Grade 3 Students - Asian/Pacific Islander	0	52,732	2,888.1	1	0
HI03	Grade 3 Students - Hispanic	0	240,627	13,378.1	1	0
BL03	Grade 3 Students - Black, non-Hispanic	0	50,839	10,482.9	1	0
WH03	Grade 3 Students - White, non-Hispanic	0	139,466	34,327.5	1	0
AM04	Grade 4 Students - American Indian/Alaska Native	0	8,627	783.3	1	0
AS04	Grade 4 Students - Asian/Pacific Islander	0	53,931	2,876.2	1	0
HI04	Grade 4 Students - Hispanic	0	239,648	13,121.2	1	0
BL04	Grade 4 Students - Black, non-Hispanic	0	46,479	10,729.1	1	0
WH04	Grade 4 Students - White, non-Hispanic	0	144,936	34,908.4	1	0

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004–05

Variable	Label	Minimum	Maximum	Mean	-1	-2
AM05	Grade 5 Students - American Indian/Alaska Native	0	8,801	808.3	1	0
AS05	Grade 5 Students - Asian/Pacific Islander	0	54,650	2,861.9	1	0
HI05	Grade 5 Students - Hispanic	0	239,491	12,905.8	1	0
BL05	Grade 5 Students - Black, non-Hispanic	0	46,026	10,885.6	1	0
WH05	Grade 5 Students - White, non-Hispanic	0	148,139	35,398.4	1	0
AM06	Grade 6 Students - American Indian/Alaska Native	0	9,023	842.1	1	0
AS06	Grade 6 Students - Asian/Pacific Islander	0	54,657	2,838.5	1	0
HI06	Grade 6 Students - Hispanic	0	234,845	12,850.6	1	0
BL06	Grade 6 Students - Black, non-Hispanic	0	52,202	11,515.1	1	0
WH06	Grade 6 Students - White, non-Hispanic	0	151,055	36,543.6	1	0
AM07	Grade 7 Students - American Indian/Alaska Native	0	9,410	877.6	1	0
AS07	Grade 7 Students - Asian/Pacific Islander	0	55,871	2,855.4	1	0
HI07	Grade 7 Students - Hispanic	0	228,054	12,700.2	1	0
BL07	Grade 7 Students - Black, non-Hispanic	0	51,447	11,667.0	1	0
WH07	Grade 7 Students - White, non-Hispanic	0	157,792	37,948.0	1	0
AM08	Grade 8 Students - American Indian/Alaska Native	0	9,340	871.3	1	0
AS08	Grade 8 Students - Asian/Pacific Islander	0	56,574	2,871.5	1	0
HI08	Grade 8 Students - Hispanic	0	225,788	12,342.2	1	0
BL08	Grade 8 Students - Black, non-Hispanic	0	50,126	11,427.9	1	0
WH08	Grade 8 Students - White, non-Hispanic	0	164,858	38,585.5	1	0
AM09	Grade 9 Students - American Indian/Alaska Native	0	9,071	995.5	1	0
AS09	Grade 9 Students - Asian/Pacific Islander	0	60,361	3,160.4	1	0
HI09	Grade 9 Students - Hispanic	0	247,501	14,123.6	1	0
BL09	Grade 9 Students - Black, non-Hispanic	0	63,462	13,598.9	1	0
WH09	Grade 9 Students - White, non-Hispanic	0	178,725	41,991.4	1	0
AM10	Grade 10 Students - American Indian/Alaska Native	0	8,268	858.2	1	0
AS10	Grade 10 Students - Asian/Pacific Islander	0	59,852	3,050.8	1	0
HI10	Grade 10 Students - Hispanic	0	210,002	11,417.8	1	0
BL10	Grade 10 Students - Black, non-Hispanic	0	47,326	10,676.3	1	0
WH10	Grade 10 Students - White, non-Hispanic	0	172,454	38,860.9	1	0
AM11	Grade 11 Students - American Indian/Alaska Native	0	7,303	719.1	1	0
AS11	Grade 11 Students - Asian/Pacific Islander	0	59,387	2,930.2	1	0
HI11	Grade 11 Students - Hispanic	0	185,658	9,551.3	1	0
BL11	Grade 11 Students - Black, non-Hispanic	0	40,869	8,734.0	1	0

NOTE: -1 indicates that the data are missing (a value was expected, but no value was measured); -2 indicates that the data are not applicable (a value was neither expected nor measured).

APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004–05

Variable	Label	Minimum	Maximum	Mean	-1	-2
WH11	Grade 11 Students - White, non-Hispanic	0	165,758	36,357.3	1	0
AM12	Grade 12 Students - American Indian/Alaska Native	0	6,670	651.2	1	0
AS12	Grade 12 Students - Asian/Pacific Islander	0	54,477	2,687.6	1	0
HI12	Grade 12 Students - Hispanic	0	156,985	8,177.7	1	0
BL12	Grade 12 Students - Black, non-Hispanic	0	34,266	7,612.8	1	0
WH12	Grade 12 Students - White, non-Hispanic	0	155,581	34,391.3	1	0
AMUG	Ungraded Students - American Indian/Alaska Native	0	807	133.2	2	33
ASUG	Ungraded Students - Asian/Pacific Islander	0	3,808	451.3	2	33
HIUG	Ungraded Students - Hispanic	0	39,072	4,756.0	2	33
BLUG	Ungraded Students - Black, non-Hispanic	0	39,911	4,293.5	2	33
WHUG	Ungraded Students - White, non-Hispanic	0	30,057	5,177.1	2	33
AM	Total Students - American Indian/Alaska Native	0	117,807	10,829.9	1	0
AS	Total Students - Asian/Pacific Islander	0	713,266	38,100.3	1	0
HI	Total Students - Hispanic	0	2,961,233	167,940.7	1	0
BL	Total Students - Black, non-Hispanic	0	635,672	143,653.6	1	0
WH	Total Students - White, non-Hispanic	0	1,981,657	479,857.4	1	0
AMREGDIP	Reg. Dipl. H.S. Complet. - American Indian/Alaska Native	0	6,281	501.3	5	0
ASREGDIP	Regular Dipl. H.S. Completers - Asian/Pacific Islander	0	48,770	2,363.0	5	0
HIREGDIP	Regular Dipl. H.S. Completers - Hispanic	0	121,418	6,854.0	5	0
BLREGDIP	Regular Dipl. H.S. Completers - Black, non-Hispanic	0	33,213	6,207.2	5	0
WHREGDIP	Regular Dipl. H.S. Completers - White, non-Hispanic	0	141,574	30,962.4	5	0
AMEQUIV	Individuals Passing GED Test - American Indian/Alaska Native	0	445	71.2	11	0
ASEQUIV	Individuals Passing GED Test - Asian/Pacific Islander	0	786	75.9	11	0
HIEQUIV	Individuals Passing GED Test - Hispanic	0	4,680	375.8	11	0
BLEQUIV	Individuals Passing GED Test - Black, non-Hispanic	0	2,116	425.8	11	0
WHEQUIV	Individuals Passing GED Test - White, non-Hispanic	1	10,996	2,187.0	11	0
AMOHC	Other H.S. Completers - American Indian/Alaska Native	0	138	17.6	4	20
ASOHC	Other H.S. Completers - Asian/Pacific Islander	0	245	36.4	4	20
HIOHC	Other H.S. Completers - Hispanic	0	2,233	211.2	4	20
BLOHC	Other H.S. Completers - Black, non-Hispanic	0	5,256	497.0	4	20
WHOHC	Other H.S. Completers - White, non-Hispanic	0	2,729	562.1	4	20

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APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004–05

IPKTCH

IPKTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	4	6.8	4	6.8
I	3	5.1	7	11.9
P	1	1.7	8	13.6
R	51	86.4	59	100.0

IKGTCH

IKGTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
C	4	6.8	5	8.5
I	2	3.4	7	11.9
P	1	1.7	8	13.6
R	51	86.4	59	100.0

IELMTCH

IELMTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4	6.8	4	6.8
I	2	3.4	6	10.2
P	1	1.7	7	11.9
R	51	86.4	58	98.3
T	1	1.7	59	100.0

ISECTCH

ISECTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	2	3.4	2	3.4
P	1	1.7	3	5.1
R	55	93.2	58	98.3
T	1	1.7	59	100.0

IUGTCH

IUGTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	1	1.7	1	1.7
P	1	1.7	2	3.4
R	57	96.6	59	100.0

Imputation flags:

A - Adjustment

C - Combined with data provided elsewhere by the state

I - Imputation based on a method other than prior year's data

P - Imputation based on prior year's data

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APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004–05

ITOTTCH

ITOTTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	1	1.7	1	1.7
R	53	89.8	54	91.5
T	5	8.5	59	100.0

IAIDES

IAIDES	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	2	3.4	2	3.4
P	1	1.7	3	5.1
R	55	93.2	58	98.3
T	1	1.7	59	100.0

ICORSUP

ICORSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	2	3.4	2	3.4
I	2	3.4	4	6.8
P	2	3.4	6	10.2
R	52	88.1	58	98.3
T	1	1.7	59	100.0

IELMGUI

IELMGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	2	3.4	2	3.4
P	1	1.7	3	5.1
R	55	93.2	58	98.3
T	1	1.7	59	100.0

ISECGUI

ISECGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	2	3.4	2	3.4
P	1	1.7	3	5.1
R	56	94.9	59	100.0

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APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004–05

ITOTGUI

ITOTGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	1	1.7	1	1.7
R	51	86.4	52	88.1
T	7	11.9	59	100.0

ILIBSPE

ILIBSPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	1	1.7	1	1.7
P	1	1.7	2	3.4
R	57	96.6	59	100.0

ILIBSUP

ILIBSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	3	5.1	3	5.1
I	3	5.1	6	10.2
P	1	1.7	7	11.9
R	52	88.1	59	100.0

ILEAADM

ILEAADM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	2	3.4	2	3.4
R	56	94.9	58	98.3
T	1	1.7	59	100.0

ILEASUP

ILEASUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
I	3	5.1	4	6.8
P	2	3.4	6	10.2
R	53	89.8	59	100.0

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APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004–05

ISCHADM

ISCHADM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.7	1	1.7
P	1	1.7	2	3.4
R	57	96.6	59	100.0

ISCHSUP

ISCHSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2	3.4	2	3.4
C	1	1.7	3	5.1
I	3	5.1	6	10.2
P	2	3.4	8	13.6
R	51	86.4	59	100.0

ISTUSUP

ISTUSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	1	1.7	1	1.7
P	1	1.7	2	3.4
R	57	96.6	59	100.0

IOTHSUP

IOTHSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3	5.1	3	5.1
I	2	3.4	5	8.5
P	2	3.4	7	11.9
R	52	88.1	59	100.0

IPK

IPK	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	1	1.7	1	1.7
P	1	1.7	2	3.4
R	55	93.2	57	96.6
T	2	3.4	59	100.0

Imputation flags:

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P - Imputation based on prior year's data

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APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004–05

IKG				
IKG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	96.6	57	96.6
T	2	3.4	59	100.0

IG01				
IG01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	96.6	57	96.6
T	2	3.4	59	100.0

IG02				
IG02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	96.6	57	96.6
T	2	3.4	59	100.0

IG03				
IG03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	96.6	57	96.6
T	2	3.4	59	100.0

IG04				
IG04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	96.6	57	96.6
T	2	3.4	59	100.0

IG05				
IG05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	96.6	57	96.6
T	2	3.4	59	100.0

Imputation flags:

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I - Imputation based on a method other than prior year's data

P - Imputation based on prior year's data

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APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004–05

IG06				
IG06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	96.6	57	96.6
T	2	3.4	59	100.0

IG07				
IG07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	96.6	57	96.6
T	2	3.4	59	100.0

IG08				
IG08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	96.6	57	96.6
T	2	3.4	59	100.0

IG09				
IG09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	96.6	57	96.6
T	2	3.4	59	100.0

IG10				
IG10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	96.6	57	96.6
T	2	3.4	59	100.0

IG11				
IG11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	96.6	57	96.6
T	2	3.4	59	100.0

Imputation flags:

A - Adjustment

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I - Imputation based on a method other than prior year's data

P - Imputation based on prior year's data

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APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004–05

IG12				
IG12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	96.6	57	96.6
T	2	3.4	59	100.0

IUG				
IUG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	55	93.2	55	93.2
T	4	6.8	59	100.0

IMEMBER				
IMEMBER	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	46	78.0	46	78.0
T	13	22.0	59	100.0

Imputation flags:

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- R - As reported by the state
- T - Total based on sum of internal or external detail

**Appendix C—Glossary for the Common Core of Data State Nonfiscal Survey of
Public Elementary/Secondary Education:
School Year 2004-05**

APPENDIX C—Glossary for the Common Core of Data: School Year 2004–05

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.

Alternative Education School

A public elementary/secondary school that addresses needs of students that typically cannot be met in a regular school; provides nontraditional education; serves as an adjunct to a regular school; and falls outside of 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 America and who maintains cultural identification through tribal affiliation or community recognition.

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 includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Black

A person having origins in any of the black racial groups of Africa.

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. Item was first collected in 1998–99.

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.

Core Based Statistical Area (CBSA)

Each CBSA must contain at least one urban area of 10,000 or more people. Under the Census standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more people, or

APPENDIX C—Glossary for the Common Core of Data: School Year 2004–05

that contains at least 5,000 people residing within a single urban area of 10,000 or more people, is identified as a “central county” (or counties). Additional “outlying counties” are included in the CBSA if they meet specified requirements of commuting to or from the central counties. Counties or equivalent entities form the geographic “building blocks” for metropolitan and micropolitan statistical areas throughout the United States and Puerto Rico.

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.

Diploma Recipient

A student who has received a diploma during the previous school year or subsequent summer school.

District Locale Code

A code based upon the school locale codes to indicate the location of the district in relation to populous areas. (See also “Large City,” “Midsize City,” “Urban Fringe of a Large City,” “Urban Fringe of a Midsize City,” “Large Town,” “Small Town,” “Rural, Outside CBSA,” and “Rural, Inside CBSA.”)

Dropout

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

Education Agency

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

Elementary

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

English Language Learner (ELL)

“English language learner (ELL)” was formerly referred to as “limited English proficient (LEP).” Refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also, ELL students are individuals who were not born in the United States or whose native language is a language other than English; individuals who come from environments where a language other than English is dominant; or individuals who are American Indians or Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our 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 Program

A program under the National School Lunch Act that provides cash subsidies for free lunches to students based on family size and income criteria.

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. For example, if a school has PK as well as grades 9, 10, 11, and 12, the grade span will be reported as grades 9 through 12 (0912). Also, the ungraded designation (UG) cannot be used in a grade span unless the whole school consists of ungraded students, and in this case the grade span is reported as UGUG. “Grade span” was calculated from school membership through 1997–98 and first collected as a separate item in 1998–99.

Graduate, High School

A high school graduate is defined as an individual 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).

Guidance Counselor/Director

Professional staff assigned specific duties and school time for any of the following activities in an elementary or secondary setting: counseling with students and parents; consulting with other staff members on learning problems; evaluating student abilities; assisting students in making educational and career choices; assisting students in personal and social development; providing referral assistance; and/or working with other staff members in planning and conducting guidance programs for students. The state applies its own standards in apportioning the aggregate of guidance counselors/directors into the elementary and secondary level components.

Head Start Program

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

High School Completion Count

A count of graduates and other high school completers including diploma recipients and other high school completers.

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 age 19 years or younger who received a high school equivalency certificate during the previous school year or subsequent summer. 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.

Individualized Educational Program (IEP)

A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Improvement Act (IDEA), Part B. The written instructional plan includes a statement of the child’s present level of educational performance; a statement of annual goals, including short-term instructional objectives; a statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs; the projected date for initiation and anticipated duration of services; the appropriate objectives, criteria, and evaluation procedures; and the schedule for determining, on at least an annual basis, whether instructional objectives are being achieved.

Instructional Aide

Staff member 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 Coordinators and Supervisors

Persons who supervise instructional programs at the school district or subdistrict level: category includes educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

Kindergarten

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

Large City

A principal city of a metropolitan CBSA, with the city having a population greater than or equal to 250,000. (See also “Locale Code.”) Prior to 1994–95, “Large City” was defined as a principal city of a metropolitan area with a population of 400,000 or more, or a population density of at least 6,000 people per square mile.

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.

Latitude

Latitude is the north or south angular distance from the equator that, when combined with longitude, reflects an estimation of where the school is physically situated on the street segment to which it was coded. Latitudes that are north of the equator are shown with a prefix of “N” while those south of the equator have a prefix of “S.” Coordinate degrees, minutes, and seconds have been converted to and are displayed in terms of their decimal equivalent. The first 3 digits of the code represent the number of degrees from the equator; the last 6 digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal. For example, if a school’s latitude is 30 degrees, 30 minutes north, then it is shown as 030500000.

Local Education Agency (LEA) Administrative Support Staff

All staff members who provide direct support to LEA administrators, business office support, and data processing.

LEA Administrator

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

Librarian

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

Library and Media Support Staff

Staff member who renders other professional library and media services; also includes library aides and those involved in library/media support. Duties include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials

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maintained separately or as part of an instructional materials center. Also included are 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).”

Locale Code

Locale code is defined based on how the school is situated in a particular location relative to populous areas, based on the school’s address. (See also “Large City,” “Midsize City,” “Urban Fringe of a Large City,” “Urban Fringe of a Midsize City,” “Large Town,” “Small Town,” “Rural, Outside CBSA,” and “Rural, Inside CBSA.”)

Longitude

Longitude is the east or west angular distance from the prime meridian that, when combined with latitude, reflects an estimation of where the school is physically situated on the street segment to which it was coded. Longitude values west of the prime meridian are shown with a prefix of “-” and longitudes east of the prime meridian are shown with a prefix of “+.” Coordinate degrees, minutes, and seconds have been converted to and are displayed in terms of their decimal equivalent. The first 3 digits of the code represent the number of degrees from the prime meridian; the last 6 digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal. For example, if a school’s longitude is 90 degrees, 15 minutes west, then it is shown as -090250000.

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). Item was first collected in 1998–99.

Media Specialist

Directors, coordinators, and supervisors of media centers. 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 an education agency’s service area relative to a CBSA. (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

A principal city of a metropolitan CBSA, with the city having a population less than 250,000. (See also “Locale Code.”) Prior to 1994–95, term was defined as a central city of a metropolitan area with a population less than 400,000 and a population density less than 6,000 people per square mile.

Migrant Student

Defined under 34 CFR (Code of Federal Regulations) 200.40: (1) (a) Is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate), but (b) if the child is too young to attend school-sponsored educational programs, is old enough to benefit from an organized instructional program; and (2) A migrant agricultural worker or a migrant fisher or who has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and (3) Performs, or has a parent, spouse, or guardian who performs qualifying agricultural or fishing employment as a principal means of livelihood; and (4) Has moved within the preceding 36 months to obtain or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work; and (5) Has moved from one school district to another; or in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (Provision 5 currently applies only to Alaska.) Item was first collected in 1998–99.

Officials and Administrators

Chief executive officers of education agencies, including superintendents, deputies, and assistant superintendents; and other persons with districtwide responsibilities, such as business managers, administrative assistants, etc.

Operational Status, Agency

Classification of changes in an education agency’s boundaries or jurisdiction. Classifications include no change, currently in operation; closed with no effect on another agency’s boundaries; new agency with no effect on another agency’s boundaries; added; significant change in geographic boundaries or instructional responsibility; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years. 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; and scheduled to be operational within 2 years.

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

Staff who serve in a support capacity and who are not included in the categories of central office administrative support, library support, student support, or school administrative support: e.g., data processing staff; bus drivers; and health, building, equipment maintenance, security, and cafeteria workers.

Prekindergarten Student

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

Prekindergarten Teacher

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

Principal City

The largest city in each metropolitan or micropolitan statistical area is designated a “principal city.” Additional cities qualify if specified requirements are met concerning population size and employment. The title of each metropolitan or micropolitan statistical area consists of the names of up to three of its principal cities and the name of each state into which the metropolitan or micropolitan statistical area extends. Titles of metropolitan divisions also typically are based on principal city names but in certain cases consist of county names. (See also “Locale Code.”)

Public School

An institution that provides educational services and has one or more grade groups (PK–12) or that is ungraded, has one or more teachers to give instruction, is located in one or more buildings, has an assigned administrator, receives public funds as primary support, and is operated by an education agency.

Reduced-Price-Lunch Student

A student who is eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act. (See also “Free Lunch Program”)

Regional Education Service Agency

Agency providing services to a variety of local education agencies, or a county superintendent serving the same purposes.

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 that does not focus primarily on vocational, special, or alternative education.

Rural

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. From 1998–99 onward, the category was separated into “Rural, Inside CBSA” and “Rural, Outside CBSA.”

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. Category represents a subset of “Rural,” and was introduced in 1998–99. (See also “Locale Code.”)

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. Category represents a subset of “Rural,” and was introduced in 1998–99. (See also “Locale Code.”)

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; this includes clerical staff and secretaries.

School Administrator

Staff member whose activities are concerned with directing and managing the operation of a particular school, including principals, assistant principals, and other assistants; and those 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.

Secondary

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

Shared Time School

A school offering vocational/technical education or other education services, 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

An incorporated place or Census Designated Place (CDP) 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. (See also “Locale Code.”)

Special Education School

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

State Education Agency (SEA)

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

State-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

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.

Supervisory Union

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

Teacher

An individual who provides instruction to prekindergarten, kindergarten, grade 1–12, or ungraded classes; or individuals who teach in an environment other than a classroom setting and who maintain daily student attendance records.

Title I Eligible School

A school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. Item was first collected in 1998–99.

Title I Schoolwide Program

A school in which all pupils are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. Item was first collected in 1998–99.

Ungraded Student

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

Urban Fringe

A closely settled area, contiguous to a principal city, outside a principal city; with a minimum population of 2,500 inhabitants; with a population density of at least 1,000 per square mile; and with a Census Urbanized Area Code. (See also “Locale Code.”)

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. Prior to 1994–95, defined as any incorporated place, Census-designated place, or non-place territory within a CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population of 400,000 or more, or a population density of at least 6,000 people per square mile. (See also “Locale Code.”)

Urban Fringe of a Midsize City

Any incorporated place, Census-designated place, or non-place territory within a CBSA of a midsize city and defined as urban by the Census Bureau. Prior to 1994–95, defined as any incorporated place, Census-designated place, or non-place territory within a CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population less than 400,000, or a population density less than 6,000 people per square mile. (See also “Locale Code.”)

Urbanized Area

An area with a population concentration of at least 50,000—generally consisting of a principal city and the surrounding, closely settled, contiguous territory—and with a population density of at least 1,000 inhabitants per square mile.

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.