

Documentation to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2011-12

Provisional Version 1a

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March 2014

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I. Introduction to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2011-12 File Provisional version 1a

This documentation is for the provisional version 1a file of the National Center for Education Statistics' (NCES) Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education for School Year (SY) 2011-12. It contains a brief description of the data collection, along with information required to understand and access the data file.

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

SEAs in the 50 states, the District of Columbia, and five U.S. Island Areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands), and also the Department of Defense Education Activity (DoDEA) and the Bureau of Indian Education (BIE) report school-, agency-, and state-level education data for the CCD through the U.S. Department of Education's *EDFacts* collection system. In order to provide comparable data across states to the maximum extent feasible, NCES and SEAs have worked cooperatively since the 1950s to develop and accept common data items and definitions.

The SY 2011-12 State Nonfiscal Survey of Public Elementary/Secondary Education provides state-level, aggregate information about students and staff in public elementary and secondary education. There are 58 records on the file, one for each state or jurisdiction covered by the CCD. SEAs obtain the data from their local education agencies (LEAs) that operate public schools. Each SEA may edit or examine the individual LEA reports before computing state totals. NCES requests that SEAs provide membership and staff counts as of the school day closest to October 1. However, reference dates for membership counts may vary slightly from state to state. The principal users of CCD nonfiscal data are the federal government; the education research community; state and local government officials, including school boards and LEA administrators; and the general public.

The remainder of this document contains a methodology section and four appendixes. The methodology section contains information on the data collection process, edits, imputations, and explanations of certain conditions that are unique to these data file.

- **Appendix A—Record Layout** provides a complete list of variables and labels of the data elements discussed throughout the documentation, as well as their location in the data file.

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

II. Methodology and Technical Notes

A. Data Collection

The *EDFacts* data collection system is the primary collection tool for the CCD nonfiscal data. The CCD team works collaboratively with the *EDFacts* team to develop and monitor the CCD nonfiscal collection. Coordinators from SEAs submit the CCD data at different levels (school, agency, and state) to the *EDFacts* submission system. Prior to submitting CCD files to *EDFacts*, SEAs must collect and compile information from their respective LEAs via established administrative records systems within their state or jurisdiction. Once SEAs complete their submissions, CCD survey analysts review and verify the CCD for quality assurance. CCD survey analysts routinely verify data through SEA coordinators and do not contact LEAs or individual schools to verify data except in unusual circumstances. In some cases, CCD survey staff use SEAs', LEAs', or schools' public web sites to verify data. After performing edit and consistency checks, CCD analysts work cooperatively with SEA coordinators to resolve inconsistencies or possible errors. Editing procedures are described in more detail later in this section.

States report data throughout the year to the *EDFacts* collection system through multiple file groups that include related variables. NCES and *EDFacts* request that SEAs submit data on a reporting schedule at different dates throughout the year; there is wide variation on how well SEAs are able to comply with the requested schedule due to varying resource and data system constraints among SEAs and the LEAs within the SEA. SEAs may also submit revisions to their data for up to three years after the opening of the collection for a given school year. The requested reporting schedule for the SY 2011-12 collection cycle is summarized in table 1.

Table 1: Due dates for CCD Data File Groups, SY 2011-12 Collection Cycle

CCD-Related Data File Groups	EDFacts Due Date	NCES Due Date for Revised Data
2011-12 N029 (Directory)	01/31/2012	02/28/2012
2011-12 C002 (Children with disabilities school age data)	01/31/2012	06/30/2012
2011-12 N039 (Grades Offered)	01/31/2012	06/30/2012
2011-12 C129 (CCD School – Shared Time; Title I status; Magnet school status)	03/31/2012	06/30/2012
2011-12 C052 (Membership)	03/31/2012	06/30/2012
2011-12 C046 (English language learner data)	04/30/2012	06/30/2012
2011-12 C059 (Staff)	05/31/2012	06/30/2012

The specifications for these data files are available online at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>. The SY 2011-12 EDFacts collection of CCD data opened in January 2012. NCES extracted data from EDFacts between January 3rd, 2012 and May 1, 2013. CCD processed these file groups on a flow basis, so the date of the extract for each file group and each state may vary depending on when SEAs completed their submission for each file group. Once a file group was edited and verified for a particular state, CCD survey staff did not continue to incorporate late reports or updates unless these late reports or updates resulted in a major change of the reported data. Late reports or updates from SEAs may be included in subsequent file releases.

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

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

The ED*Facts* collection system accepted blank responses in SY 2011-12 reports and did not require that states distinguish among missing, not applicable, and “zero” values. NCES used statistical editing procedures to identify and edit responses as missing, not applicable, or zero, wherever appropriate with available information; however, it is possible that some blank responses were categorized incorrectly. For example, blank staff counts may have been categorized as missing when the actual count was zero. Appendix D, State Notes, identifies missing and not applicable data items for each state.

B. Sources of Error and Technical Details about the School Year 2011-12 file

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

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

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

Response. The DoDEA, BIE, and American Samoa did not report any file groups for the SY 2011-12. Item response is described in the value distribution and field frequencies in Appendix B. This appendix lists the minimum, maximum, and means value of each numeric variable and the number of units with missing data or not applicable data. It also lists the frequency of responses for each of the categorical values.

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

State name/jurisdiction	ANSI ¹	Abbreviation ²	State name/jurisdiction	ANSI ¹	Abbreviation ²
Alabama	01	AL	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			
Kentucky	21	KY			
Louisiana	22	LA	Department of Defense		
Maine	23	ME	Education Activity	63 ³	DD ³
Maryland	24	MD			
Massachusetts	25	MA	Bureau of		
Michigan	26	MI	Indian Education	59 ³	BI ³
Minnesota	27	MN			
Mississippi	28	MS	American Samoa	60	AS
Missouri	29	MO			
Montana	30	MT	Guam	66	GU
Nebraska	31	NE			
Nevada	32	NV	Commonwealth of the		
New Hampshire	33	NH	Northern Mariana		
New Jersey	34	NJ	Islands	69	MP
New Mexico	35	NM			
New York	36	NY	Puerto Rico	72	PR
North Carolina	37	NC			
North Dakota	38	ND	U.S. Virgin Islands	78	VI

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

² U.S. Postal Service state abbreviation codes.

³ Not official U.S. ANSI code. Starting with the SY 2010–11 CCD, the DoDEA schools were combined into one reporting entity identified in the file by an ANSI code of 63.

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

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

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

Note that starting with the SY 2002–03 CCD; all numeric fields contain a -1 to indicate “missing” and a -2 to indicate “not applicable.” Previously, numeric fields contained an “M” for missing and an “N” for not applicable. Character fields continue to use “M” for missing and “N” for not applicable. Starting with SY 2009–10, the numeric fields contain a -9 to indicate that the reported data were suppressed because they do not meet NCES data quality standards.

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

```
data new;
set st111a_imp;
array remove (*) _numeric_;
do i = 1 to dim (remove);
    if remove (i) < 0 then remove (i) = .;
end;
drop i;
run;
```

Student membership counts by race/ethnicity. The categorical data item RACECAT indicates whether the state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. For SY 2011-12, every state and jurisdiction reported student enrollment counts by seven racial/ethnic categories except the BIE, American Samoa, and DoDEA, which did not report. The membership data for these states was set to missing using the five racial/ethnic categories. For the SY 2011-12 data collection, the data item RACECAT contains two values:

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

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

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

C. Imputation and Editing Methodology

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

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

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

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

C.1 Imputations and Edits

Analyst edits. In cases where a state reported zero or missing for ungraded teachers (UGTCH) or ungraded students (UG), and the state does not allow teachers or students to be classified as ungraded, the reported value of zero or missing was edited to not applicable (-2). Counts for “other” guidance counselors (OTHGUI) were also set to not applicable in those states where the

category is not relevant. Analysts may edit other values as well, based on their research or subject matter expertise. For all analyst edits, the accompanying imputation flag is set to ‘A’.

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

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

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

students to the elementary and secondary student counts for the current year; (2) calculate the sum of elementary and secondary students (as defined in step 1) and calculate the ratios of elementary counselors (ELMGUI) to the number of elementary students and secondary counselors (SECGUI) to the number of secondary students in the prior year; (3) multiply the ratios calculated in step 2 by the number of elementary students and secondary students in the current year, respectively, to determine the share of elementary and secondary guidance counselors in the current year; and (4) multiply the total number of guidance counselors in the current year (TOTGUI) by the share factor calculated in step 3 to determine the values of ELMGUI and SECGUI for the current year. The accompanying imputation flag is set to ‘D’.

“First-year disaggregate from” edits. Starting with the SY 2007–08 CCD, the “first-year disaggregate from” methodology was used in cases where a state reported two or more items separately in the prior year, but in the current year reported these variables combined into a single count and reported one of the items as missing. For example, in the prior year, the state reported LEA support staff (LEASUP) and other support staff (OTHSUP) individually, but in the current year, the state reported LEASUP and OTHSUP data combined in the LEASUP count. The methodology for this edit is as follows: (1) using prior year data for the affected state, calculate the ratios of each item to the total indicated; and (2) multiply the total for the current year by the prior year’s ratio for each component to disaggregate the current year count. The accompanying imputation flag is set to ‘D’.

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

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

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

C.2 List of Edits and Imputations by State

This section lists edits and imputations made to data items in the SY 2011-12 state nonfiscal data file, organized alphabetically by state or other jurisdiction.

TOTTCH, MEMBER, and TOTGUI are calculated for all states and all cases are flagged ‘T’. For most states, these totals are derived from internal, nonimputed counts. The only cases listed here for these variables are those cases in which the total is derived from external data or includes an edited or imputed value (see *“Totaled from sum of internal detail” edits* and *“Edited to sum of external detail”* above).

ALABAMA

- UGTCH edited to not applicable
- UG edited to not applicable

ALASKA

- UGTCH edited to not applicable
- CORSUP imputed using growth rate
- UG edited to not applicable

ARIZONA

- UGTCH edited to not applicable
- OTHGUI edited to not applicable

ARKANSAS

- OTHGUI edited to not applicable

CALIFORNIA

- PKTCH imputed using growth rate
- TOTTCH totaled from internal detail
- LIBSUP imputed using growth rate
- PK imputed using growth rate
- MEMBER totaled from internal detail

COLORADO

- UGTCH edited to not applicable
- UG edited to not applicable.

CONNECTICUT

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

DELAWARE

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

DISTRICT OF COLUMBIA

ELMTCH combined with UGTCH
SECTCH combined with UGTCH
UGTCH contains ELMTCH, SECTCH using MEMBER
ELMGUI disaggregated from OTHGUI
SECGUI disaggregated from OTHGUI
OTHGUI contained ELMGUI, SECGUI using MEMBER
AIDES totaled from external detail
CORSUP totaled from external detail
TOTGUI totaled from external detail
LIBSPE totaled from external detail
LIBSUP totaled from external detail
LEAADM totaled from external detail
LEASUP totaled from external detail
SCHADM totaled from external detail
SCHSUP totaled from external detail
STUSUP totaled from external detail
OTHSUP totaled from external detail

FLORIDA

PK totaled from external detail

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

GEORGIA

OTHGUI edited to not applicable
UG edited to not applicable

HAWAII

KG TCH combined with ELMTCH
ELMTCH contains KG TCH using MEMBER
OTHGUI edited to not applicable
G07 totaled from external detail
MEMBER totaled from external detail

IDAHO

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

ILLINOIS

UGTCH edited to not applicable
AIDES imputed using growth rate
LIBSUP imputed using growth rate
LEASUP imputed using growth rate
SCHSUP imputed using growth rate
OTHSUP imputed using growth rate
UG edited to not applicable

INDIANA

PKTCH totaled from external detail
KG TCH totaled from external detail
ELMTCH totaled from external detail
SECTCH totaled from external detail

UGTCH edited to not applicable
TOTTCH totaled from internal detail
OTHGUI edited to not applicable
UG edited to not applicable

IOWA

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

KANSAS

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

KENTUCKY

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

LOUISIANA

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

MAINE

UGTCH edited to not applicable
ELMGUI disaggregated from TOTGUI
SECGUI disaggregated from TOTGUI
OTHGUI edited to not applicable
LEASUP imputed using growth rate
SCHSUP imputed using growth rate
PK totaled from external detail
KG totaled from external detail
G01 totaled from external detail
G02 totaled from external detail
G03 totaled from external detail
G04 totaled from external detail
G05 totaled from external detail
G06 totaled from external detail
G07 totaled from external detail
G08 totaled from external detail
G09 totaled from external detail
G10 totaled from external detail
G11 totaled from external detail

G12 totaled from external detail
UG edited to not applicable
MEMBER totaled from external detail

MARYLAND

ELMTCH totaled from external detail
SECTCH totaled from external detail
UGTCH edited to not applicable
OTHGUI edited to not applicable
SCHSUP totaled from external detail
OTHSUP totaled from external detail
UG edited to not applicable

MASSACHUSETTS

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

MICHIGAN

None

MINNESOTA

OTHGUI edited to not applicable
UG edited to not applicable

MISSISSIPPI

OTHGUI edited to not applicable

MISSOURI

UGTCH edited to not applicable

UG edited to not applicable

MONTANA

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

NEBRASKA

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

NEVADA

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

NEW HAMPSHIRE

UGTCH edited to not applicable
CORSUP combined with SCHADM
OTHGUI edited to not applicable
SCHADM contains CORSUP using MEMBER
SCHSUP contains STUSUP using MEMBER
STUSUP combined with SCHSUP
UG edited to not applicable

NEW JERSEY

OTHGUI edited to not applicable
LIBSUP imputed using growth rate
PK totaled from external detail
KG totaled from external detail
G01 totaled from external detail
G02 totaled from external detail
G03 totaled from external detail
G04 totaled from external detail

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

NEW MEXICO

UG edited to not applicable

NEW YORK

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

NORTH CAROLINA

UG edited to not applicable

NORTH DAKOTA

UGTCH edited to not applicable
CORSUP totaled from external detail
ELMGUI disaggregated from TOTGUI
SECGUI disaggregated from TOTGUI
OTHGUI edited to not applicable
UG edited to not applicable

OHIO

ELMGUI disaggregated from TOTGUI

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

OKLAHOMA

KGTCH totaled from external detail
UGTCH edited to not applicable
TOTTCH totaled from internal detail
AIDES totaled from external detail
OTHGUI edited to not applicable

OREGON

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

PENNSYLVANIA

OTHGUI edited to not applicable

RHODE ISLAND

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

SOUTH CAROLINA

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

SOUTH DAKOTA

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

TENNESSEE

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

TEXAS

ELMGUI disaggregated from TOTGUI

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

UTAH

OTHGUI edited to not applicable
UG edited to not applicable

VERMONT

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

VIRGINIA

UGTCH edited to not applicable
UG edited to not applicable

WASHINGTON

UG edited to not applicable

WEST VIRGINIA

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

WISCONSIN

UG edited to not applicable

WYOMING

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

SECTCH totaled from external detail
UGTCH edited to not applicable
TOTTCH totaled from internal detail
OTHGUI edited to not applicable
UG edited to not applicable

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

Did not report

BUREAU OF INDIAN EDUCATION

Did not report

AMERICAN SAMOA

Did not report

GUAM

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

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

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

PUERTO RICO

KGTC edited to missing
ELMGUI edited to missing
SECGUI edited to missing

U.S. VIRGIN ISLANDS

PKTC edited to missing
PK edited to missing
UG edited to not applicable

C.3. List of Edits and Imputations by Variable

This section presents information on anomalies for data submitted by states, as well as any edits made by CCD survey staff to correct the anomalies. These edits include imputations and edits as described previously, as well as any edits made as the result of a consistency check on submitted data (e.g., reported membership cannot be less than the sum of the individual grade variables; in those cases, membership is edited to match the sum of the grade detail). Specific state reporting practices concerning missing data are also explained wherever possible. All nonfiscal edits and reporting practices listed below apply to SY 2011-12. NCES does not impute missing data for jurisdictions other than the 50 states and the District of Columbia.

The DoDEA, BIE, and American Samoa did not report for the SY 2011-12. These jurisdictions are not included in the following discussion of data edits.

Prekindergarten student membership (PK). California reported prekindergarten student membership as missing. Prekindergarten student membership was imputed for California. The

prekindergarten student membership count was totaled from external (lower-level file) detail for Connecticut, Florida, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands. The prekindergarten student membership count was edited to missing for the U.S. Virgin Islands.

Kindergarten student membership (KG). The kindergarten student membership counts for Connecticut, Florida, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 1 student membership (G01). The grade 1 student membership counts for Connecticut, Florida, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 2 student membership (G02). The grade 2 student membership counts for Connecticut, Florida, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 3 student membership (G03). The grade 3 student membership counts for Connecticut, Florida, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 4 student membership (G04). The grade 4 student membership counts for Connecticut, Florida, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 5 student membership (G05). The grade 5 student membership counts for Connecticut, Florida, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 6 student membership (G06). The grade 6 student membership counts for Connecticut, Florida, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 7 student membership (G07). The grade 7 student membership counts for Connecticut, Florida, Hawaii, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail. The grade 7 student membership counts were totaled from internal (state-level) detail for Hawaii.

Grade 8 student membership (G08). The grade 8 student membership counts for Connecticut, Florida, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 9 student membership (G09). The grade 9 student membership counts for Connecticut, Florida, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 10 student membership (G10). The grade 10 student membership counts for Connecticut, Florida, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 11 student membership (G11). The grade 11 student membership counts for Connecticut, Florida, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

Grade 12 student membership (G12). The grade 12 student membership counts for Connecticut, Florida, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands were totaled from external (lower-level file) detail.

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

Total student membership (MEMBER). The total student membership for California includes an imputed count for Prekindergarten students. Membership for Connecticut, Florida, Hawaii, Maine, New Jersey, New York, South Dakota, Tennessee, Vermont, Guam, and the Commonwealth of the Northern Mariana Islands was edited to the sum of external detail (the sum of grade detail). For all other states, MEMBER is the total of internal, nonimputed counts.

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

Prekindergarten teachers (PKTCH). California reported prekindergarten teachers as missing. Montana and Nebraska included prekindergarten teachers in the elementary teacher counts. Imputations or edits were performed for these states. Counts for Massachusetts, Rhode Island, and Wyoming were totaled from external (LEA -level) detail. The count for Indiana was totaled from external (school-level) detail. The count was edited to missing for the U.S. Virgin Islands.

Kindergarten teachers (KGTCH). Hawaii, Montana, and Nebraska reported kindergarten teachers in the elementary teacher counts. Edits were performed for all of these states. The kindergarten teacher count for Massachusetts, Oklahoma, Rhode Island, and Wyoming was totaled from external (LEA -level) detail. The count for Indiana was totaled from external (school-level) detail. The count was edited to missing for Puerto Rico.

Elementary teachers (ELMTCH). The District of Columbia elementary teacher count was included in the ungraded teacher count. Hawaii, Montana, and Nebraska included prekindergarten and/or kindergarten teachers in the elementary teacher counts. Edits were performed for these states. The elementary teacher counts for Maryland, Massachusetts, Rhode Island, and Wyoming were totaled from external (LEA -level) detail. The count for Indiana was totaled from external (school-level) detail.

Secondary teachers (SECTCH). The District of Columbia secondary teacher count was included in the ungraded teacher count. The secondary teacher counts for Maryland, Massachusetts, Rhode Island and Wyoming were totaled from external (LEA -level) detail. The count for Indiana was totaled from external (school-level) detail.

Ungraded teachers (UGTCH). The District of Columbia elementary and secondary teacher counts were included in the ungraded teacher count. Elementary and secondary teacher counts were dis-aggregated from the ungraded teacher count for the District of Columbia. Ungraded teachers were edited to not applicable for Alabama, Alaska, Arizona, Colorado, Delaware, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, Nebraska, New Hampshire, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, Virginia, West Virginia, and Wyoming.

Total teachers (TOTCH). The count of teachers for California includes an imputed count of prekindergarten teachers. The count of teachers was totaled from external (LEA -level) detail for Maryland, Massachusetts, Oklahoma, Wyoming, and Rhode Island. The count of teachers was totaled from external (school-level) detail for Indiana. For all other states, TOTCH is the total of internal, nonimputed counts.

Instructional aides (AIDES). Instructional aides were missing for Illinois and Nevada. Instructional aides were imputed for these states. The instructional aides count for the District of Columbia, Massachusetts, Oklahoma, Rhode Island, and Guam were totaled from external (LEA -level) detail.

Instructional coordinators and supervisors (CORSUP). Counts were missing in Alaska and Nevada. New Hampshire included instructional coordinators and supervisors in the school

administrator count. The missing counts were imputed for Alaska and Nevada. The counts were edited for New Hampshire. The count of instructional coordinators and supervisors was totaled from external (LEA -level) detail for the District of Columbia, Massachusetts, North Dakota, Rhode Island, and Guam.

Elementary guidance counselors (ELMGUI). The District of Columbia, Kansas, Kentucky, Maine, North Dakota, Ohio, Oregon, South Dakota, and Texas reported either other or total guidance counselors only, and the count of elementary guidance counselors was proportioned out from this count. The count of elementary guidance counselors for Rhode Island and Guam was totaled from external (LEA-level) detail. The count was edited to missing for Puerto Rico.

Secondary guidance counselors (SECGUI). The District of Columbia, Kansas, Kentucky, Maine, North Dakota, Ohio, Oregon, South Dakota, and Texas reported other guidance counselors or total guidance counselors only, and the count for secondary guidance counselors was proportioned out from this count. The count of secondary guidance counselors for Massachusetts, Rhode Island, and Guam was totaled from external (LEA-level) detail. The count was edited to missing for Puerto Rico.

Other guidance counselors (OTHGUI). The following states and jurisdictions reported other guidance counselors as missing, zero, or blank, and the reported values were edited to not applicable: Arkansas, Arizona, Connecticut, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Wyoming, the Bureau of Indian Education, Guam, and the Commonwealth of the Northern Mariana Islands. The count for other guidance counselors for the District of Columbia was totaled from external (LEA-level) detail, then disaggregated to create counts for elementary, secondary and other guidance counselors.

Total guidance counselors (TOTGUI). The total guidance counselor count was totaled from external (LEA-level) detail for the District of Columbia, Massachusetts, Rhode Island, and Guam. For all other states, TOTGUI is the total of internal, nonimputed counts.

Librarians (LIBSPE). The count of librarians for the District of Columbia, Massachusetts, Rhode Island, and Guam was totaled from external (LEA-level) detail.

Library support staff (LIBSUP). Counts for these staff were missing for California, Illinois, Montana, Nevada, New Jersey, and West Virginia. This category was imputed for each of these states. The counts of library support staff for the District of Columbia, Massachusetts, Rhode Island, and Guam were totaled from external (LEA-level) detail.

LEA administrators (LEAADM). Counts of LEA administrators were totaled from external (LEA-level) detail for the District of Columbia, Massachusetts, Rhode Island, and Guam.

LEA administrative support staff (LEASUP). Counts of these staff were missing for Illinois, Maine, Montana, and Nevada. LEA administrative support staff counts were imputed for each of

these states. The counts of LEA administrative support staff were totaled from external (LEA-level) detail for the District of Columbia, Massachusetts, Rhode Island, and Guam.

School administrators (SCHADM). Counts of school administrators were totaled from external (LEA-level) detail for the District of Columbia, Massachusetts, Rhode Island, and Guam. New Hampshire included instructional coordinators and supervisors with their school administrator's count, and the count was edited.

School administrative support staff (SCHSUP). Counts of school administrative support staff were missing for Illinois, Maine, Montana, and Nevada. Counts were imputed for these states. New Hampshire included school administrative support staff with their student support services staff. This number was edited for New Hampshire. The counts of school administrative support staff were totaled from external (LEA-level) detail for the District of Columbia, Maryland, Massachusetts, Rhode Island, and Guam.

Student support services staff (STUSUP). New Hampshire combined student support services staff with their school administrative support staff count. This number was edited for New Hampshire. The counts of student support services staff was totaled from external (LEA-level) detail for the District of Columbia, Massachusetts, Rhode Island, and Guam.

All other support services staff (OTHSUP). Counts for the category of all other support services staff were missing for Illinois and Montana. The counts were imputed for these states. The counts for the District of Columbia, Maryland, Massachusetts, Rhode Island, and Guam were totaled from external (LEA-level) detail.

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

Starting in SY 1999–2000, CCD data file names were changed to include a two-digit version number. The SY 2011-12 State Nonfiscal Survey of Public Elementary/Secondary Education Excel file is called ST111A_imp.XLS, the flat ASCII file is called ST111A_imp.TXT, and the SAS data file is called ST111A_imp.SAS7BDAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (11 = 2011-12 CCD collection), and the fifth and sixth characters indicate the version number (1 = release number, A = published file). The “_imp” suffix indicates that some values have been imputed.

At a later date, NCES may release revised SY 2011-12 provisional and final files and these will have incremental version numbers (e.g. the second revised file is labeled 2a).

The record layout for the file is contained in appendix A.

E. Guidelines for Using the Flat ASCII Data File

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

Appendix A - Record Layout for the Common Core of Data Public State Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12

The file contains data for the SY 2011-12 sorted by the ANSI state code (FIPST).

(*Fields have two explicit decimal places, unless otherwise noted

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

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

**Appendix A - Record Layout for the Common Core of Data Public State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Variable Name	Data Order	Data Type	Description
LIBSUP	24*	N	Library support staff.
LEAADM	25*	N	Local Education Agency (LEA) administrators.
LEASUP	26*	N	Administrative support staff.
SCHADM	27*	N	School administrators.
SCHSUP	28*	N	School administrative support staff.
STUSUP	29*	N	Student support services.
OTHSUP	30*	N	All other support services staff.
PK	31	N	Prekindergarten students.
KG	32	N	Kindergarten students.
G01	33	N	Grade 1 students.
G02	34	N	Grade 2 students.
G03	35	N	Grade 3 students.
G04	36	N	Grade 4 students.
G05	37	N	Grade 5 students.
G06	38	N	Grade 6 students.
G07	39	N	Grade 7 students.
G08	40	N	Grade 8 students.
G09	41	N	Grade 9 students.
G10	42	N	Grade 10 students.
G11	43	N	Grade 11 students.
G12	44	N	Grade 12 students.
UG	45	N	Ungraded students.
MEMBER	46	N	Total students.
AMPKM	47	N	Prekindergarten students - American Indian/Alaska Native - male.
AMPKF	48	N	Prekindergarten students - American Indian/Alaska Native - female.
ASPKM	49	N	Prekindergarten students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male
ASPKF	50	N	Prekindergarten students - Asian/Hawaiian Native/Pacific

**Appendix A - Record Layout for the Common Core of Data Public State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Variable Name	Data Order	Data Type	Description
			Islander (5) or Asian (7) - female.
HIPKM	51	N	Prekindergarten students - Hispanic - male.
HIPKF	52	N	Prekindergarten students - Hispanic - female.
BLPKM	53	N	Prekindergarten students - Black, non-Hispanic - male.
BLPKF	54	N	Prekindergarten students - Black, non-Hispanic - female.
WHPKM	55	N	Prekindergarten students - White, non-Hispanic - male.
WHPKF	56	N	Prekindergarten students - White, non-Hispanic - female.
HPPKM	57	N	Prekindergarten students - Hawaiian Native/Pacific Islander - male.
HPPKF	58	N	Prekindergarten students - Hawaiian Native/Pacific Islander - female.
TRPKM	59	N	Prekindergarten students - Two or more races - male.
TRPKF	60	N	Prekindergarten students - Two or more races - female.
AMKGM	61	N	Kindergarten students - American Indian/Alaska Native - male.
AMKGF	62	N	Kindergarten students - American Indian/Alaska Native - female.
ASKGM	63	N	Kindergarten students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
ASKGF	64	N	Kindergarten students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HIKGM	65	N	Kindergarten students - Hispanic - male.
HIKGF	66	N	Kindergarten students - Hispanic - female.
BLKGM	67	N	Kindergarten students - Black, non-Hispanic - male.
BLKGF	68	N	Kindergarten students - Black, non-Hispanic - female.
WHKGM	69	N	Kindergarten students - White, non-Hispanic - male.
WHKGF	70	N	Kindergarten students - White, non-Hispanic - female.
HPKGM	71	N	Kindergarten students - Hawaiian Native/Pacific Islander - male.
HPKGF	72	N	Kindergarten students - Hawaiian Native/Pacific Islander - female.
TRKGM	73	N	Kindergarten students - Two or more races - male.

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Variable Name	Data Order	Data Type	Description
TRKGF	74	N	Kindergarten students - Two or more races - female.
AM01M	75	N	Grade 1 students - American Indian/Alaska Native - male.
AM01F	76	N	Grade 1 students - American Indian/Alaska Native - female.
AS01M	77	N	Grade 1 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS01F	78	N	Grade 1 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI01M	79	N	Grade 1 students - Hispanic - male.
HI01F	80	N	Grade 1 students - Hispanic - female.
BL01M	81	N	Grade 1 students - Black, non-Hispanic - male.
BL01F	82	N	Grade 1 students - Black, non-Hispanic - female.
WH01M	83	N	Grade 1 students - White, non-Hispanic - male.
WH01F	84	N	Grade 1 students - White, non-Hispanic - female.
HP01M	85	N	Grade 1 students - Hawaiian Native/Pacific Islander - male.
HP01F	86	N	Grade 1 students - Hawaiian Native/Pacific Islander - female.
TR01M	87	N	Grade 1 students - Two or more races - male.
TR01F	88	N	Grade 1 students - Two or more races - female.
AM02M	89	N	Grade 2 students - American Indian/Alaska Native - male.
AM02F	90	N	Grade 2 students - American Indian/Alaska Native - female.
AS02M	91	N	Grade 2 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS02F	92	N	Grade 2 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI02M	93	N	Grade 2 students - Hispanic - male.
HI02F	94	N	Grade 2 students - Hispanic - female.
BL02M	95	N	Grade 2 students - Black, non-Hispanic - male.
BL02F	96	N	Grade 2 students - Black, non-Hispanic - female.
WH02M	97	N	Grade 2 students - White, non-Hispanic - male.
WH02F	98	N	Grade 2 students - White, non-Hispanic - female.
HP02M	99	N	Grade 2 students - Hawaiian Native/Pacific Islander - male.

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Variable Name	Data Order	Data Type	Description
HP02F	100	N	Grade 2 students - Hawaiian Native/Pacific Islander - female.
TR02M	101	N	Grade 2 students - Two or more races - male.
TR02F	102	N	Grade 2 students - Two or more races - female.
AM03M	103	N	Grade 3 students - American Indian/Alaska Native - male.
AM03F	104	N	Grade 3 students - American Indian/Alaska Native - female.
AS03M	105	N	Grade 3 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS03F	106	N	Grade 3 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI03M	107	N	Grade 3 students - Hispanic - male.
HI03F	108	N	Grade 3 students - Hispanic - female.
BL03M	109	N	Grade 3 students - Black, non-Hispanic - male.
BL03F	110	N	Grade 3 students - Black, non-Hispanic - female.
WH03M	111	N	Grade 3 students - White, non-Hispanic - male.
WH03F	112	N	Grade 3 students - White, non-Hispanic - female.
HP03M	113	N	Grade 3 students - Hawaiian Native/Pacific Islander - male.
HP03F	114	N	Grade 3 students - Hawaiian Native/Pacific Islander - female.
TR03M	115	N	Grade 3 students - Two or more races - male.
TR03F	116	N	Grade 3 students - Two or more races - female.
AM04M	117	N	Grade 4 students - American Indian/Alaska Native - male.
AM04F	118	N	Grade 4 students - American Indian/Alaska Native - female.
AS04M	119	N	Grade 4 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS04F	120	N	Grade 4 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI04M	121	N	Grade 4 students - Hispanic - male.
HI04F	122	N	Grade 4 students - Hispanic - female.
BL04M	123	N	Grade 4 students - Black, non-Hispanic - male.
BL04F	124	N	Grade 4 students - Black, non-Hispanic - female.
WH04M	125	N	Grade 4 students - White, non-Hispanic - male.

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Variable Name	Data Order	Data Type	Description
WH04F	126	N	Grade 4 students - White, non-Hispanic - female.
HP04M	127	N	Grade 4 students - Hawaiian Native/Pacific Islander - male.
HP04F	128	N	Grade 4 students - Hawaiian Native/Pacific Islander - female.
TR04M	129	N	Grade 4 students - Two or more races - male.
TR04F	130	N	Grade 4 students - Two or more races - female.
AM05M	131	N	Grade 5 students - American Indian/Alaska Native - male.
AM05F	132	N	Grade 5 students - American Indian/Alaska Native - female.
AS05M	133	N	Grade 5 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS05F	134	N	Grade 5 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI05M	135	N	Grade 5 students - Hispanic - male.
HI05F	136	N	Grade 5 students - Hispanic - female.
BL05M	137	N	Grade 5 students - Black, non-Hispanic - male.
BL05F	138	N	Grade 5 students - Black, non-Hispanic - female.
WH05M	139	N	Grade 5 students - White, non-Hispanic - male.
WH05F	140	N	Grade 5 students - White, non-Hispanic - female.
HP05M	141	N	Grade 5 students - Hawaiian Native/Pacific Islander - male.
HP05F	142	N	Grade 5 students - Hawaiian Native/Pacific Islander - female.
TR05M	143	N	Grade 5 students - Two or more races - male.
TR05F	144	N	Grade 5 students - Two or more races - female.
AM06M	145	N	Grade 6 students - American Indian/Alaska Native - male.
AM06F	146	N	Grade 6 students - American Indian/Alaska Native - female.
AS06M	147	N	Grade 6 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS06F	148	N	Grade 6 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI06M	149	N	Grade 6 students - Hispanic - male.
HI06F	150	N	Grade 6 students - Hispanic - female.
BL06M	151	N	Grade 6 students - Black, non-Hispanic - male.

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Variable Name	Data Order	Data Type	Description
BL06F	152	N	Grade 6 students - Black, non-Hispanic - female.
WH06M	153	N	Grade 6 students - White, non-Hispanic - male.
WH06F	154	N	Grade 6 students - White, non-Hispanic - female.
HP06M	155	N	Grade 6 students - Hawaiian Native/Pacific Islander - male.
HP06F	156	N	Grade 6 students - Hawaiian Native/Pacific Islander - female.
TR06M	157	N	Grade 6 students - Two or more races - male.
TR06F	158	N	Grade 6 students - Two or more races - female.
AM07M	159	N	Grade 7 students - American Indian/Alaska Native - male.
AM07F	160	N	Grade 7 students - American Indian/Alaska Native - female.
AS07M	161	N	Grade 7 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS07F	162	N	Grade 7 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI07M	163	N	Grade 7 students - Hispanic - male.
HI07F	164	N	Grade 7 students - Hispanic - female.
BL07M	165	N	Grade 7 students - Black, non-Hispanic - male.
BL07F	166	N	Grade 7 students - Black, non-Hispanic - female.
WH07M	167	N	Grade 7 students - White, non-Hispanic - male.
WH07F	168	N	Grade 7 students - White, non-Hispanic - female.
HP07M	169	N	Grade 7 students - Hawaiian Native/Pacific Islander - male.
HP07F	170	N	Grade 7 students - Hawaiian Native/Pacific Islander - female.
TR07M	171	N	Grade 7 students - Two or more races - male.
TR07F	172	N	Grade 7 students - Two or more races - female.
AM08M	173	N	Grade 8 students - American Indian/Alaska Native - male.
AM08F	174	N	Grade 8 students - American Indian/Alaska Native - female.
AS08M	175	N	Grade 8 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS08F	176	N	Grade 8 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI08M	177	N	Grade 8 students - Hispanic - male.

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Variable Name	Data Order	Data Type	Description
HI08F	178	N	Grade 8 students - Hispanic - female.
BL08M	179	N	Grade 8 students - Black, non-Hispanic - male.
BL08F	180	N	Grade 8 students - Black, non-Hispanic - female.
WH08M	181	N	Grade 8 students - White, non-Hispanic - male.
WH08F	182	N	Grade 8 students - White, non-Hispanic - female.
HP08M	183	N	Grade 8 students - Hawaiian Native/Pacific Islander - male.
HP08F	184	N	Grade 8 students - Hawaiian Native/Pacific Islander - female.
TR08M	185	N	Grade 8 students - Two or more races - male.
TR08F	186	N	Grade 8 students - Two or more races - female.
AM09M	187	N	Grade 9 students - American Indian/Alaska Native - male.
AM09F	188	N	Grade 9 students - American Indian/Alaska Native - female.
AS09M	189	N	Grade 9 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS09F	190	N	Grade 9 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI09M	191	N	Grade 9 students - Hispanic - male.
HI09F	192	N	Grade 9 students - Hispanic - female.
BL09M	193	N	Grade 9 students - Black, non-Hispanic - male.
BL09F	194	N	Grade 9 students - Black, non-Hispanic - female.
WH09M	195	N	Grade 9 students - White, non-Hispanic - male.
WH09F	196	N	Grade 9 students - White, non-Hispanic - female.
HP09M	197	N	Grade 9 students - Hawaiian Native/Pacific Islander - male.
HP09F	198	N	Grade 9 students - Hawaiian Native/Pacific Islander - female.
TR09M	199	N	Grade 9 students - Two or more races - male.
TR09F	200	N	Grade 9 students - Two or more races - female.
AM10M	201	N	Grade 10 students - American Indian/Alaska Native - male.
AM10F	202	N	Grade 10 students - American Indian/Alaska Native - female.
AS10M	203	N	Grade 10 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS10F	204	N	Grade 10 students - Asian/Hawaiian Native/Pacific Islander (5)

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Variable Name	Data Order	Data Type	Description
			or Asian (7) - female.
HI10M	205	N	Grade 10 students - Hispanic - male.
HI10F	206	N	Grade 10 students - Hispanic - female.
BL10M	207	N	Grade 10 students - Black, non-Hispanic - male.
BL10F	208	N	Grade 10 students - Black, non-Hispanic - female.
WH10M	209	N	Grade 10 students - White, non-Hispanic - male.
WH10F	210	N	Grade 10 students - White, non-Hispanic - female.
HP10M	211	N	Grade 10 students - Hawaiian Native/Pacific Islander - male.
HP10F	212	N	Grade 10 students - Hawaiian Native/Pacific Islander - female.
TR10M	213	N	Grade 10 students - Two or more races - male.
TR10F	214	N	Grade 10 students - Two or more races - female.
AM11M	215	N	Grade 11 students - American Indian/Alaska Native - male.
AM11F	216	N	Grade 11 students - American Indian/Alaska Native - female.
AS11M	217	N	Grade 11 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS11F	218	N	Grade 11 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI11M	219	N	Grade 11 students - Hispanic - male.
HI11F	220	N	Grade 11 students - Hispanic - female.
BL11M	221	N	Grade 11 students - Black, non-Hispanic - male.
BL11F	222	N	Grade 11 students - Black, non-Hispanic - female.
WH11M	223	N	Grade 11 students - White, non-Hispanic - male.
WH11F	224	N	Grade 11 students - White, non-Hispanic - female.
HP11M	225	N	Grade 11 students - Hawaiian Native/Pacific Islander - male.
HP11F	226	N	Grade 11 students - Hawaiian Native/Pacific Islander - female.
TR11M	227	N	Grade 11 students - Two or more races - male.
TR11F	228	N	Grade 11 students - Two or more races - female.
AM12M	229	N	Grade 12 students - American Indian/Alaska Native - male.
AM12F	230	N	Grade 12 students - American Indian/Alaska Native - female.

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Variable Name	Data Order	Data Type	Description
AS12M	231	N	Grade 12 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
AS12F	232	N	Grade 12 students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HI12M	233	N	Grade 12 students - Hispanic - male.
HI12F	234	N	Grade 12 students - Hispanic - female.
BL12M	235	N	Grade 12 students - Black, non-Hispanic - male.
BL12F	236	N	Grade 12 students - Black, non-Hispanic - female.
WH12M	237	N	Grade 12 students - White, non-Hispanic - male.
WH12F	238	N	Grade 12 students - White, non-Hispanic - female.
HP12M	239	N	Grade 12 students - Hawaiian Native/Pacific Islander - male.
HP12F	240	N	Grade 12 students - Hawaiian Native/Pacific Islander - female.
TR12M	241	N	Grade 12 students - Two or more races- male.
TR12F	242	N	Grade 12 students - Two or more races - female.
AMUGM	243	N	Ungraded students - American Indian/Alaska Native - male.
AMUGF	244	N	Ungraded students - American Indian/Alaska Native - female.
ASUGM	245	N	Ungraded students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - male.
ASUGF	246	N	Ungraded students - Asian/Hawaiian Native/Pacific Islander (5) or Asian (7) - female.
HIUGM	247	N	Ungraded students - Hispanic - male.
HIUGF	248	N	Ungraded students - Hispanic - female.
BLUGM	249	N	Ungraded students - Black, non-Hispanic - male.
BLUGF	250	N	Ungraded students - Black, non-Hispanic - female.
WHUGM	251	N	Ungraded students - White, non-Hispanic - male.
WHUGF	252	N	Ungraded students - White, non-Hispanic - female.
HPUGM	253	N	Ungraded students - Hawaiian Native/Pacific Islander - male.
HPUGF	254	N	Ungraded students - Hawaiian Native/Pacific Islander - female.
TRUGM	255	N	Ungraded students - Two or more races - male.
TRUGF	256	N	Ungraded students - Two or more races - female.

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Variable Name	Data Order	Data Type	Description
AM	257	N	American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM and AMALF fields.
AMALM	258	N	Total students, all grades - American Indian/Alaska Native - male.
AMALF	259	N	Total students, all grades - American Indian/Alaska Native - female.
AS	260	N	Asian students. If not reported, this field was calculated by summing the ASALM and ASALF fields.
ASALM	261	N	Total students, all grades - Asian - male.
ASALF	262	N	Total students, All Grades - Asian - female.
HI	263	N	Hispanic students. If not reported, this field was calculated by summing the HIALM and HIALF fields.
HIALM	264	N	Total students, all grades - Hispanic - male.
HIALF	265	N	Total students, all grades - Hispanic - female.
BL	266	N	Black, non-Hispanic students. If not reported, this field was calculated by summing the BLALM and BLALF fields.
BLALM	267	N	Total students, all grades - Black, non-Hispanic - male.
BLALF	268	N	Total students, all grades - Black, non-Hispanic - female.
WH	269	N	White, non-Hispanic students. If not reported, this field was calculated by summing the WHALM and WHALF fields.
WHALM	270	N	Total students, all grades - White, non-Hispanic - male.
WHALF	271	N	Total students, all grades - White, non-Hispanic - female.
HP	272	N	Hawaiian Native / Pacific Islander students. If not reported, this field was calculated by summing the HPALM and HPALF fields.
HPALM	273	N	Total students, all grades - Hawaiian Native/Pacific Islander - male.
HPALF	274	N	Total students, all grades - Hawaiian Native/Pacific Islander - female.
TR	275	N	Two or more races students. If not reported, this field was calculated by summing the TRALM and TRALF fields.
TRALM	276	N	Total students, all grades - Two or more races - male.
TRALF	277	N	Total students, all grades - Two or more races - female.

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Variable Name	Data Order	Data Type	Description
IPKTCH	278	AN	Imputation flag - Prekindergarten teachers.
IKGTCH	279	AN	Imputation flag - Kindergarten teachers.
IELMTCH	280	AN	Imputation flag - Elementary teachers.
ISECTCH	281	AN	Imputation flag - Secondary teachers.
IUGTCH	282	AN	Imputation flag - Teachers of ungraded classes.
ITOTTCH	283	AN	Imputation flag - Total full-time-equivalent (FTE) teachers.
IAIDES	284	AN	Imputation flag - Instructional aides.
ICORSUP	285	AN	Imputation flag - Instructional coordinators and supervisors.
IELMGUI	286	AN	Imputation flag - Elementary guidance counselors/directors.
ISECGUI	287	AN	Imputation flag - Secondary guidance counselors/directors.
IOTHGUI	288	AN	Imputation flag - Other guidance counselors/directors.
ITOTGUI	289	AN	Imputation flag - Total guidance counselors/directors.
ILIBSPE	290	AN	Imputation flag - Librarians.
ILIBSUP	291	AN	Imputation flag - Library support staff.
ILEAADM	292	AN	Imputation flag - Local Education Agency (LEA) administrators.
ILEASUP	293	AN	Imputation flag - Administrative support staff.
ISCHADM	294	AN	Imputation flag - School administrators.
ISCHSUP	295	AN	Imputation flag - School administrative support staff.
ISTUSUP	296	AN	Imputation flag - Student support services
IOTHSUP	297	AN	Imputation flag - All other support services staff
IPK	298	AN	Imputation flag - Prekindergarten students
IKG	299	AN	Imputation flag - Kindergarten students
IG01	300	AN	Imputation flag - Grade 1 students
IG02	301	AN	Imputation flag - Grade 2 students
IG03	302	AN	Imputation flag - Grade 3 students
IG04	303	AN	Imputation flag - Grade 4 students
IG05	304	AN	Imputation flag - Grade 5 students
IG06	305	AN	Imputation flag - Grade 6 students

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Variable Name	Data Order	Data Type	Description
IG07	306	AN	Imputation flag - Grade 7 students
IG08	307	AN	Imputation flag - Grade 8 students
IG09	308	AN	Imputation flag - Grade 9 students
IG10	309	AN	Imputation flag - Grade 10 students
IG11	310	AN	Imputation flag - Grade 11 students
IG12	311	AN	Imputation flag - Grade 12 students
IUG	312	AN	Imputation flag - Ungraded students
IMEMBER	313	AN	Imputation flag - Total students
RACECAT	314	AN	Race/ethnicities categories indicator. Indicates whether state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. 5 = State reported student enrollment counts in the following five race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black; and (e) White. 7 = State reported student enrollment counts in the following seven race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian; (c) Hispanic of any race; (d) Black; (e) White; (f) Hawaiian Native/Pacific Islander; and (g) Two or more races.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
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Table B-1. Distribution of responses of character variable data, by response value: School year 2011-12

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, (CCD). "State Nonfiscal Survey of Public Elementary/Secondary Education," SY 2011-12, Provisional Version 1a.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
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Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011–12

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
PKTCH	Teachers - Prekindergarten	25.0	7,352.0	1,033.8	4	0
KGTCH	Teachers - Kindergarten	19.0	19,776.8	3,384.2	4	0
ELMTCH	Teachers - Elementary	245.0	150,320.2	27,507.5	3	0
SECTCH	Teachers - Secondary	200.0	130,424.4	21,976.6	3	0
UGTCH	Teachers - Ungraded	4.0	32,669.9	6,005.0	0	28
TOTTCH	Teachers - Total	496.0	324,282.0	57,097.2	3	0
AIDES	Instructional Aides / Paraprofessionals	79.0	63,886.0	12,936.7	3	0
CORSUP	Instructional Coordinators and Supervisors	12.0	12,539.6	1,262.6	3	0
ELMGUI	Guidance Counselors - Elementary	13.0	4,454.1	734.8	4	0
SECGUI	Guidance Counselors - Secondary	23.0	6,366.5	1,144.0	4	0
OTHGUI	Guidance Counselors - Other	0.2	1,282.2	241.8	0	38
TOTGUI	Guidance Counselors - Total	36.0	10,820.6	1,932.5	3	0
LIBSPE	Librarians / Media Specialists	1.0	4,749.0	900.3	3	0
LIBSUP	Librarians / Media Support Staff	2.0	3,936.0	635.0	3	0
LEAADM	LEA Administrators	6.0	5,780.8	1,152.2	3	0
LEASUP	LEA Administrative Support Staff	67.0	22,119.8	3,459.3	3	0
SCHADM	School Administrators	40.0	21,515.0	3,049.7	3	0
SCHSUP	School Administrative Support Staff	45.0	30,745.0	4,353.9	3	0
STUSUP	Student Support Services Staff	30.0	23,706.5	5,100.7	3	0
OTHSUP	All Other Support Staff	93.0	139,131.9	20,884.3	3	0
PK	PK Students - Total	13.0	249,524.0	23,935.4	4	0
KG	KG Students - Total	608.0	488,070.0	68,720.7	3	0
G01	Grade 1 Students - Total	736.0	489,961.0	69,311.7	3	0
G02	Grade 2 Students - Total	762.0	471,993.0	68,186.7	3	0
G03	Grade 3 Students - Total	792.0	467,539.0	67,993.9	3	0
G04	Grade 4 Students - Total	814.0	462,082.0	67,452.8	3	0
G05	Grade 5 Students - Total	851.0	452,305.0	67,972.1	3	0
G06	Grade 6 Students - Total	849.0	466,942.0	68,425.5	3	0
G07	Grade 7 Students - Total	944.0	464,260.0	67,974.3	3	0
G08	Grade 8 Students - Total	841.0	467,626.0	67,637.1	3	0
G09	Grade 9 Students - Total	962.0	501,073.0	72,695.8	3	0
G10	Grade 10 Students - Total	950.0	494,739.0	68,926.6	3	0
G11	Grade 11 Students - Total	742.0	487,113.0	65,102.6	3	0
G12	Grade 12 Students - Total	654.0	494,144.0	63,336.1	3	0
UG	Ungraded Students - Total	44.0	51,655.0	7,905.2	0	41
MEMBER	All Students - Total	11,011.0	6,287,834.0	909,679.5	3	0
AMPKM	PK Students - American Indian/Alaska Native - Male	0.0	3,324.0	187.5	5	0
AMPKF	PK Students - American Indian/Alaska Native - Female	0.0	3,037.0	153.6	5	0
ASPKM	PK Students - Asian - Male	0.0	3,868.0	362.2	5	0

See notes at end of table.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011–12

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
ASPKF	PK Students - Asian - Female	0.0	3,395.0	315.0	5	0
HIPKM	PK Students - Hispanic - Male	0.0	81,560.0	3,413.2	5	0
HIPKF	PK Students - Hispanic - Female	0.0	76,621.0	3,028.7	5	0
BLPKM	PK Students - Black - Male	0.0	18,774.0	2,402.5	5	0
BLPKF	PK Students - Black - Female	0.0	17,381.0	2,167.0	5	0
WHPKM	PK Students - White - Male	0.0	23,465.0	5,758.5	5	0
WHPKF	PK Students - White - Female	0.0	19,298.0	4,503.9	5	0
HPPKM	PK Students - Hawaiian Native/Pacific Islander - Male	0.0	337.0	32.2	2	3
HPPKF	PK Students - Hawaiian Native/Pacific Islander - Female	0.0	155.0	24.4	2	3
TRPKM	PK Students - Two or More Races - Male	0.0	1,909.0	355.2	2	3
TRPKF	PK Students - Two or More Races - Female	0.0	1,738.0	293.8	2	3
AMKGM	KG Students - American Indian/Alaska Native - Male	0.0	4,203.0	385.8	3	0
AMKGF	KG Students - American Indian/Alaska Native - Female	0.0	3,823.0	355.2	3	0
ASKGM	KG Students - Asian - Male	3.0	24,636.0	1,537.8	3	0
ASKGF	KG Students - Asian - Female	1.0	22,660.0	1,457.8	3	0
HIKGM	KG Students - Hispanic - Male	0.0	139,333.0	9,473.3	3	0
HIKGF	KG Students - Hispanic - Female	1.0	131,482.0	8,981.6	3	0
BLKGM	KG Students - Black - Male	0.0	24,475.0	5,307.2	3	0
BLKGF	KG Students - Black - Female	0.0	22,750.0	5,000.7	3	0
WHKGM	KG Students - White - Male	1.0	61,532.0	17,460.6	3	0
WHKGF	KG Students - White - Female	1.0	55,287.0	16,092.2	3	0
HPKGM	KG Students - Hawaiian Native/Pacific Islander - Male	0.0	2,515.0	156.5	0	3
HPKGF	KG Students - Hawaiian Native/Pacific Islander - Female	0.0	2,125.0	144.1	0	3
TRKGM	KG Students - Two or More Races - Male	0.0	10,581.0	1,217.9	0	3
TRKGF	KG Students - Two or More Races - Female	0.0	9,634.0	1,150.0	0	3
AM01M	Grade 1 Students - American Indian/Alaska Native - Male	0.0	4,271.0	374.1	3	0
AM01F	Grade 1 Students - American Indian/Alaska Native - Female	0.0	4,058.0	361.9	3	0
AS01M	Grade 1 Students - Asian - Male	0.0	25,788.0	1,628.9	3	0
AS01F	Grade 1 Students - Asian - Female	1.0	24,686.0	1,588.9	3	0
HI01M	Grade 1 Students - Hispanic - Male	0.0	137,756.0	9,490.0	3	0
HI01F	Grade 1 Students - Hispanic - Female	0.0	131,060.0	8,986.3	3	0
BL01M	Grade 1 Students - Black - Male	0.0	24,698.0	5,399.6	3	0
BL01F	Grade 1 Students - Black - Female	0.0	23,169.0	5,091.5	3	0
WH01M	Grade 1 Students - White - Male	4.0	60,870.0	17,542.4	3	0
WH01F	Grade 1 Students - White - Female	3.0	56,677.0	16,365.7	3	0
HP01M	Grade 1 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,919.0	164.7	0	3

See notes at end of table.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011–12

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HP01F	Grade 1 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,678.0	154.9	0	3
TR01M	Grade 1 Students - Two or More Races - Male	0.0	8,977.0	1,097.5	0	3
TR01F	Grade 1 Students - Two or More Races - Female	0.0	8,797.0	1,065.3	0	3
AM02M	Grade 2 Students - American Indian/Alaska Native - Male	0.0	4,147.0	374.3	3	0
AM02F	Grade 2 Students - American Indian/Alaska Native - Female	0.0	3,904.0	353.7	3	0
AS02M	Grade 2 Students - Asian - Male	2.0	26,601.0	1,664.9	3	0
AS02F	Grade 2 Students - Asian - Female	1.0	25,271.0	1,641.0	3	0
HI02M	Grade 2 Students - Hispanic - Male	1.0	129,296.0	9,013.6	3	0
HI02F	Grade 2 Students - Hispanic - Female	0.0	123,574.0	8,611.2	3	0
BL02M	Grade 2 Students - Black - Male	0.0	23,979.0	5,253.7	3	0
BL02F	Grade 2 Students - Black - Female	0.0	22,901.0	5,002.6	3	0
WH02M	Grade 2 Students - White - Male	6.0	61,088.0	17,510.8	3	0
WH02F	Grade 2 Students - White - Female	5.0	56,437.0	16,418.2	3	0
HP02M	Grade 2 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,852.0	156.7	0	3
HP02F	Grade 2 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,586.0	147.7	0	3
TR02M	Grade 2 Students - Two or More Races - Male	0.0	8,041.0	1,038.7	0	3
TR02F	Grade 2 Students - Two or More Races - Female	0.0	7,649.0	999.8	0	3
AM03M	Grade 3 Students - American Indian/Alaska Native - Male	0.0	4,122.0	368.8	3	0
AM03F	Grade 3 Students - American Indian/Alaska Native - Female	0.0	3,877.0	352.6	3	0
AS03M	Grade 3 Students - Asian - Male	1.0	26,983.0	1,668.3	3	0
AS03F	Grade 3 Students - Asian - Female	1.0	25,594.0	1,641.4	3	0
HI03M	Grade 3 Students - Hispanic - Male	0.0	126,927.0	8,846.9	3	0
HI03F	Grade 3 Students - Hispanic - Female	0.0	121,448.0	8,440.9	3	0
BL03M	Grade 3 Students - Black - Male	0.0	25,191.0	5,317.1	3	0
BL03F	Grade 3 Students - Black - Female	0.0	23,279.0	5,073.6	3	0
WH03M	Grade 3 Students - White - Male	2.0	61,028.0	17,574.7	3	0
WH03F	Grade 3 Students - White - Female	2.0	57,312.0	16,511.4	3	0
HP03M	Grade 3 Students - Hawaiian Native/Pacific Islander - Male	1.0	2,787.0	155.1	0	3
HP03F	Grade 3 Students - Hawaiian Native/Pacific Islander - Female	1.0	2,436.0	141.7	0	3
TR03M	Grade 3 Students - Two or More Races - Male	0.0	7,215.0	966.2	0	3
TR03F	Grade 3 Students - Two or More Races - Female	0.0	6,866.0	935.0	0	3

See notes at end of table.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011–12

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AM04M	Grade 4 Students - American Indian/Alaska Native - Male	0.0	4,117.0	368.1	3	0
AM04F	Grade 4 Students - American Indian/Alaska Native - Female	0.0	4,040.0	358.5	3	0
AS04M	Grade 4 Students - Asian - Male	0.0	26,485.0	1,625.5	3	0
AS04F	Grade 4 Students - Asian - Female	1.0	25,154.0	1,597.3	3	0
HI04M	Grade 4 Students - Hispanic - Male	1.0	124,945.0	8,636.9	3	0
HI04F	Grade 4 Students - Hispanic - Female	0.0	119,927.0	8,274.2	3	0
BL04M	Grade 4 Students - Black - Male	0.0	24,191.0	5,347.3	3	0
BL04F	Grade 4 Students - Black - Female	0.0	22,851.0	5,126.0	3	0
WH04M	Grade 4 Students - White - Male	3.0	60,437.0	17,542.4	3	0
WH04F	Grade 4 Students - White - Female	1.0	56,633.0	16,494.9	3	0
HP04M	Grade 4 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,647.0	146.5	0	3
HP04F	Grade 4 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,481.0	141.7	0	3
TR04M	Grade 4 Students - Two or More Races - Male	0.0	6,694.0	906.2	0	3
TR04F	Grade 4 Students - Two or More Races - Female	0.0	6,467.0	887.1	0	3
AM05M	Grade 5 Students - American Indian/Alaska Native - Male	0.0	4,316.0	374.8	3	0
AM05F	Grade 5 Students - American Indian/Alaska Native - Female	0.0	4,070.0	356.5	3	0
AS05M	Grade 5 Students - Asian - Male	0.0	26,363.0	1,618.1	3	0
AS05F	Grade 5 Students - Asian - Female	1.0	24,792.0	1,581.4	3	0
HI05M	Grade 5 Students - Hispanic - Male	0.0	122,283.0	8,549.3	3	0
HI05F	Grade 5 Students - Hispanic - Female	0.0	117,655.0	8,211.1	3	0
BL05M	Grade 5 Students - Black - Male	0.0	24,729.0	5,379.7	3	0
BL05F	Grade 5 Students - Black - Female	0.0	23,989.0	5,173.5	3	0
WH05M	Grade 5 Students - White - Male	3.0	59,899.0	17,861.3	3	0
WH05F	Grade 5 Students - White - Female	3.0	55,962.0	16,833.8	3	0
HP05M	Grade 5 Students - Hawaiian Native/Pacific Islander - Male	1.0	2,449.0	142.3	0	3
HP05F	Grade 5 Students - Hawaiian Native/Pacific Islander - Female	1.0	2,397.0	138.0	0	3
TR05M	Grade 5 Students - Two or More Races - Male	0.0	6,610.0	887.3	0	3
TR05F	Grade 5 Students - Two or More Races - Female	0.0	6,304.0	865.1	0	3
AM06M	Grade 6 Students - American Indian/Alaska Native - Male	0.0	4,273.0	376.4	3	0
AM06F	Grade 6 Students - American Indian/Alaska Native - Female	0.0	4,175.0	365.8	3	0
AS06M	Grade 6 Students - Asian - Male	1.0	28,035.0	1,639.9	3	0

See notes at end of table.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011–12

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AS06F	Grade 6 Students - Asian - Female	1.0	26,225.0	1,598.8	3	0
HI06M	Grade 6 Students - Hispanic - Male	0.0	124,190.0	8,416.3	3	0
HI06F	Grade 6 Students - Hispanic - Female	0.0	119,011.0	8,065.8	3	0
BL06M	Grade 6 Students - Black - Male	0.0	25,207.0	5,524.9	3	0
BL06F	Grade 6 Students - Black - Female	0.0	24,147.0	5,311.9	3	0
WH06M	Grade 6 Students - White - Male	5.0	62,594.0	18,131.7	3	0
WH06F	Grade 6 Students - White - Female	1.0	58,388.0	17,021.0	3	0
HP06M	Grade 6 Students - Hawaiian Native/Pacific Islander - Male	1.0	2,542.0	148.4	0	3
HP06F	Grade 6 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,350.0	137.9	0	3
TR06M	Grade 6 Students - Two or More Races - Male	0.0	6,312.0	851.4	0	3
TR06F	Grade 6 Students - Two or More Races - Female	0.0	5,986.0	835.3	0	3
AM07M	Grade 7 Students - American Indian/Alaska Native - Male	0.0	4,292.0	388.4	3	0
AM07F	Grade 7 Students - American Indian/Alaska Native - Female	0.0	4,139.0	373.3	3	0
AS07M	Grade 7 Students - Asian - Male	0.0	26,678.0	1,556.7	3	0
AS07F	Grade 7 Students - Asian - Female	1.0	24,969.0	1,508.6	3	0
HI07M	Grade 7 Students - Hispanic - Male	0.0	123,049.0	8,269.1	3	0
HI07F	Grade 7 Students - Hispanic - Female	0.0	117,460.0	7,881.6	3	0
BL07M	Grade 7 Students - Black - Male	0.0	24,233.0	5,491.0	3	0
BL07F	Grade 7 Students - Black - Female	0.0	23,542.0	5,253.1	3	0
WH07M	Grade 7 Students - White - Male	2.0	63,586.0	18,230.4	3	0
WH07F	Grade 7 Students - White - Female	0.0	59,176.0	17,123.2	3	0
HP07M	Grade 7 Students - Hawaiian Native/Pacific Islander - Male	1.0	2,546.0	148.9	0	3
HP07F	Grade 7 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,314.0	135.2	0	3
TR07M	Grade 7 Students - Two or More Races - Male	0.0	6,113.0	812.8	0	3
TR07F	Grade 7 Students - Two or More Races - Female	0.0	5,893.0	800.7	0	3
AM08M	Grade 8 Students - American Indian/Alaska Native - Male	0.0	4,320.0	385.6	3	0
AM08F	Grade 8 Students - American Indian/Alaska Native - Female	0.0	4,003.0	368.6	3	0
AS08M	Grade 8 Students - Asian - Male	0.0	27,110.0	1,579.1	3	0
AS08F	Grade 8 Students - Asian - Female	0.0	25,020.0	1,515.9	3	0
HI08M	Grade 8 Students - Hispanic - Male	0.0	122,799.0	8,087.4	3	0
HI08F	Grade 8 Students - Hispanic - Female	0.0	118,000.0	7,750.2	3	0
BL08M	Grade 8 Students - Black - Male	0.0	24,368.0	5,432.3	3	0
BL08F	Grade 8 Students - Black - Female	0.0	23,702.0	5,242.0	3	0

See notes at end of table.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011–12

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
WH08M	Grade 8 Students - White - Male	4.0	64,428.0	18,250.1	3	0
WH08F	Grade 8 Students - White - Female	1.0	60,646.0	17,218.0	3	0
HP08M	Grade 8 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,301.0	142.8	0	3
HP08F	Grade 8 Students - Hawaiian Native/Pacific Islander - Female	1.0	2,121.0	134.3	0	3
TR08M	Grade 8 Students - Two or More Races - Male	0.0	5,749.0	764.3	0	3
TR08F	Grade 8 Students - Two or More Races - Female	0.0	5,543.0	764.9	0	3
AM09M	Grade 9 Students - American Indian/Alaska Native - Male	0.0	4,111.0	416.1	3	0
AM09F	Grade 9 Students - American Indian/Alaska Native - Female	0.0	3,990.0	392.1	3	0
AS09M	Grade 9 Students - Asian - Male	1.0	29,154.0	1,713.7	3	0
AS09F	Grade 9 Students - Asian - Female	2.0	26,715.0	1,609.1	3	0
HI09M	Grade 9 Students - Hispanic - Male	0.0	133,658.0	8,884.8	3	0
HI09F	Grade 9 Students - Hispanic - Female	0.0	126,301.0	8,271.0	3	0
BL09M	Grade 9 Students - Black - Male	0.0	30,170.0	6,366.8	3	0
BL09F	Grade 9 Students - Black - Female	0.0	27,264.0	5,844.0	3	0
WH09M	Grade 9 Students - White - Male	3.0	67,242.0	19,252.6	3	0
WH09F	Grade 9 Students - White - Female	2.0	62,784.0	17,997.1	3	0
HP09M	Grade 9 Students - Hawaiian Native/Pacific Islander - Male	1.0	2,731.0	161.3	0	3
HP09F	Grade 9 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,303.0	144.3	0	3
TR09M	Grade 9 Students - Two or More Races - Male	0.0	7,343.0	820.1	0	3
TR09F	Grade 9 Students - Two or More Races - Female	0.0	7,354.0	821.0	0	3
AM10M	Grade 10 Students - American Indian/Alaska Native - Male	0.0	3,954.0	384.1	3	0
AM10F	Grade 10 Students - American Indian/Alaska Native - Female	0.0	3,737.0	367.2	3	0
AS10M	Grade 10 Students - Asian - Male	1.0	29,535.0	1,709.1	3	0
AS10F	Grade 10 Students - Asian - Female	1.0	27,651.0	1,631.8	3	0
HI10M	Grade 10 Students - Hispanic - Male	0.0	126,619.0	7,965.5	3	0
HI10F	Grade 10 Students - Hispanic - Female	0.0	121,682.0	7,615.8	3	0
BL10M	Grade 10 Students - Black - Male	0.0	23,964.0	5,568.2	3	0
BL10F	Grade 10 Students - Black - Female	0.0	23,651.0	5,397.0	3	0
WH10M	Grade 10 Students - White - Male	5.0	69,424.0	18,739.3	3	0
WH10F	Grade 10 Students - White - Female	3.0	65,371.0	17,773.9	3	0
HP10M	Grade 10 Students - Hawaiian Native/Pacific Islander - Male	0.0	2,164.0	147.8	0	3

See notes at end of table.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011–12

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HP10F	Grade 10 Students - Hawaiian Native/Pacific Islander - Female	0.0	2,156.0	139.0	0	3
TR10M	Grade 10 Students - Two or More Races - Male	0.0	7,204.0	738.6	0	3
TR10F	Grade 10 Students - Two or More Races - Female	0.0	6,996.0	747.8	0	3
AM11M	Grade 11 Students - American Indian/Alaska Native - Male	0.0	3,630.0	357.8	3	0
AM11F	Grade 11 Students - American Indian/Alaska Native - Female	0.0	3,607.0	343.2	3	0
AS11M	Grade 11 Students - Asian - Male	1.0	30,074.0	1,663.7	3	0
AS11F	Grade 11 Students - Asian - Female	1.0	27,797.0	1,599.7	3	0
HI11M	Grade 11 Students - Hispanic - Male	0.0	121,021.0	7,177.0	3	0
HI11F	Grade 11 Students - Hispanic - Female	0.0	117,708.0	7,044.9	3	0
BL11M	Grade 11 Students - Black - Male	0.0	22,194.0	4,948.9	3	0
BL11F	Grade 11 Students - Black - Female	0.0	22,108.0	5,015.8	3	0
WH11M	Grade 11 Students - White - Male	2.0	70,827.0	18,049.0	3	0
WH11F	Grade 11 Students - White - Female	2.0	66,889.0	17,333.5	3	0
HP11M	Grade 11 Students - Hawaiian Native/Pacific Islander - Male	0.0	1,897.0	128.9	0	3
HP11F	Grade 11 Students - Hawaiian Native/Pacific Islander - Female	1.0	1,879.0	124.3	0	3
TR11M	Grade 11 Students - Two or More Races - Male	0.0	6,065.0	644.9	0	3
TR11F	Grade 11 Students - Two or More Races - Female	0.0	6,008.0	669.8	0	3
AM12M	Grade 12 Students - American Indian/Alaska Native - Male	0.0	3,437.0	356.7	3	0
AM12F	Grade 12 Students - American Indian/Alaska Native - Female	0.0	3,340.0	348.5	3	0
AS12M	Grade 12 Students - Asian - Male	0.0	30,675.0	1,639.7	3	0
AS12F	Grade 12 Students - Asian - Female	1.0	28,108.0	1,538.2	3	0
HI12M	Grade 12 Students - Hispanic - Male	0.0	121,991.0	6,739.0	3	0
HI12F	Grade 12 Students - Hispanic - Female	0.0	117,100.0	6,668.3	3	0
BL12M	Grade 12 Students - Black - Male	0.0	19,575.0	4,693.0	3	0
BL12F	Grade 12 Students - Black - Female	0.0	20,169.0	4,891.1	3	0
WH12M	Grade 12 Students - White - Male	2.0	73,351.0	17,910.1	3	0
WH12F	Grade 12 Students - White - Female	2.0	68,251.0	17,138.0	3	0
HP12M	Grade 12 Students - Hawaiian Native/Pacific Islander - Male	1.0	1,616.0	118.8	0	3
HP12F	Grade 12 Students - Hawaiian Native/Pacific Islander - Female	0.0	1,598.0	114.2	0	3
TR12M	Grade 12 Students - Two or More Races - Male	0.0	5,597.0	576.7	0	3
TR12F	Grade 12 Students - Two or More Races - Female	0.0	5,403.0	603.0	0	3

See notes at end of table.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2011–12

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AMUGM	Ungraded Students - American Indian/Alaska Native - Male	0.0	182.0	33.5	0	41
AMUGF	Ungraded Students - American Indian/Alaska Native - Female	0.0	118.0	20.9	0	41
ASUGM	Ungraded Students - Asian - Male	0.0	1,769.0	214.0	0	41
ASUGF	Ungraded Students - Asian - Female	0.0	668.0	96.6	0	41
HIUGM	Ungraded Students - Hispanic - Male	0.0	10,589.0	1,802.6	0	41
HIUGF	Ungraded Students - Hispanic - Female	0.0	4,375.0	843.5	0	41
BLUGM	Ungraded Students - Black - Male	0.0	9,706.0	1,320.6	0	41
BLUGF	Ungraded Students - Black - Female	0.0	3,984.0	610.1	0	41
WHUGM	Ungraded Students - White - Male	0.0	14,387.0	1,889.8	0	41
WHUGF	Ungraded Students - White - Female	0.0	5,833.0	989.4	0	41
HPUGM	Ungraded Students - Hawaiian Native/Pacific Islander - Male	0.0	73.0	14.3	0	41
HPUGF	Ungraded Students - Hawaiian Native/Pacific Islander - Female	0.0	26.0	6.6	0	41
TRUGM	Ungraded Students - Two or More Races - Male	0.0	263.0	40.7	0	41
TRUGF	Ungraded Students - Two or More Races - Female	0.0	106.0	22.5	0	41
AM	All Students - American Indian/Alaska Native	0.0	110,617.0	9,953.4	3	0
AMALM	All Students - American Indian/Alaska Native - Male	0.0	56,699.0	5,101.9	3	0
AMALF	All Students - American Indian/Alaska Native - Female	0.0	53,918.0	4,851.5	3	0
AS	All Students - Asian	38.0	693,313.0	42,504.0	3	0
ASALM	All Students - Asian - Male	18.0	358,528.0	21,660.6	3	0
ASALF	All Students - Asian - Female	20.0	334,785.0	20,843.3	3	0
HI	All Students - Hispanic	4.0	3,239,296.0	221,377.4	3	0
HIALM	All Students - Hispanic - Male	2.0	1,655,812.0	113,395.3	3	0
HIALF	All Students - Hispanic - Female	2.0	1,583,484.0	107,982.1	3	0
BL	All Students - Black	0.0	640,723.0	142,452.6	3	0
BLALM	All Students - Black - Male	0.0	329,113.0	72,753.0	3	0
BLALF	All Students - Black - Female	0.0	311,610.0	69,699.7	3	0
WH	All Students - White	74.0	1,617,931.0	465,155.6	3	0
WHALM	All Students - White - Male	43.0	837,558.0	240,188.8	3	0
WHALF	All Students - White - Female	31.0	780,373.0	224,966.8	3	0
HP	All Students - Hawaiian Native / Pacific Islander	22.0	61,959.0	3,776.8	0	3
HPALM	All Students - Hawaiian Native/Pacific Islander - Male	11.0	32,366.0	1,954.0	0	3
HPALF	All Students - Hawaiian Native/Pacific Islander - Female	11.0	29,593.0	1,822.8	0	3
TR	All Students - Two or More Races	2.0	181,534.0	23,112.2	0	3
TRALM	All Students - Two or More Races - Male	0.0	92,588.0	11,677.5	0	3
TRALF	All Students - Two or More Races - Female	2.0	88,946.0	11,434.8	0	3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2011–12, Version Provisional 1a.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-2012

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Ethnic categories indicator (RACECAT)				
5—5 categories	3	5.2	3	5.2
7—7 categories	55	94.8	58	100
Imputation flag - prekindergarten teachers (IPKTCH)				
A—Edited by analyst ¹	4	6.9	4	6.9
C—“combined with” or “contains” edit	2	3.4	6	10.3
P—imputed using growth rate	1	1.7	7	12.1
R—As reported by the state	47	81	54	93.1
T—Calculated total or subtotal	4	6.9	58	100
Imputation flag - kindergarten teachers (IKGTCH)				
A—Edited by analyst ¹	4	6.9	4	6.9
C—“combined with” or “contains” edit	3	5.2	7	12.1
R—As reported by the state	46	79.3	53	91.4
T—Calculated total or subtotal	5	8.6	58	100
Imputation flag - elementary teachers (IELMTCH)				
A—Edited by analyst ¹	3	5.2	3	5.2
C—“combined with” or “contains” edit	4	6.9	7	12.1
R—As reported by the state	46	79.3	53	91.4
T—Calculated total or subtotal	5	8.6	58	100
Imputation flag - secondary teachers (ISECTCH)				
A—Edited by analyst ¹	3	5.2	3	5.2
C—“combined with” or “contains” edit	1	1.7	4	6.9
R—As reported by the state	49	84.5	53	91.4
T—Calculated total or subtotal	5	8.6	58	100
Imputation flag - teachers of ungraded classes (IUGTCH)				
A—Edited by analyst ¹	28	48.3	28	48.3
C—“combined with” or “contains” edit	1	1.7	29	50
R—As reported by the state	29	50	58	100
Imputation flag - total FTE teachers (ITOTTCH)				
A—Edited by analyst ¹	3	5.2	3	5.2
T—Calculated total or subtotal	55	94.8	58	100

See notes at end of table.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-2012

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag - instructional aides (IAIDES)				
A—Edited by analyst ¹	3	5.2	3	5.2
P—imputed using growth rate	2	3.4	5	8.6
R—As reported by the state	48	82.8	53	91.4
T—Calculated total or subtotal	5	8.6	58	100
Imputation flag - instructional coordinators and supervisors (ICORSUP)				
A—Edited by analyst ¹	3	5.2	3	5.2
C—“combined with” or “contains” edit	1	1.7	4	6.9
P—imputed using growth rate	2	3.4	6	10.3
R—As reported by the state	47	81	53	91.4
T—Calculated total or subtotal	5	8.6	58	100
Imputation flag - elementary guidance counselors/directors (IELMGUI)				
A—Edited by analyst ¹	4	6.9	4	6.9
D—Disaggregated detail from a total	9	15.5	13	22.4
R—As reported by the state	43	74.1	56	96.6
T—Calculated total or subtotal	2	3.4	58	100
Imputation flag - secondary guidance counselors/directors (ISECGUI)				
A—Edited by analyst ¹	4	6.9	4	6.9
D—Disaggregated detail from a total	9	15.5	13	22.4
R—As reported by the state	42	72.4	55	94.8
T—Calculated total or subtotal	3	5.2	58	100
Imputation flag - other guidance counselors/directors (IOTHGUI)				
A—Edited by analyst ¹	38	65.5	38	65.5
D—Disaggregated detail from a total	1	1.7	39	67.2
R—As reported by the state	19	32.8	58	100
Imputation flag - total guidance counselors/directors (ITOTGUI)				
A—Edited by analyst ¹	3	5.2	3	5.2
T—Calculated total or subtotal	55	94.8	58	100

See notes at end of table.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-2012

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag - librarians (ILIBSPE)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	51	87.9	54	93.1
T—Calculated total or subtotal	4	6.9	58	100
Imputation flag - library support staff (ILIBSUP)				
A—Edited by analyst ¹	3	5.2	3	5.2
P—imputed using growth rate	6	10.3	9	15.5
R—As reported by the state	45	77.6	54	93.1
T—Calculated total or subtotal	4	6.9	58	100
Imputation flag - LEA administrators (ILEAADM)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	51	87.9	54	93.1
T—Calculated total or subtotal	4	6.9	58	100
Imputation flag - LEA administrative support staff (ILEASUP)				
A—Edited by analyst ¹	3	5.2	3	5.2
P—imputed using growth rate	4	6.9	7	12.1
R—As reported by the state	47	81	54	93.1
T—Calculated total or subtotal	4	6.9	58	100
Imputation flag - school administrators (ISCHADM)				
A—Edited by analyst ¹	3	5.2	3	5.2
C—“combined with” or “contains” edit	1	1.7	4	6.9
R—As reported by the state	50	86.2	54	93.1
T—Calculated total or subtotal	4	6.9	58	100
Imputation flag - school administrative support staff (ISCHSUP)				
A—Edited by analyst ¹	3	5.2	3	5.2
C—“combined with” or “contains” edit	1	1.7	4	6.9
P—Imputation based on prior year’s data	4	6.9	8	13.8
R—As reported by the state	45	77.6	53	91.4
T—Calculated total or subtotal	5	8.6	58	100

See notes at end of table.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-2012

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag - student support services (ISTUSUP)				
A—Edited by analyst ¹	3	5.2	3	5.2
C—“combined with” or “contains” edit	1	1.7	4	6.9
R—As reported by the state	50	86.2	54	93.1
T—Calculated total or subtotal	4	6.9	58	100
Imputation flag - all other support services (IOTHSUP)				
A—Edited by analyst ¹	3	5.2	3	5.2
P—imputed using growth rate	2	3.4	5	8.6
R—As reported by the state	48	82.8	53	91.4
T—Calculated total or subtotal	5	8.6	58	100
Imputation flag - prekindergarten students (IPK)				
A—Edited by analyst ¹	4	6.9	4	6.9
P—imputed using growth rate	1	1.7	5	8.6
R—As reported by the state	43	74.1	48	82.8
T—Calculated total or subtotal	10	17.2	58	100
Imputation flag - kindergarten students (IKG)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	45	77.6	48	82.8
T—Calculated total or subtotal	10	17.2	58	100
Imputation flag - grade 1 students (IG01)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	45	77.6	48	82.8
T—Calculated total or subtotal	10	17.2	58	100
Imputation flag - grade 2 students (IG02)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	45	77.6	48	82.8
T—Calculated total or subtotal	10	17.2	58	100
Imputation flag - grade 3 students (IG03)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	45	77.6	48	82.8
T—Calculated total or subtotal	10	17.2	58	100

See notes at end of table.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-2012

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag – grade 4 students (IG04)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	45	77.6	48	82.8
T—Calculated total or subtotal	10	17.2	58	100
Imputation flag – grade 5 students (IG05)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	45	77.6	48	82.8
T—Calculated total or subtotal	10	17.2	58	100
Imputation flag – grade 6 students (IG06)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	45	77.6	48	82.8
T—Calculated total or subtotal	10	17.2	58	100
Imputation flag – grade 7 students (IG07)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	44	75.9	47	81
T—Calculated total or subtotal	11	19	58	100
Imputation flag – grade 8 students (IG08)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	45	77.6	48	82.8
T—Calculated total or subtotal	10	17.2	58	100
Imputation flag – grade 9 students (IG09)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	45	77.6	48	82.8
T—Calculated total or subtotal	10	17.2	58	100
Imputation flag – grade 10 students (IG10)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	45	77.6	48	82.8
T—Calculated total or subtotal	10	17.2	58	100

See notes at end of table.

**APPENDIX B—Value Distribution and Field Frequencies for the Common Core of Data State
Nonfiscal Survey of Public Elementary/Secondary Education: School year 2011-12**

Table B-3. Frequencies of categorical variables: School Year 2011-2012

Categorical variable and label	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Imputation flag – grade 11 students (IG11)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	45	77.6	48	82.8
T—Calculated total or subtotal	10	17.2	58	100
Imputation flag - grade 12 students (IG12)				
A—Edited by analyst ¹	3	5.2	3	5.2
R—As reported by the state	45	77.6	48	82.8
T—Calculated total or subtotal	10	17.2	58	100
Imputation flag - ungraded students (IUG)				
A—Edited by analyst ¹	41	70.7	41	70.7
R—As reported by the state	14	24.1	55	94.8
T—Calculated total or subtotal	3	5.2	58	100
Imputation flag - total students (IMEMBER)				
A—Edited by analyst ¹	3	5.2	3	5.2
T—Calculated total or subtotal	55	94.8	58	100

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, (CCD). "State Nonfiscal Survey of Public Elementary/Secondary Education," 2011-12, Version Provisional 1a.

Appendix C—Glossary for the Common Core of Data: School year 2011–12

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

Agency Charter Status

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

Alternative Education School

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

American Indian/Alaska Native

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.¹

American National Standards Institute (ANSI) Code

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

Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Island, Thailand, and Vietnam.¹

Asian/Pacific Islander

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, Vietnam, Guam, the Philippine Islands, Samoa, and other Pacific Islands.¹

Black or African American

A person having origins in any of the black racial groups of Africa.¹

¹ “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity”, *Federal Register* Notice, October 30, 1997, http://www.whitehouse.gov/omb/fedreg_1997standards/

Appendix C—Glossary for the Common Core of Data: School year 2011–12

Boundary Change

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

Charter School

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

City Locale

See “Locale, Urban-Centric.”

Classroom Teacher

See “Teacher.”

Combined Statistical Area (CSA)

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

Congressional District Code

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

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

Appendix C—Glossary for the Common Core of Data: School year 2011–12

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

Core Based Statistical Area (CBSA)

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

County Name, Local Education Agency (LEA) File

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

County Name, School File

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

County Number

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

Diploma Recipient

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

Diploma, High School

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

District Locale Code, Metro-Centric

See “District Locale, Metro-Centric.”

District Locale Code, Urban-Centric

See “District Locale, Urban-Centric.”

District Locale, Metro-Centric

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

District Locale, Urban-Centric

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

Dropout

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

Education Agency

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

Elementary

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

Elementary Teacher

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

English Language Learner (ELL)

“English language learner (ELL)” was formerly referred to as “limited English proficient (LEP).” Refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also, ELL students

Appendix C—Glossary for the Common Core of Data: School year 2011–12

are individuals who were not born in the United States or whose native languages are languages other than English; individuals who are migratory, whose native language are languages other than English, and who come from environments where a language other than English is dominant; individuals who are Native Americans or Alaska Natives, or native residents of the outlying areas and who come from environments where languages other than English have a significant impact on their level of English language proficiency; and individuals who have sufficient difficulties in speaking, reading, writing, or understanding the English language to deny such individuals the ability to meet the State’s proficient level or achievement on State assessments, or the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. Item was first collected in SY 1998–99.

Federally-Operated Education Agency

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

Free Lunch Eligible Student

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

Full-time Equivalency (FTE)

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

General Educational Development (GED) Test

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

Grade Span Offered

The span of grades intended to be served by a school or agency, whether or not there are students currently enrolled in all grades. If a high school also has a prekindergarten program, the grade span of the high school is reported as a high school, not as a PK–12 school. In addition, the ungraded designation (UG) cannot be used in a grade span 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 SY 1998–99.

Graduate, High School

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

Guidance Counselor/Director

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

Head Start Program

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

High School Completion Count

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

High School Equivalency Certificate

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

High School Equivalency Recipient

Individual who received a high school equivalency certificate during the previous school year or subsequent summer. The CCD reports only equivalency recipients who are 19 years of age or younger. Item was last reported on the Local Education Agency Survey in SY 1990–91, but was collected by the State Nonfiscal Survey through 2002–03. Beginning with the SY 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

Appendix C—Glossary for the Common Core of Data: School year 2011–12

upon completion of other than the standard high school requirements or is achieved through nontraditional means. Term was last used in SY 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.¹

Individualized Educational Program (IEP)

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

Instructional Aide

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

Instructional Coordinator and Supervisor

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

Appendix C—Glossary for the Common Core of Data: School year 2011–12

Kindergarten

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

Kindergarten Teacher

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

Large City Locale

See “Locale, Metro-Centric.”

Large Town Locale

See “Locale, Metro-Centric.”

Latitude

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

Librarian or Media Specialist

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

Library and Media Support Staff

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

Local Education Agency (LEA)

A governmental administrative unit at the local level which exists primarily to operate schools or to contract for educational services. These units may or may not be coterminous with county, city, or town boundaries. Also referred to as a school district.

Local Education Agency (LEA) Administrative Support Staff

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

Local Education Agency (LEA) Administrator

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

Local Education Agency ID

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

Local Education Agency Type

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

Locale Code, Metro-Centric

See “Locale, Metro-Centric.”

Locale Code, Urban-Centric

See “Locale, Urban-Centric.”

Locale, Metro-Centric

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

The locale code categories are defined below.

Appendix C—Glossary for the Common Core of Data: School year 2011–12

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

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

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

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

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

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

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

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

Locale, Urban-Centric

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

The locale code categories are defined below.

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

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

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

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

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

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

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

Appendix C—Glossary for the Common Core of Data: School year 2011–12

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

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

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

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

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

Longitude

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

Magnet School or Program

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

Media Specialist

See "Library and Media Support Staff."

Membership

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

Metropolitan Statistical Area (MSA)

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

Metropolitan Status (Metro Status)

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

Micropolitan Statistical Area

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

Midsize City Locale

See “Locale, Metro-Centric.”

Migrant Student

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

Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.¹

Officials and Administrators

See “Local Education Agency Administrator.”

Operational Status, Agency

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

Operational Status, School

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

Other Diploma Recipient

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

Other High School Completer

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

Other Support Staff

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

Prekindergarten Student

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

Prekindergarten Teacher

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

Public School

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

Reduced-Price-Lunch Eligible Student

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

Regional Education Service Agency

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

Regular Diploma Recipient

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

Regular School

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

Reportable Program

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

Rural Locale

See “Locale, Urban-Centric.”

Rural, Inside CBSA

See “Locale, Metro-Centric.”

Rural, Outside CBSA

See “Locale, Metro-Centric.”

School Administrative Support Staff

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

School Administrator

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

School District

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

Appendix C—Glossary for the Common Core of Data: School year 2011–12

School Identification (ID) Number

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

Schoolwide Title I Eligible School

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

Secondary

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

Secondary Teacher

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

Shared Time School

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

Small Town Locale

See “Locale, Metro-Centric.”

Special Education School

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

State Education Agency (SEA)

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

State, Federal, and Other Agencies

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

State-Operated Agency

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

Student

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

Student Support Services Staff

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

Suburb Locale

See “Locale, Urban-Centric.”

Supervisory Union

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

Teacher

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

Teacher of Ungraded Class

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

Appendix C—Glossary for the Common Core of Data: School year 2011–12

Title I Eligible School

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

Town Locale

See “Locale, Urban-Centric.”

Two or More Races

A person choosing more than one of the five race categories.¹

Ungraded Student

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

Urban Fringe of a Large City Locale

See “Locale, Metro-Centric.”

Urbanized Area

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

Vocational Education School

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

White

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.¹

APPENDIX D—State Notes for the Common Core of Data: School year 2011–12

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

Alabama

None.

Alaska

The number of elementary teachers decreased from 4,767 in SY 2010-11 to 3,750 in SY 2011-12; the number of secondary teachers increased from 2,830 in SY 2010-11 to 3,778 in SY 2011-12. State addressed this issue – ‘In November 2011 Alaska changed their policy on defining teachers and staff saying that any school with grades KG-08 or any combination of grades in this range, including PK, will be considered elementary. Secondary schools are those with any grades 07-12 in any combination, and KG-12 schools and/or schools with combinations of grades that include 09, 10, 11 and 12, such as KG thru 10. Middle schools or junior high schools with grades 06 – 08, 07 – 09 or 07 – 10, etc... will be considered secondary schools. High schools will include grade 12 and any combination of grades 09,10,11 and 12. This also changed the way all staff were counted (teachers and counselors especially).

State did not report instructional coordinators (they have not reported these data in the past). This data element was set to missing on the LEA file, and imputed on the State Non-Fiscal file.

Arizona

The number of prekindergarten students on the State Non-Fiscal and LEA files (8,860) exceeds the number on the School file (8,291) by 7%. The state confirmed the data as accurate - 'Some students are tuitioned to private special education schools to receive their education. These students are included in the state and LEA total and not the school totals.'

Arkansas

There was noticeable change in Title 1 data. The state confirmed the data as accurate - “Last year we didn't report Title 1 eligible schools with no programs. Those data were not available. This year we were able to gather those data which are reflected as increases along with other designations.”

The number of school administrative support staff increased from 3,254 in SY 2010-11 to 4,701 in SY 2011-12. The state confirmed the data as accurate.

California

State did not report prekindergarten students. This data element was imputed on the State Non-Fiscal file and set to missing for each LEA on the LEA file.

The number of ungraded teachers increased from 5 in SY 2010-11 to 8,767 in SY 2011-12 (the SY 2010-11 is obviously wrong); the number of instructional coordinators increased from 3,390 in SY 2010-11 to 12,539 in SY 2011-12, and the number of total guidance counselors increased from 6,191 in SY 2010-11 to 7,682 in SY 2011-12. The state did not respond to the questions related to these data issues. The data were included on the file as reported.

The number of students eligible for free lunches decreased from 3,337,426 in SY 2010-11 to 2,227,377 in SY 2011-12. Census made extensive suppressions of Free Lunch data at the individual school level.

APPENDIX D—State Notes for the Common Core of Data: School year 2011–12

Colorado

None.

Connecticut

None.

Delaware

The data this year show some significant changes in particular staff items. The state verified that staff items were reported accurately in SY 2011-12.

District of Columbia

There are some large current year/prior year discrepancies for most teacher and staff categories. DC did not respond. NCES decided to impute elementary teachers, secondary teachers, and ungraded teachers on the State Non-Fiscal file, and suppress these data on the LEA file.

The number of ungraded students increased 353% from 265 in SY 2010-11 to 1,202 in SY 2011-12. DC did not respond.

Florida

None.

Georgia

None.

Hawaii

Hawaii reported a combined count for ELMTCH and KGTCH on the LEA and SEA files. The value of ELMTCH on LEA file exceeds the value of ELMTCH on the SEA file because the SEA file was edited to remove the KGTCH count from the ELMTCH count. No edit was made to the LEA file.

Idaho

None.

Illinois

The number of prekindergarten teachers increased from 1,807 in SY 2010-11 to 2,815 in SY 2011-12; the number of kindergarten teachers increased from 2,692 in SY 2010-11 to 4,993 in SY 2011-12. The state confirmed the data as accurate - "Beginning with our SY 2010-11 data collection period we introduced a new code to more accurately identify teachers. Since then we have been getting more accurate teacher data which is reflected in our current year value."

The state did not report aides, library/media support, LEA administrative support, school administrative support, or other support data. This data element was imputed on the State Non-Fiscal file and set to missing for each LEA on the LEA file.

The number of students eligible for free lunches decreased from 811,917 in SY 2010-11 to 446,469 in SY 2011-12; the number of students eligible for reduced price lunches increased from 109,556 in SY 2010-11 to 570,723 in SY 2011-12. The state did not provide an explanation by the end of the collection period.

APPENDIX D—State Notes for the Common Core of Data: School year 2011–12

Indiana

Most teacher and staff data had large changes from the prior year. The state responded as follows – “Beginning in 2010 the state opened up three new collections that affected how FTE is calculated, [these new collections are] called Real Time (RT), Certified Personnel (CP) and Course Completion (CC). State law required the addition of RT, and the CP and CC collections were added by the department to better capture student and teacher linked data. Utilizing the new collections has and will continue to provide better data than prior years. There are three reasons for why there may be some anomalies in the SY 2011-12 data: (1) the FTE is now calculated using different collections which will invariably cause some discrepancies, (2) anytime the state opens up a new collection (in this case, three) the first year of transition is always difficult and typically has data submission issues from the field that invariably lead to some discrepancies regardless of the state’s implemented data quality assurances, and (3) ultimately for these types of data they are only as good as the inputs submitted by the field. In sum, the data may have some unsolvable discrepancies for SY 2011-12 but the state is confident that under the new system the data will henceforth be better and expected [to have] few if any anomalies.”

Iowa

The number of prekindergarten students on the school file is 46.8% lower than the number on the State Non-Fiscal and LEA files. The state confirmed the data as accurate - “Iowa has implemented a Statewide Voluntary PK program for 4 year olds. This means districts are responsible for the program and [for] making sure the teachers are qualified. Some of these programs are located off site from the district and therefore are not reported in any school building.”

There are some instances where student membership on the school file is greater than the student membership count on the LEA file (difference is 35 students across 8 grade levels). The state confirmed the data as accurate - “All of these are out of state students, not counted in the LEA but counted at schools”.

Kansas

State did not report schools’ shared time status. This data element was set to missing.

The number of kindergarten teachers increased from 1,696 in SY 2010-11 to 8,456 in SY 2011-12; the number of elementary teachers decreased from 14,528 in SY 2010-11 to 10,379 in SY 2011-12. The state confirmed the data as accurate – “Due to new reporting systems, districts were able to report staff in more accurate assignments.”

Kentucky

None.

Louisiana

It appears that the state submitted some of the same teacher and staff data that they submitted in SY 2010-11 (prekindergarten teachers, aides, and all other staff data). State confirmed the data as accurate.

Maine

The number of aides increased from 5,743 in SY 2010-11 to 8,894 in SY 2011-12; all the other staff data had large changes in prior year/current year comparisons. Maine did not address these issues.

APPENDIX D—State Notes for the Common Core of Data: School year 2011–12

The state did not report LEA administrative support staff or school administrative support staff. These data elements were imputed on the State Non-Fiscal file and set to missing for each LEA on the LEA file.

The number of students eligible for free lunches decreased from 78,916 in SY 2010-11 to 11,789 in SY 2011-12. Maine did not address this issue. Most of these data have been suppressed.

Maryland

None.

Massachusetts

None.

Michigan

The number of prekindergarten students increased from 28,187 in SY 2010-11 to 37,020 in SY 2011-12 on the State Non-Fiscal and LEA files. The state did not address this issue. The state did not report prekindergarten students on the school file. These data were set to missing.

Minnesota

The number of English language learners increased from 48,428 in SY 2010-11 to 60,851 in SY 2011-12. The state confirmed the data as accurate.

Mississippi

None.

Missouri

The number of LEA administrative support staff increased from 8,090 in the SY 2010-11 to 12,397 in the SY 2011-12. The state confirmed the data as accurate – “It is due to better reporting by LEAs for these positions.”

Montana

Montana does not collect (or report) data on the number of prekindergarten teachers, kindergarten teachers, library/media support, LEA administrative support, school administrative support, or other support staff. They have never had these data. The data elements were imputed on the State Non-Fiscal file and set to missing for each LEA on the LEA file.

Nebraska

After questioning the respondent about the blank staffing items on the file they responded - "In the past, we did not submit PK and KG teachers because the data were incomplete. For the last few years we submitted the data that we had which was minimal. However, with a change in our Staff Reporting System, we are able to pull out only a few PK teachers. The rest are included in the elementary teacher category. The following notes were submitted with the *EDFacts* file:

- PKTCH - Some of PK included in count of elementary teachers.
- KGTCH- KG included in count of elementary teachers.
- ELMTCH-Some of PK and KG are included in count of elementary teachers.

APPENDIX D—State Notes for the Common Core of Data: School year 2011–12

This information would be available at the end of the year, but not in time for the reporting requirements. NCES set $ELMTCH = \text{Sum}(ELMTCH, PKTCH)$ at the LEA and SNF levels. PKTCH and KGTCH were set to missing at the LEA and SNF levels. NCES imputed PKTCH and KGTCH at the SNF level, disaggregating from ELMTCH and decreasing ELMTCH appropriately.

Nevada

The state does not report the number of aides, instructional coordinators, library / media support, LEA administrative support, or school administrative support staff. These data elements were imputed on the State Non-Fiscal file and set to missing for each LEA on the LEA file.

The number of Title 1 eligible schools decreased by 54% from 2010. The number of schools with a school wide title 1 program decreased by 100% from 2010. TITLE1, STITL1 and TITLE1STAT were set to missing.

New Hampshire

The state did not report the FTE of student support staff or instructional coordinators. These data elements were imputed on the State Non-Fiscal file and set to missing for each LEA on the LEA file.

The number of School Administrators increased 55% and the number of School Administrative Support increased 118%. The state confirmed the data as accurate – “The prior year numbers are incorrect.”

The aggregate of prekindergarten students reported in schools is larger than the number of LEA prekindergarten students by more than 700 students. The state confirmed the data as accurate – “The reason why there is a large difference is because over 700 PK children are sent to NH schools and their schooling is paid for by their parents. The districts are not fiscally responsible for them & therefore they do not show up in the district file.”

New Jersey

The state did not report library / media support data. This data element was imputed on the State Non-Fiscal file and set to missing for each LEA on the LEA file.

New Mexico

None.

New York

When compared to SY 2010-11 - the number of elementary teachers increased by 24%, the number of secondary teachers increased by 26%, ungraded teachers decreased by 99%, The number of elementary guidance counselors decreased by 27%. The state did not address these issues.

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

APPENDIX D—State Notes for the Common Core of Data: School year 2011–12

Table D-1 Local education agency identification numbers (LEAID) used in the Common Core of Data (CCD) for the geographic districts associated with the New York City Public Schools district: School year 2011–12

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

SOURCE: U.S. Department of Education, National Center of Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2011–12, Provisional Version 1a.

North Carolina

The number of kindergarten teachers increased from 4,713 in SY 2010-11 to 5,756 in 2011-12; the number of elementary teachers increased from 43,297 in SY 2010-11 to 57,277 in SY 2011-12; the number of secondary teachers decreased from 47,548 in SY 2010-11 to 31,705 in SY 2011-12. The state confirmed the data as accurate.

North Dakota

None.

APPENDIX D—State Notes for the Common Core of Data: School year 2011–12

Ohio

The number of ungraded teachers increased from 3,744 in SY 2010-11 to 6,292 in SY 2011-12. The state confirmed the data as accurate.

Oklahoma

None.

Oregon

The state did not report prekindergarten students on the school file. These data were set to missing.

Pennsylvania

The number of prekindergarten students on the school file is 47.5% lower than the State Non-Fiscal and LEA files; and the number of ungraded students is 44.5% lower than State Non-Fiscal and LEA files. The state confirmed the data as accurate - “Pennsylvania had a substantial difference between the state total and sum of schools for PK and Ungraded students. This is due to the fact that students educated at offsite locations are not included in the school details but are included in the state totals.”

Rhode Island

None.

South Carolina

The number of instructional coordinators increased from 453 in SY 2010-11 to 1,744 in SY 2011-12. The state confirmed the data as accurate – districts improved their ability to accurately report these data.

South Dakota

The number of prekindergarten students increased from 1,974 in SY 2010-11 to 2,996 in SY 2011-12. The state responded that they did not have the resources to review this issue. The data were not suppressed, because the pupil/teacher ratio for prekindergarten students is reasonable.

Tennessee

None.

Texas

None.

Utah

The number of English language learners decreased from 42,804 in SY 2010-11 to 33,766 in SY 2011-12. The state confirmed the data as accurate.

The number of students eligible for free lunches increased from 223,951 in SY 2010-11 to 284,971 in SY 2011-12. The state confirmed the data as accurate – “A new data source from the Dept. of Agriculture was used.”

APPENDIX D—State Notes for the Common Core of Data: School year 2011–12

Vermont

The number of State Non-Fiscal and LEA prekindergarten students is greater than the number of school prekindergarten students by 99%. The state confirmed the data as accurate – “Some SUs [supervisory unions] run the PK programs in VT so the PK kids in these programs are listed under the SU in our Student Census. SUs are not in our school directory file so they can't be submitted in the school membership file. Also, some PK kids might be publicly funded and being sent to an independent school if there are no schools in the district where they live. These kids would be counted at the LEA & state level but not at the school level.”

The number of State Non-Fiscal and LEA prekindergarten students decreased from 10,678 in SY 2010-11 to 5,559 in 2011-12. State confirmed the data as accurate – the SY 2010-11 data were revised to 5,205 after NCES published the SY 2010-11 CCD file.

Virginia

The number of elementary teachers increased from 28,008 in SY 2010-11 to 35,737 in SY 2011-12; the number of secondary teachers increased from 36,778 in SY 2010-11 to 44,285 in SY 2011-12; the number of instructional coordinators decreased from 13,419 in SY 2010-11 to 1,750 in SY 2011-12. The state confirmed the data as accurate – “Virginia has modified the way it collects its teacher data for the SY 2011-12 to comply with the teacher-student linkage. Virginia’s LEAs are now required to submit teacher information linked to all students. A second part for the increase is that we are not only collecting the primary teacher FTE of a class, but also other secondary/backup teacher FTE for that same class.” Teacher and staff data for Virginia published prior to the this CCD nonfiscal data release (that is, 2011-12 Provisional Version 1a in February 2014) may not be comparable due to this change in how Virginia counts and reports teacher data

The number of FTEs providing student support services decreased from 7,224 in SY 2010-11 to 4,178 in SY 2011-12; the FTE for all other support decreased from 64,456 in SY 2010-11 to 39,952 in SY 2011-12. State confirmed data as accurate – “Prior year data had been over-reported. The current year data are correct”.

Washington

None.

West Virginia

None.

Wisconsin

None.

Wyoming

None.

Bureau of Indian Education (BIE)

BIE did not submit data for SY 2011-12. Their SY 2010-11 Directory data were pulled forward for SY 2011-12, and their membership and teacher data were set to missing.

APPENDIX D—State Notes for the Common Core of Data: School year 2011–12

Department of Defense Education Activity (DODEA - combined overseas and domestic)

DOD did not submit data for SY 2011-12. Their SY 2010-11 Directory data were pulled forward for SY 2011-12, and their membership and teacher data were set to missing.

American Samoa

American Samoa did not submit data for SY 2011-12. Their SY 2010-11 Directory data were pulled forward for SY 2011-12, and their membership and teacher data were set to missing.

Guam

None.

Commonwealth of the Northern Mariana Islands

None.

Puerto Rico

The number of instructional coordinators increased from 104 in SY 2010-11 to 1,549 in SY 2011-12. The state confirmed the data as accurate – “During SY 2011-12, about 1,310 new Coordinators were designated by the Special Education Program.”

U.S. Virgin Islands

Prekindergarten students were not reported. The data were set to missing on all three files.