

# Documentation to the NCES Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013-14

Provisional Version 1a

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## Contents

	<b>Page</b>
List of Tables .....	iv
I. Introduction to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013-14 File Provisional Version 1a.....	1
II. Methodology and Technical Notes .....	2
A. Data Collection .....	2
B. Sources of Error and Technical Details about the School Year 2013-14 file .....	4
C. Imputation and Editing Methodology .....	6
C.1. Imputations and Edits.....	7
C.2. List of Edits and Imputations by State .....	9
C.3. List of Edits and Imputations by Variable .....	21
D. User Guidelines for Processing the State Nonfiscal Survey of Public Elementary/Secondary Education Data File .....	25
E. Guidelines for Using the Flat ASCII Data File .....	25

## Appendixes

Appendix A—Record Layout for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013-14 .....	A-1
Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013-14 .....	B-1
Appendix C—Glossary for the Common Core of Data: School Year 2013-14 .....	C-1
Appendix D—State Notes for the Common Core of Data: School Year 2013-14 .....	D-1

## List of Tables

<b>Table</b>	<b>Page</b>
1. Due dates for CCD Data File Groups, SY 2013-14 Collection Cycle.....	3
2. State and other jurisdiction American National Standards Institute (ANSI) state codes and abbreviations used in CCD datasets.....	5
B-1. Distribution of responses of character variable data, by response value: School year 2013-14 .....	B-3
B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013-14 .....	B-4
B-3. Frequencies of categorical variables: School year 2013-14 .....	B-12
D-1. Local education agency identification numbers (LEAIDs) used in the Common Core of Data (CCD) for the geographic districts and the supervisory union associated with the New York City Public Schools district: School year 2013-14 .....	D-8

## **I. Introduction to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013-14 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) 2013-14. It contains a brief description of the data collection, along with information required to understand and access the data file.

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

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

The SY 2013-14 State Nonfiscal Survey of Public Elementary/Secondary Education provides state-level, aggregate information about students and staff in public elementary and secondary education. There are 58 records on the file, one for each state or jurisdiction covered by the CCD. SEAs obtain the data from their local education agencies (LEAs) that operate public schools. Each SEA may edit or examine the individual LEA reports before computing state totals. NCES requests that SEAs provide membership and staff counts as of the school day closest to October 1. However, reference dates for membership counts may vary slightly from state to state. The principal users of CCD nonfiscal data are the federal government; the education research community; state and local government officials, including school boards and LEA administrators; and the general public.

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

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

## II. Methodology and Technical Notes

### A. Data Collection

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

States report data to *EDFacts* on a reporting schedule throughout the year by submitting a series of data groups (or data files) through ESS. The school year (SY) 2013-14 *EDFacts* collection opened in January 2014, with the Directory file having a due date of January 31, 2014. NCES extracted the directory data from *EDFacts* between January 2014 and November 2014. CCD survey staff processed each state's submission on a flow basis, so the date of the extract for each state's file may vary depending on when SEAs completed their submission. Once a file was edited and verified for a particular state, CCD survey staff did not continue to incorporate late submissions or updates unless these late submissions or updates resulted in a major change of the reported data. Late submissions or update from SEAs may be included in subsequent file releases. The requested reporting schedule for the SY 2013-14 collection cycle is summarized in Table 1. The specifications for these data files are available online at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>.

**Table 1: Due dates for CCD Data File Groups, SY 2013-14 Collection Cycle**

CCD-Related Data File Groups	EDFacts Due Date	NCES Due Date for Revised Data
2013-14 N029 (Directory)	01/31/2014	02/28/2014
2013-14 C002 (Children with disabilities school age data)	01/31/2014	06/30/2014
2013-14 N039 (Grades Offered)	01/31/2014	06/30/2014
2013-14 C129 (CCD School – Shared Time; Title I status; Magnet school status)	03/31/2014	06/30/2014
2013-14 C052 (Membership)	03/31/2014	06/30/2014
2013-14 C046 (English language learner data)	04/30/2014	06/30/2014
2013-14 C059 (Staff)	05/31/2014	06/30/2014

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

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

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



## **B. Sources of Error and Technical Details about the School Year 2013-14 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 2013-14. Item response is described in the value distribution and field frequencies in Appendix B. This appendix lists the minimum, maximum, and means value of each numeric variable and the number of units with missing data or not applicable data. It also lists the frequency of responses for each of the categorical values.

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

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

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

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

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

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

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

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

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

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

```
data new;
  set st131a_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.* SEAs were asked to report student enrollment counts by seven racial/ethnic 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.

American Samoa, the BIE, and the DoDEA did not report membership data. The membership data for these jurisdictions were set to missing in all seven racial/ethnic categories.

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

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

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

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

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

## C.1 Imputations and Edits

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

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

*“Combined with” and “contains” edits.* Statements in section C.2 with “combined with” indicate that the first item was reported as missing and the value was included in the item(s) following “combined with.” These statements can be matched to statements with “contains,” where the first variable contains the value for that item plus the value for the item(s) following “contains.” At the end of the “contains” statement, the total used in calculating the ratio used in the edit is indicated by the word “using.” In all cases, this total is total number of students (MEMBER). For example, “STUSUP combined with LEAADM” indicates that the value for student support services staff (STUSUP) was included in the amount reported for LEA administrators (LEAADM). The edit process reduces the amount for LEAADM and places it in STUSUP. “LEAADM contains STUSUP using MEMBER” describes the same condition. The amount reported for LEAADM contains the count for STUSUP, and the distribution is based on a ratio with total number of students (MEMBER) in the denominator. The method used for this edit is as follows: (1) calculate the ratio of each missing item and the item containing the missing value(s) to the total indicated at the end of the “contains” statement for each state reporting these items strictly by the definition; (2) calculate the average of each of these ratios; (3) calculate the ratio of each average ratio to the sum of the average ratios for the unreported items as well as for the item that will be distributed; and (4) multiply the reported item by the ratio calculated in step

3 to determine the share for each item. States reporting these items “strictly by the definition” are those states that (a) report values greater than 0 for each of the items involved in the edit; and (b) have no values affected by another “contains” or “combined with” edit. The accompanying imputation flag is set to ‘C’.

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

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

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

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

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

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

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

This section lists edits and imputations made to data items in the SY 2013-14 state nonfiscal data file, organized alphabetically by state or other jurisdiction.

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

### **ALABAMA**

UGTCH edited to not applicable

UG edited to not applicable

### **ALASKA**

CORSUP imputed using growth rate

UGTCH edited to not applicable  
UG edited to not applicable

#### ARIZONA

UGTCH edited to not applicable  
OTHGUI edited to not applicable

#### ARKANSAS

OTHGUI edited to not applicable

#### CALIFORNIA

PKTCH imputed using growth rate  
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  
UG edited to not applicable

#### DELAWARE

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

## DISTRICT OF COLUMBIA

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

## FLORIDA

UG edited to not applicable

## GEORGIA

OTHGUI edited to not applicable  
UG edited to not applicable

## HAWAII

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

## IDAHO

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  
ELMGUI disaggregated from OTHGUI  
SECGUI disaggregated from OTHGUI  
OTHGUI edited to not applicable  
CORSUP imputed using growth rate  
STUSUP contains OTHSUP using MEMBER  
OTHSUP combined with STUSUP  
PK totaled from external detail  
KG totaled from external detail



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

#### ILLINOIS

PKTCH imputed using growth rate  
KGTCH imputed using growth rate  
UGTCH imputed using growth rate  
SECGUI totaled from external detail  
AIDES imputed using growth rate  
CORSUP imputed using growth rate  
LEASUP imputed using growth rate  
SCHSUP imputed using growth rate  
STUSUP imputed using growth rate  
UG edited to not applicable

#### INDIANA

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

UG totaled from external  
MEMBER totaled from external detail

#### IOWA

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

#### KANSAS

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

#### KENTUCKY

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

#### LOUISIANA

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

#### MAINE

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

#### MARYLAND

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  
STUSUP totaled from external detail  
OTHSUP totaled from external detail  
OTHGUI edited to not applicable  
UG edited to not applicable

#### MASSACHUSETTS

PKTCH totaled from external detail  
KGTCH totaled from external detail

ELMTCH totaled from external detail  
SECTCH totaled from external detail  
UGTCH edited to not applicable  
TOTTCH totaled from external detail  
CORSUP totaled from external detail  
LIBSPE totaled from external detail  
LEAADM totaled from external detail  
LEASUP 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

No edits or imputations

#### MINNESOTA

OTHGUI edited to not applicable  
UG edited to not applicable

#### MISSISSIPPI

OTHGUI edited to not applicable

#### MISSOURI

PKTCH totaled from external detail  
KGTCH totaled from external detail  
ELMTCH totaled from external detail  
SECTCH totaled from external detail  
TOTTCH totaled from external detail  
CORSUP totaled from external detail  
OTHGUI totaled from external detail  
TOTGUI totaled from external detail  
LIBSUP totaled from external detail  
UGTCH edited to not applicable  
UG edited to not applicable

#### MONTANA

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

#### NEBRASKA

KGTCH combined with ELMTCH  
ELMTCH contains KGTCH using MEMBER

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

#### NEVADA

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

#### NEW HAMPSHIRE

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

#### NEW JERSEY

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

#### NEW MEXICO

UG edited to not applicable

NEW YORK

OTHGUI edited to not applicable

NORTH CAROLINA

PK imputed using growth rate

UG edited to not applicable

MEMBER totaled from internal detail

NORTH DAKOTA

UGTCH edited to not applicable

ELMGUI disaggregated from OTHGUI

SECGUI disaggregated from OTHGUI

OTHGUI edited to not applicable

UG edited to not applicable

OHIO

ELMGUI disaggregated from OTHGUI

SECGUI disaggregated from OTHGUI

OTHGUI edited to not applicable

UG edited to not applicable

OKLAHOMA

PKTCH totaled from external detail

KGTCH totaled from external detail

ELMTCH totaled from external detail

SECTCH totaled from external detail

TOTTCH totaled from external detail

UGTCH edited to not applicable

OTHGUI edited to not applicable

ELMGUI totaled from external detail

SECGUI totaled from external detail

TOTGUI totaled from external detail

LIBSPE totaled from external detail

LIBSUP totaled from external detail

LEADM totaled from external detail

LEASUP totaled from external detail

SCHADM totaled from external detail

SCHSUP totaled from external detail

OREGON

KGTCH totaled from external detail

UGTCH edited to not applicable

TOTTCH totaled from external detail

ELMGUI disaggregated from OTHGUI

SECGUI disaggregated from OTHGUI

OTHGUI edited to not applicable

UG edited to not applicable

PENNSYLVANIA

CORSUP impute using growth rate

OTHGUI edited to not applicable

STUSUP impute using growth rate

UG edited to not applicable

RHODE ISLAND

UGTCH edited to not applicable

OTHGUI edited to not applicable

UG edited to not applicable

SOUTH CAROLINA

UGTCH edited to not applicable

OTHGUI edited to not applicable

UG edited to not applicable

SOUTH DAKOTA

PKTCH totaled from external detail

KG TCH totaled from external detail

ELMTCH totaled from external detail

SECTCH totaled from external detail

UGTCH totaled from external detail

TOTTCH totaled from external detail

ELMGUI disaggregated from OTHGUI

SECGUI disaggregated from OTHGUI

OTHGUI edited to not applicable

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

MEMBER totaled from external detail

UG edited to not applicable

## TENNESSEE

PKTCH totaled from external detail  
KGTCH totaled from external detail  
ELMTCH totaled from external detail  
SECTCH totaled from external detail  
UGTCH totaled from external detail  
TOTTCH totaled from external detail  
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 OTHGUI  
SECGUI disaggregated from OTHGUI  
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  
UG edited to not applicable

## VIRGINIA

UGTCH edited to not applicable  
ELMTCH totaled from external detail  
SECTCH totaled from external detail  
TOTTCH totaled from external detail  
SECGUI totaled from external detail  
TOTGUI totaled from external detail

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

#### WASHINGTON

PKTCH totaled from external detail  
SECTCH totaled from external detail  
TOTTCH 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  
STUSUP totaled from external detail  
UG edited to not applicable

#### WEST VIRGINIA

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

#### WISCONSIN

UG edited to not applicable

#### WYOMING

UGTCH edited to not applicable  
ELMGUI totaled from external detail  
SECGUI totaled from external detail  
OTHGUI edited to not applicable  
TOTGUI totaled from external detail  
LEAADM totaled from external detail  
LEASUP totaled from external detail  
SCHSUP totaled from external detail  
STUSUP totaled from external detail  
OTHSUP totaled from external detail  
UG edited to not applicable

#### DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

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

#### BUREAU OF INDIAN EDUCATION

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

#### AMERICAN SAMOA



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

#### GUAM

PKTCH totaled from external detail  
KGTCH totaled from external detail  
ELMTCH totaled from external detail  
SECTCH totaled from external detail  
UGTCH totaled from external detail  
TOTTCH totaled from external detail  
AIDES totaled from external detail  
CORSUP totaled from external detail  
ELMGUI totaled from external detail  
SECGUI totaled from external detail  
OTHGUI edited to not applicable  
TOTGUI totaled from external detail  
LIBSPE totaled from external detail  
LIBSUP 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  
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

#### PUERTO RICO

KGTCH edited to missing  
ELMGUI edited to missing

SECGUI edited to missing

U.S. VIRGIN ISLANDS

PKTCH edited to missing

PK edited to missing

UG edited to not applicable

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

This section presents information on anomalies for data submitted by states, as well as any edits made by CCD survey staff to correct the anomalies. These edits include imputations and edits as described previously, as well as any edits made as the result of a consistency check on submitted data (e.g., reported membership cannot be less than the sum of the individual grade variables; in those cases, membership is edited to match the sum of the grade detail). Specific state reporting practices concerning missing data are also explained wherever possible. All nonfiscal edits and reporting practices listed below apply to SY 2013-14. NCES does not impute missing data for jurisdictions other than the 50 states and the District of Columbia.

The DoDEA, the Bureau of Indian Education, and American Samoa did not report for SY 2013-14. NCES set all membership and staff data for these jurisdictions to missing; the imputation flags are all set to 'A'. These jurisdictions are not included in the following discussion of data edits.

Prekindergarten student membership. California and North Carolina reported prekindergarten student membership as missing. Prekindergarten student membership was imputed for these two states. The prekindergarten student membership count was totaled from external (lower-level file) detail for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam. The prekindergarten student membership count was edited to missing for the U.S. Virgin Islands.

Kindergarten student membership. The kindergarten student membership counts for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam were totaled from external (lower-level file) detail.

Grade 1 student membership. The grade 1 student membership counts for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam were totaled from external (lower-level file) detail.

Grade 2 student membership. The grade 2 student membership counts for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam were totaled from external (lower-level file) detail.

Grade 3 student membership. The grade 3 student membership counts for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam were totaled from external (lower-level file) detail.

Grade 4 student membership. The grade 4 student membership counts for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam were totaled from external (lower-level file) detail.

Grade 5 student membership. The grade 5 student membership counts for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam were totaled from external (lower-level file) detail.

Grade 6 student membership. The grade 6 student membership counts for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam were totaled from external (lower-level file) detail.

Grade 7 student membership. The grade 7 student membership counts for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam were totaled from external (lower-level file) detail.

Grade 8 student membership. The grade 8 student membership counts for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam were totaled from external (lower-level file) detail.

Grade 9 student membership. The grade 9 student membership counts for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam were totaled from external (lower-level file) detail.

Grade 10 student membership. The grade 10 student membership counts for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam were totaled from external (lower-level file) detail.

Grade 11 student membership. The grade 11 student membership counts for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam were totaled from external (lower-level file) detail.

Grade 12 student membership. The grade 12 student membership counts for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam were totaled from external (lower-level file) detail.

Ungraded student membership. Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, 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 the District of Columbia, Indiana, and New Jersey were totaled from external (lower-level file) detail.

Total student membership. The total student membership for California and North Carolina were totaled to equal the sum of grade detail in order to include the imputed prekindergarten membership count.

Student membership by grade by race/ethnicity by gender. Student membership counts, by grade by race/ethnicity by gender, were edited for Delaware, the District of Columbia, Idaho, Indiana, New Jersey, South Dakota, Tennessee, and Guam to total external (lower-level file) detail or to correct discrepancies between internal totals and the sum of reported grade by race/ethnicity by gender details.

Prekindergarten teachers. California reported prekindergarten teachers as missing. Montana included prekindergarten teachers in the elementary teacher counts. Imputations or edits were performed for California, Illinois, and Montana. Counts for Idaho, Massachusetts, Missouri, Oklahoma, South Dakota, Tennessee, Washington, and Guam were totaled from external (local education agency-level) detail. The count was edited to missing for the U.S. Virgin Islands.

Kindergarten teachers. Hawaii, Montana, and Nebraska reported kindergarten teachers in the elementary teacher counts. Edits were performed for all of these states. Kindergarten teachers were imputed for Illinois. The kindergarten teacher count for Idaho, Massachusetts, Missouri, Oklahoma, Oregon, South Dakota, Tennessee, and Guam was totaled from external (local education agency-level) detail. The count was edited to missing for Puerto Rico.

Elementary teachers. Hawaii, Montana, and Nebraska included prekindergarten and/or kindergarten teachers in the elementary teacher counts. Edits were performed for these states. The elementary teacher counts for Idaho, Massachusetts, Missouri, Oklahoma, South Dakota, Tennessee, Virginia, and Guam were totaled from external (local education agency-level) detail.

Secondary teachers. The secondary teacher counts for Idaho, Maryland, Massachusetts, Missouri, Oklahoma, South Dakota, Tennessee, Virginia, Washington, and Guam were totaled from external (local education agency-level) detail.

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

Total teachers. The total teacher count was calculated, to equal the sum of the teacher details.

Instructional aides. Instructional aides were imputed for Illinois and Nevada. The instructional aides count for Indiana, Maryland, North Dakota, and Guam were totaled from external (local education agency-level) detail.

Instructional coordinators and supervisors. Counts were missing for Alaska, Idaho, Nevada, and Pennsylvania. Analysts determined that the values submitted for Illinois were incorrect. Values

were imputed for all five states. New Hampshire reported the count for “instructional coordinators and supervisors” with school administrators; analysts derived separate counts for these two fields which are provided in this file. The count of instructional coordinators and supervisors was totaled from external (local education agency-level) detail for Maryland, Massachusetts, Missouri, North Dakota, and Guam.

Elementary guidance counselors. Idaho, Iowa, Kansas, Kentucky, Maine, New Jersey, North Dakota, Ohio, Oregon, South Dakota, and Texas reported either other or total guidance counselors only, and the count of elementary guidance counselors was proportioned out from this count. The count of elementary guidance counselors for Oklahoma, Wyoming, and Guam was totaled from external (local education agency-level) detail. The count was edited to missing for Puerto Rico.

Secondary guidance counselors. Idaho, Iowa, Kansas, Kentucky, Maine, New Jersey, North Dakota, Ohio, Oregon, South Dakota, and Texas reported either other or total guidance counselors only, and the count of secondary guidance counselors was proportioned out from this count. The count of secondary guidance counselors for Illinois, Oklahoma, Virginia, Washington, Wyoming, and Guam was totaled from external (local education agency-level) detail. The count was edited to missing for Puerto Rico.

Other guidance counselors. The following states and jurisdictions reported other guidance counselors as missing, zero, or blank, and the reported values were edited to not applicable: Arizona, Arkansas, Connecticut, Delaware, the District of Columbia, 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, Washington, West Virginia, Wyoming, Guam, and the Commonwealth of the Northern Mariana Islands. The other guidance counselor count was totaled from external (local education agency-level) detail for Missouri.

Total guidance counselors. NCES calculated total guidance counselors as the sum of the guidance counselor details (elementary, secondary and other guidance counselors).

Librarians. The count of librarians for Massachusetts, Oklahoma, Virginia, Washington, and Guam was totaled from external (local education agency-level) detail.

Library support staff. The count of library support staff was imputed for California, Montana, Nevada, New Jersey, and West Virginia. The count was totaled from external detail for Missouri, Oklahoma, Washington, and Guam.

LEA administrators. Counts of LEA administrators were totaled from external (local education agency-level) detail for Massachusetts, New Hampshire, Oklahoma, Washington, Wyoming, and Guam.

LEA administrative support staff. Counts of these staff were imputed for Illinois and Nevada. The count of LEA administrative support staff was totaled from external (local education agency-level) detail for Massachusetts, Oklahoma, Wyoming, and Guam.

School administrators. Counts of school administrators were totaled from external (local education agency-level) detail for Oklahoma, Virginia, and Guam. New Hampshire included instructional coordinators and supervisors with their school administrator's count, and the count was edited.

School administrative support staff. Counts of school administrative support staff were imputed for Illinois and Nevada. New Hampshire included school administrative support staff with their student support services staff. This number was edited for New Hampshire. The counts of school administrative support staff were totaled from external (local education agency-level) detail for Massachusetts, Oklahoma, Wyoming, and Guam.

Student support services staff. Idaho included all other support services staff in their student support services staff. New Hampshire combined student support services staff with their school administrative support staff count. This number was edited for Idaho and New Hampshire. Student support services staff were imputed for Illinois and Pennsylvania. The counts of student support services staff was totaled from external (local education agency-level) detail for Maryland, Massachusetts, South Dakota, Washington, Wyoming and Guam.

All other support services staff. The count for the category of all other support services staff was included in student support services staff for Idaho. This count was edited for Idaho. The counts for Indiana, Maryland, Massachusetts, South Dakota, Wyoming, and Guam were totaled from external (local education agency-level) detail.

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

Starting in SY 1999–2000, CCD data file names were changed to include a two-digit version number. The SY 2013-14 State Nonfiscal Survey of Public Elementary/Secondary Education Excel file is called ST131A\_imp.XLSX, the flat ASCII file is called ST131A\_imp.TXT, and the SAS data file is called ST131A\_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 (13 = 2013-14 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 2013-14 provisional and final files and these will have incremental version numbers (e.g. the second revised file is labeled 2a). The record layout for the file is contained in appendix A.

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

When using the flat ASCII data file, care should be taken to label the identification number variables (e.g., FIPST) as character fields. This is necessary in order to retain the leading zero in

many of the identification numbers. It is necessary to keep the leading zeroes when merging these data with other files. This can be accomplished in Excel by using the 'Import Wizard' to select the ID fields and set them as text fields.

**Appendix A—Record Layout for the Common Core of Data State Nonfiscal  
Survey of Public Elementary/Secondary Education: School Year 2013–14**



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APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2013-14

Number of variables = 313

Number of Observations = 58

(\*)Fields have two explicit decimal places

The file contains data for the school year 2013-14 sorted by the Federal Information Processing Standard code (FIPST).

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

<b>Variable Name</b>	<b>Data Order</b>	<b>Type</b>	<b>Description</b>
SURVYEAR	1	AN	Year Corresponding to Survey Record.
FIPST	2	AN	American National Standards Institute (ANSI) state codes.
STABR	3	AN	Postal state abbreviation codes.
SEANAME	4	AN	Name of state education agency.
STREET	5	AN	Mailing address.
CITY	6	AN	Mailing city.
STNAME	7	AN	Name of the state.
ZIP	8	AN	U.S. Postal Service Zip for mailing.
ZIP4	9	AN	U.S. Postal Service Zip+4 for mailing.
PHONE	10	AN	Area code and local phone number.
PKTCH	11*	N	Prekindergarten teachers.
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 Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2013-14

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

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2013-14

<b>Variable Name</b>	<b>Data Order</b>	<b>Type</b>	<b>Description</b>
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 - male.
ASKGF	64	N	Kindergarten students - Asian - 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.
TRKGF	74	N	Kindergarten students - Two or more races - female.
AM01M	75	N	Grade 1 students - American Indian/Alaska Native - male.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2013-14

<b>Variable Name</b>	<b>Data Order</b>	<b>Type</b>	<b>Description</b>
AM01F	76	N	Grade 1 students - American Indian/Alaska Native - female.
AS01M	77	N	Grade 1 students - Asian - male.
AS01F	78	N	Grade 1 students - Asian - 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 - male.
AS02F	92	N	Grade 2 students - Asian - 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.
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.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2013-14

<b>Variable Name</b>	<b>Data Order</b>	<b>Type</b>	<b>Description</b>
AM03F	104	N	Grade 3 students - American Indian/Alaska Native - female.
AS03M	105	N	Grade 3 students - Asian - male.
AS03F	106	N	Grade 3 students - Asian - 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 - male.
AS04F	120	N	Grade 4 students - Asian - 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.
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.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2013-14

<b>Variable Name</b>	<b>Data Order</b>	<b>Type</b>	<b>Description</b>
AM05F	132	N	Grade 5 students - American Indian/Alaska Native - female.
AS05M	133	N	Grade 5 students - Asian - male.
AS05F	134	N	Grade 5 students - Asian - 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 - male.
AS06F	148	N	Grade 6 students - Asian - 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.
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.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2013-14

<b>Variable Name</b>	<b>Data Order</b>	<b>Type</b>	<b>Description</b>
AM07F	160	N	Grade 7 students - American Indian/Alaska Native - female.
AS07M	161	N	Grade 7 students - Asian - male.
AS07F	162	N	Grade 7 students - Asian - 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 - male.
AS08F	176	N	Grade 8 students - Asian - female.
HI08M	177	N	Grade 8 students - Hispanic - male.
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.



APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2013-14

<b>Variable Name</b>	<b>Data Order</b>	<b>Type</b>	<b>Description</b>
AM09F	188	N	Grade 9 students - American Indian/Alaska Native - female.
AS09M	189	N	Grade 9 students - Asian - male.
AS09F	190	N	Grade 9 students - Asian - 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 - male.
AS10F	204	N	Grade 10 students - Asian - 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.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2013-14

<b>Variable Name</b>	<b>Data Order</b>	<b>Type</b>	<b>Description</b>
AM11F	216	N	Grade 11 students - American Indian/Alaska Native - female.
AS11M	217	N	Grade 11 students - Asian - male.
AS11F	218	N	Grade 11 students - Asian - 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.
AS12M	231	N	Grade 12 students - Asian - male.
AS12F	232	N	Grade 12 students - Asian - 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.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2013-14

Variable Name	Data Order	Type	Description
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 - male.
ASUGF	246	N	Ungraded students - Asian - 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.
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.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2013-14

<b>Variable Name</b>	<b>Data Order</b>	<b>Type</b>	<b>Description</b>
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.
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.

APPENDIX A - Record Layout for Common Core of Data  
 State Nonfiscal Survey of Public Elementary/Secondary Education: School Year, 2013-14

<b>Variable Name</b>	<b>Data Order</b>	<b>Type</b>	<b>Description</b>
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
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

**Appendix B—Value Distribution and Field Frequencies for the Common Core of  
Data State Nonfiscal Survey of Public Elementary/Secondary Education: School  
Year 2013–14**

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Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
 Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

**Table B-1. Distribution of responses of character variable data, by response value: School year 2013-14**

<i>variable</i>	<i>Variable Label</i>	<i>Blank</i>	<i>Missing</i>	<i>Notapplicable</i>	<i>Reported</i>
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	20	0	0	38
PHONE	Telephone Number	0	0	0	58



Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

**Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School year 2013-14**

<i>variable</i>	<i>label</i>	<i>MIN</i>	<i>MAX</i>	<i>MEAN</i>	<i>missing</i>	<i>notapplicable</i>
<i>PKTCH</i>	Teachers - Prekindergarten	19.3	8577.6	1098.1	4	0
<i>KGTCH</i>	Teachers - Kindergarten	21.0	21690.5	3546.4	4	0
<i>ELMTCH</i>	Teachers - Elementary	196.0	149877.9	27321.6	3	0
<i>SECTCH</i>	Teachers - Secondary	170.0	137971.1	22215.5	3	0
<i>UGTCH</i>	Teachers - Ungraded	4.0	33881.4	5321.9	3	22
<i>TOTTCH</i>	Teachers - Total	417.0	334580.2	57290.3	3	0
<i>AIDES</i>	Instructional Aides / Paraprofessionals	73.0	64663.5	13442.4	3	0
<i>CORSUP</i>	Instructional Coordinators and Supervisors	10.0	16807.8	1348.2	3	0
<i>ELMGUI</i>	Guidance Counselors - Elementary	8.0	4512.1	713.3	4	0
<i>SECGUI</i>	Guidance Counselors - Secondary	14.0	6566.8	1103.7	4	0
<i>OTHGUI</i>	Guidance Counselors - Other	0.1	1325.4	276.3	3	38
<i>TOTGUI</i>	Guidance Counselors - Total	22.0	11078.9	1869.3	3	0
<i>LIBSPE</i>	Librarians / Media Specialists	2.0	4605.4	839.3	3	0
<i>LIBSUP</i>	Librarians / Media Support Staff	1.0	3834.0	576.4	3	0
<i>LEAADM</i>	LEA Administrators	7.0	6279.1	1221.6	3	0
<i>LEASUP</i>	LEA Administrative Support Staff	77.0	22710.6	3356.8	3	0
<i>SCHADM</i>	School Administrators	33.0	22826.0	3084.7	3	0
<i>SCHSUP</i>	School Administrative Support Staff	44.0	30839.0	4624.2	3	0
<i>STUSUP</i>	Student Support Services Staff	22.0	24741.1	5235.9	3	0
<i>OTHSUP</i>	All Other Support Staff	77.0	138629.1	20734.5	3	0
<i>PK</i>	PK Students - Total	462.0	248150.0	24650.6	4	0
<i>KG</i>	KG Students - Total	544.0	506831.0	70292.8	3	0
<i>G01</i>	Grade 1 Students - Total	770.0	470812.0	71316.1	3	0
<i>G02</i>	Grade 2 Students - Total	730.0	485674.0	69572.1	3	0
<i>G03</i>	Grade 3 Students - Total	720.0	474323.0	68599.3	3	0
<i>G04</i>	Grade 4 Students - Total	750.0	470515.0	68055.4	3	0
<i>G05</i>	Grade 5 Students - Total	773.0	469645.0	67838.8	3	0
<i>G06</i>	Grade 6 Students - Total	782.0	462125.0	67632.0	3	0
<i>G07</i>	Grade 7 Students - Total	926.0	465592.0	68846.2	3	0
<i>G08</i>	Grade 8 Students - Total	814.0	472381.0	68944.9	3	0
<i>G09</i>	Grade 9 Students - Total	1084.0	491493.0	73072.5	3	0
<i>G10</i>	Grade 10 Students - Total	862.0	484993.0	69064.9	3	0
<i>G11</i>	Grade 11 Students - Total	696.0	477425.0	64714.1	3	0
<i>G12</i>	Grade 12 Students - Total	656.0	498403.0	63762.6	3	0
<i>UG</i>	Ungraded Students - Total	69.0	54545.0	8952.6	3	38
<i>MEMBER</i>	All Students - Total	10638.0	6312623.0	918681.1	3	0
<i>AMPKM</i>	PK Students - American Indian/Alaska Native - Male	0.0	2944.0	167.6	6	0

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

<i>variable</i>	<i>label</i>	<i>MIN</i>	<i>MAX</i>	<i>MEAN</i>	<i>missing</i>	<i>notapplicable</i>
<i>AMPKF</i>	PK Students - American Indian/Alaska Native - Female	0.0	2669.0	141.9	6	0
<i>ASPKM</i>	PK Students - Asian - Male	0.0	3939.0	401.3	6	0
<i>ASPKF</i>	PK Students - Asian - Female	0.0	3544.0	333.8	6	0
<i>HIPKM</i>	PK Students - Hispanic - Male	0.0	80977.0	3546.6	6	0
<i>HIPKF</i>	PK Students - Hispanic - Female	0.0	77374.0	3158.7	6	0
<i>BLPKM</i>	PK Students - Black - Male	0.0	18435.0	2363.0	6	0
<i>BLPKF</i>	PK Students - Black - Female	0.0	17669.0	2160.4	6	0
<i>WHPKM</i>	PK Students - White - Male	0.0	22108.0	5830.5	6	0
<i>WHPKF</i>	PK Students - White - Female	0.0	18342.0	4594.4	6	0
<i>HPPKM</i>	PK Students - Hawaiian Native/Pacific Islander - Male	0.0	297.0	36.0	6	0
<i>HPPKF</i>	PK Students - Hawaiian Native/Pacific Islander - Female	0.0	233.0	27.7	6	0
<i>TRPKM</i>	PK Students - Two or More Races - Male	0.0	2155.0	422.8	6	0
<i>TRPKF</i>	PK Students - Two or More Races - Female	0.0	2026.0	358.0	6	0
<i>AMKGM</i>	KG Students - American Indian/Alaska Native - Male	0.0	3716.0	366.8	3	0
<i>AMKGF</i>	KG Students - American Indian/Alaska Native - Female	0.0	3506.0	344.8	3	0
<i>ASKGM</i>	KG Students - Asian - Male	2.0	26108.0	1645.8	3	0
<i>ASKGF</i>	KG Students - Asian - Female	5.0	24010.0	1544.3	3	0
<i>HIKGM</i>	KG Students - Hispanic - Male	0.0	146421.0	9958.9	3	0
<i>HIKGF</i>	KG Students - Hispanic - Female	0.0	137197.0	9426.3	3	0
<i>BLKGM</i>	KG Students - Black - Male	0.0	26027.0	5489.4	3	0
<i>BLKGF</i>	KG Students - Black - Female	0.0	24321.0	5191.0	3	0
<i>WHKGM</i>	KG Students - White - Male	0.0	61758.0	17303.8	3	0
<i>WHKGF</i>	KG Students - White - Female	0.0	55686.0	15933.6	3	0
<i>HPKGM</i>	KG Students - Hawaiian Native/Pacific Islander - Male	0.0	2243.0	151.3	3	0
<i>HPKGF</i>	KG Students - Hawaiian Native/Pacific Islander - Female	0.0	2069.0	142.7	3	0
<i>TRKGM</i>	KG Students - Two or More Races - Male	0.0	12124.0	1436.9	3	0
<i>TRKGF</i>	KG Students - Two or More Races - Female	0.0	11084.0	1357.3	3	0
<i>AM01M</i>	Grade 1 Students - American Indian/Alaska Native - Male	0.0	3939.0	371.9	3	0
<i>AM01F</i>	Grade 1 Students - American Indian/Alaska Native - Female	0.0	3609.0	349.9	3	0
<i>AS01M</i>	Grade 1 Students - Asian - Male	0.0	24860.0	1669.1	3	0
<i>AS01F</i>	Grade 1 Students - Asian - Female	0.0	22814.0	1587.7	3	0
<i>HI01M</i>	Grade 1 Students - Hispanic - Male	0.0	133614.0	9994.0	3	0
<i>HI01F</i>	Grade 1 Students - Hispanic - Female	0.0	127312.0	9499.1	3	0
<i>BL01M</i>	Grade 1 Students - Black - Male	0.0	26209.0	5652.9	3	0
<i>BL01F</i>	Grade 1 Students - Black - Female	0.0	24669.0	5361.4	3	0
<i>WH01M</i>	Grade 1 Students - White - Male	2.0	60069.0	17496.4	3	0

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

<i>variable</i>	<i>label</i>	<i>MIN</i>	<i>MAX</i>	<i>MEAN</i>	<i>missing</i>	<i>notapplicable</i>
<i>WH01F</i>	Grade 1 Students - White - Female	6.0	55703.0	16342.9	3	0
<i>HP01M</i>	Grade 1 Students - Hawaiian Native/Pacific Islander - Male	0.0	2146.0	152.6	3	0
<i>HP01F</i>	Grade 1 Students - Hawaiian Native/Pacific Islander - Female	0.0	2016.0	145.4	3	0
<i>TR01M</i>	Grade 1 Students - Two or More Races - Male	0.0	10014.0	1375.1	3	0
<i>TR01F</i>	Grade 1 Students - Two or More Races - Female	0.0	9355.0	1317.7	3	0
<i>AM02M</i>	Grade 2 Students - American Indian/Alaska Native - Male	0.0	3748.0	358.5	3	0
<i>AM02F</i>	Grade 2 Students - American Indian/Alaska Native - Female	0.0	3629.0	343.1	3	0
<i>AS02M</i>	Grade 2 Students - Asian - Male	3.0	26131.0	1678.8	3	0
<i>AS02F</i>	Grade 2 Students - Asian - Female	0.0	24668.0	1613.0	3	0
<i>HI02M</i>	Grade 2 Students - Hispanic - Male	0.0	137318.0	9656.7	3	0
<i>HI02F</i>	Grade 2 Students - Hispanic - Female	1.0	131477.0	9237.0	3	0
<i>BL02M</i>	Grade 2 Students - Black - Male	0.0	25160.0	5418.9	3	0
<i>BL02F</i>	Grade 2 Students - Black - Female	0.0	23840.0	5167.3	3	0
<i>WH02M</i>	Grade 2 Students - White - Male	3.0	59267.0	17167.9	3	0
<i>WH02F</i>	Grade 2 Students - White - Female	1.0	54998.0	16148.5	3	0
<i>HP02M</i>	Grade 2 Students - Hawaiian Native/Pacific Islander - Male	0.0	2291.0	148.5	3	0
<i>HP02F</i>	Grade 2 Students - Hawaiian Native/Pacific Islander - Female	0.0	1957.0	138.7	3	0
<i>TR02M</i>	Grade 2 Students - Two or More Races - Male	0.0	9742.0	1268.0	3	0
<i>TR02F</i>	Grade 2 Students - Two or More Races - Female	0.0	9210.0	1227.2	3	0
<i>AM03M</i>	Grade 3 Students - American Indian/Alaska Native - Male	0.0	3723.0	352.1	3	0
<i>AM03F</i>	Grade 3 Students - American Indian/Alaska Native - Female	0.0	3639.0	343.1	3	0
<i>AS03M</i>	Grade 3 Students - Asian - Male	1.0	26229.0	1688.7	3	0
<i>AS03F</i>	Grade 3 Students - Asian - Female	3.0	25265.0	1652.2	3	0
<i>HI03M</i>	Grade 3 Students - Hispanic - Male	1.0	132250.0	9353.0	3	0
<i>HI03F</i>	Grade 3 Students - Hispanic - Female	0.0	126894.0	8939.6	3	0
<i>BL03M</i>	Grade 3 Students - Black - Male	0.0	25808.0	5325.8	3	0
<i>BL03F</i>	Grade 3 Students - Black - Female	0.0	23868.0	5074.4	3	0
<i>WH03M</i>	Grade 3 Students - White - Male	2.0	59082.0	17171.8	3	0
<i>WH03F</i>	Grade 3 Students - White - Female	2.0	55313.0	16128.6	3	0
<i>HP03M</i>	Grade 3 Students - Hawaiian Native/Pacific Islander - Male	0.0	2834.0	154.8	3	0
<i>HP03F</i>	Grade 3 Students - Hawaiian Native/Pacific Islander - Female	0.0	2609.0	147.1	3	0
<i>TR03M</i>	Grade 3 Students - Two or More Races - Male	0.0	8518.0	1149.9	3	0
<i>TR03F</i>	Grade 3 Students - Two or More Races - Female	0.0	8351.0	1118.4	3	0
<i>AM04M</i>	Grade 4 Students - American Indian/Alaska Native - Male	0.0	3858.0	355.9	3	0

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

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<i>AM04F</i>	Grade 4 Students - American Indian/Alaska Native - Female	0.0	3576.0	336.7	3	0
<i>AS04M</i>	Grade 4 Students - Asian - Male	0.0	27306.0	1717.7	3	0
<i>AS04F</i>	Grade 4 Students - Asian - Female	1.0	25997.0	1693.5	3	0
<i>HI04M</i>	Grade 4 Students - Hispanic - Male	1.0	128590.0	9019.7	3	0
<i>HI04F</i>	Grade 4 Students - Hispanic - Female	1.0	123419.0	8652.2	3	0
<i>BL04M</i>	Grade 4 Students - Black - Male	0.0	24106.0	5189.0	3	0
<i>BL04F</i>	Grade 4 Students - Black - Female	0.0	23110.0	4971.9	3	0
<i>WH04M</i>	Grade 4 Students - White - Male	4.0	60496.0	17357.1	3	0
<i>WH04F</i>	Grade 4 Students - White - Female	4.0	56072.0	16305.1	3	0
<i>HP04M</i>	Grade 4 Students - Hawaiian Native/Pacific Islander - Male	0.0	2817.0	152.6	3	0
<i>HP04F</i>	Grade 4 Students - Hawaiian Native/Pacific Islander - Female	0.0	2508.0	141.9	3	0
<i>TR04M</i>	Grade 4 Students - Two or More Races - Male	0.0	8027.0	1097.8	3	0
<i>TR04F</i>	Grade 4 Students - Two or More Races - Female	0.0	7754.0	1064.4	3	0
<i>AM05M</i>	Grade 5 Students - American Indian/Alaska Native - Male	0.0	3834.0	352.3	3	0
<i>AM05F</i>	Grade 5 Students - American Indian/Alaska Native - Female	0.0	3613.0	338.7	3	0
<i>AS05M</i>	Grade 5 Students - Asian - Male	1.0	27837.0	1719.9	3	0
<i>AS05F</i>	Grade 5 Students - Asian - Female	1.0	26257.0	1688.0	3	0
<i>HI05M</i>	Grade 5 Students - Hispanic - Male	0.0	127607.0	8893.8	3	0
<i>HI05F</i>	Grade 5 Students - Hispanic - Female	1.0	122158.0	8509.7	3	0
<i>BL05M</i>	Grade 5 Students - Black - Male	0.0	24199.0	5172.0	3	0
<i>BL05F</i>	Grade 5 Students - Black - Female	0.0	23219.0	4979.7	3	0
<i>WH05M</i>	Grade 5 Students - White - Male	1.0	60710.0	17447.1	3	0
<i>WH05F</i>	Grade 5 Students - White - Female	2.0	57243.0	16420.9	3	0
<i>HP05M</i>	Grade 5 Students - Hawaiian Native/Pacific Islander - Male	0.0	2712.0	148.3	3	0
<i>HP05F</i>	Grade 5 Students - Hawaiian Native/Pacific Islander - Female	0.0	2381.0	136.3	3	0
<i>TR05M</i>	Grade 5 Students - Two or More Races - Male	0.0	7363.0	1029.8	3	0
<i>TR05F</i>	Grade 5 Students - Two or More Races - Female	0.0	7121.0	1002.2	3	0
<i>AM06M</i>	Grade 6 Students - American Indian/Alaska Native - Male	0.0	3915.0	358.0	3	0
<i>AM06F</i>	Grade 6 Students - American Indian/Alaska Native - Female	0.0	3778.0	345.9	3	0
<i>AS06M</i>	Grade 6 Students - Asian - Male	0.0	27009.0	1662.3	3	0
<i>AS06F</i>	Grade 6 Students - Asian - Female	2.0	25589.0	1626.7	3	0
<i>HI06M</i>	Grade 6 Students - Hispanic - Male	0.0	125368.0	8739.6	3	0
<i>HI06F</i>	Grade 6 Students - Hispanic - Female	0.0	120408.0	8362.2	3	0
<i>BL06M</i>	Grade 6 Students - Black - Male	0.0	24454.0	5339.5	3	0
<i>BL06F</i>	Grade 6 Students - Black - Female	0.0	23335.0	5098.6	3	0

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

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<i>WH06M</i>	Grade 6 Students - White - Male	0.0	59741.0	17469.6	3	0
<i>WH06F</i>	Grade 6 Students - White - Female	1.0	56029.0	16419.5	3	0
<i>HP06M</i>	Grade 6 Students - Hawaiian Native/Pacific Islander - Male	0.0	2573.0	142.2	3	0
<i>HP06F</i>	Grade 6 Students - Hawaiian Native/Pacific Islander - Female	0.0	2398.0	137.0	3	0
<i>TR06M</i>	Grade 6 Students - Two or More Races - Male	0.0	7181.0	976.4	3	0
<i>TR06F</i>	Grade 6 Students - Two or More Races - Female	0.0	6875.0	954.4	3	0
<i>AM07M</i>	Grade 7 Students - American Indian/Alaska Native - Male	0.0	4025.0	367.1	3	0
<i>AM07F</i>	Grade 7 Students - American Indian/Alaska Native - Female	0.0	3816.0	350.1	3	0
<i>AS07M</i>	Grade 7 Students - Asian - Male	1.0	27385.0	1668.8	3	0
<i>AS07F</i>	Grade 7 Students - Asian - Female	1.0	25743.0	1624.4	3	0
<i>HI07M</i>	Grade 7 Students - Hispanic - Male	0.0	125706.0	8804.5	3	0
<i>HI07F</i>	Grade 7 Students - Hispanic - Female	0.0	120849.0	8406.9	3	0
<i>BL07M</i>	Grade 7 Students - Black - Male	0.0	25303.0	5473.8	3	0
<i>BL07F</i>	Grade 7 Students - Black - Female	0.0	24292.0	5232.9	3	0
<i>WH07M</i>	Grade 7 Students - White - Male	3.0	60634.0	17911.0	3	0
<i>WH07F</i>	Grade 7 Students - White - Female	3.0	56571.0	16849.2	3	0
<i>HP07M</i>	Grade 7 Students - Hawaiian Native/Pacific Islander - Male	0.0	2364.0	141.6	3	0
<i>HP07F</i>	Grade 7 Students - Hawaiian Native/Pacific Islander - Female	0.0	2299.0	135.8	3	0
<i>TR07M</i>	Grade 7 Students - Two or More Races - Male	0.0	7061.0	950.4	3	0
<i>TR07F</i>	Grade 7 Students - Two or More Races - Female	0.0	6714.0	929.7	3	0
<i>AM08M</i>	Grade 8 Students - American Indian/Alaska Native - Male	0.0	4064.0	369.1	3	0
<i>AM08F</i>	Grade 8 Students - American Indian/Alaska Native - Female	0.0	3897.0	354.9	3	0
<i>AS08M</i>	Grade 8 Students - Asian - Male	1.0	28774.0	1696.0	3	0
<i>AS08F</i>	Grade 8 Students - Asian - Female	0.0	26815.0	1650.0	3	0
<i>HI08M</i>	Grade 8 Students - Hispanic - Male	0.0	126311.0	8601.3	3	0
<i>HI08F</i>	Grade 8 Students - Hispanic - Female	0.0	121118.0	8251.9	3	0
<i>BL08M</i>	Grade 8 Students - Black - Male	0.0	25209.0	5483.4	3	0
<i>BL08F</i>	Grade 8 Students - Black - Female	0.0	24468.0	5304.3	3	0
<i>WH08M</i>	Grade 8 Students - White - Male	1.0	62291.0	18123.5	3	0
<i>WH08F</i>	Grade 8 Students - White - Female	0.0	58261.0	17035.3	3	0
<i>HP08M</i>	Grade 8 Students - Hawaiian Native/Pacific Islander - Male	0.0	2334.0	143.8	3	0
<i>HP08F</i>	Grade 8 Students - Hawaiian Native/Pacific Islander - Female	0.0	2193.0	133.5	3	0
<i>TR08M</i>	Grade 8 Students - Two or More Races - Male	0.0	6654.0	907.1	3	0
<i>TR08F</i>	Grade 8 Students - Two or More Races - Female	0.0	6183.0	891.0	3	0

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

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<i>AM09M</i>	Grade 9 Students - American Indian/Alaska Native - Male	0.0	4083.0	410.4	3	0
<i>AM09F</i>	Grade 9 Students - American Indian/Alaska Native - Female	0.0	3917.0	379.1	3	0
<i>AS09M</i>	Grade 9 Students - Asian - Male	1.0	27952.0	1696.1	3	0
<i>AS09F</i>	Grade 9 Students - Asian - Female	0.0	26056.0	1615.0	3	0
<i>HI09M</i>	Grade 9 Students - Hispanic - Male	0.0	133380.0	9322.0	3	0
<i>HI09F</i>	Grade 9 Students - Hispanic - Female	0.0	125912.0	8635.0	3	0
<i>BL09M</i>	Grade 9 Students - Black - Male	1.0	30773.0	6304.0	3	0
<i>BL09F</i>	Grade 9 Students - Black - Female	0.0	27895.0	5805.3	3	0
<i>WH09M</i>	Grade 9 Students - White - Male	5.0	64545.0	18963.0	3	0
<i>WH09F</i>	Grade 9 Students - White - Female	3.0	60279.0	17724.3	3	0
<i>HP09M</i>	Grade 9 Students - Hawaiian Native/Pacific Islander - Male	0.0	2811.0	164.9	3	0
<i>HP09F</i>	Grade 9 Students - Hawaiian Native/Pacific Islander - Female	0.0	2448.0	148.6	3	0
<i>TR09M</i>	Grade 9 Students - Two or More Races - Male	0.0	7712.0	961.9	3	0
<i>TR09F</i>	Grade 9 Students - Two or More Races - Female	0.0	7504.0	943.0	3	0
<i>AM10M</i>	Grade 10 Students - American Indian/Alaska Native - Male	0.0	3850.0	374.6	3	0
<i>AM10F</i>	Grade 10 Students - American Indian/Alaska Native - Female	0.0	3605.0	356.3	3	0
<i>AS10M</i>	Grade 10 Students - Asian - Male	0.0	28419.0	1706.2	3	0
<i>AS10F</i>	Grade 10 Students - Asian - Female	2.0	26191.0	1633.5	3	0
<i>HI10M</i>	Grade 10 Students - Hispanic - Male	0.0	128482.0	8424.7	3	0
<i>HI10F</i>	Grade 10 Students - Hispanic - Female	0.0	122954.0	8034.4	3	0
<i>BL10M</i>	Grade 10 Students - Black - Male	0.0	24530.0	5526.1	3	0
<i>BL10F</i>	Grade 10 Students - Black - Female	0.0	24041.0	5348.9	3	0
<i>WH10M</i>	Grade 10 Students - White - Male	5.0	64601.0	18279.5	3	0
<i>WH10F</i>	Grade 10 Students - White - Female	4.0	61177.0	17362.1	3	0
<i>HP10M</i>	Grade 10 Students - Hawaiian Native/Pacific Islander - Male	0.0	2243.0	147.9	3	0
<i>HP10F</i>	Grade 10 Students - Hawaiian Native/Pacific Islander - Female	0.0	2063.0	137.4	3	0
<i>TR10M</i>	Grade 10 Students - Two or More Races - Male	0.0	7688.0	860.2	3	0
<i>TR10F</i>	Grade 10 Students - Two or More Races - Female	0.0	7417.0	873.2	3	0
<i>AM11M</i>	Grade 11 Students - American Indian/Alaska Native - Male	0.0	3347.0	334.2	3	0
<i>AM11F</i>	Grade 11 Students - American Indian/Alaska Native - Female	0.0	3322.0	324.3	3	0
<i>AS11M</i>	Grade 11 Students - Asian - Male	2.0	29629.0	1710.1	3	0
<i>AS11F</i>	Grade 11 Students - Asian - Female	1.0	27353.0	1644.8	3	0
<i>HI11M</i>	Grade 11 Students - Hispanic - Male	0.0	123748.0	7556.8	3	0
<i>HI11F</i>	Grade 11 Students - Hispanic - Female	0.0	119093.0	7394.1	3	0
<i>BL11M</i>	Grade 11 Students - Black - Male	0.0	22086.0	4840.7	3	0
<i>BL11F</i>	Grade 11 Students - Black - Female	0.0	22436.0	4884.9	3	0

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

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<i>WH11M</i>	Grade 11 Students - White - Male	4.0	65439.0	17465.3	3	0
<i>WH11F</i>	Grade 11 Students - White - Female	1.0	61608.0	16785.1	3	0
<i>HP11M</i>	Grade 11 Students - Hawaiian Native/Pacific Islander - Male	0.0	1927.0	128.0	3	0
<i>HP11F</i>	Grade 11 Students - Hawaiian Native/Pacific Islander - Female	0.0	1721.0	119.9	3	0
<i>TR11M</i>	Grade 11 Students - Two or More Races - Male	0.0	6638.0	750.1	3	0
<i>TR11F</i>	Grade 11 Students - Two or More Races - Female	0.0	6536.0	775.8	3	0
<i>AM12M</i>	Grade 12 Students - American Indian/Alaska Native - Male	0.0	3204.0	335.1	3	0
<i>AM12F</i>	Grade 12 Students - American Indian/Alaska Native - Female	0.0	3064.0	322.2	3	0
<i>AS12M</i>	Grade 12 Students - Asian - Male	0.0	30621.0	1710.8	3	0
<i>AS12F</i>	Grade 12 Students - Asian - Female	0.0	28497.0	1648.8	3	0
<i>H112M</i>	Grade 12 Students - Hispanic - Male	0.0	127734.0	7281.9	3	0
<i>H112F</i>	Grade 12 Students - Hispanic - Female	0.0	123124.0	7161.4	3	0
<i>BL12M</i>	Grade 12 Students - Black - Male	0.0	20578.0	4605.4	3	0
<i>BL12F</i>	Grade 12 Students - Black - Female	0.0	21102.0	4734.4	3	0
<i>WH12M</i>	Grade 12 Students - White - Male	3.0	69765.0	17521.1	3	0
<i>WH12F</i>	Grade 12 Students - White - Female	2.0	64620.0	16775.5	3	0
<i>HP12M</i>	Grade 12 Students - Hawaiian Native/Pacific Islander - Male	0.0	1607.0	118.1	3	0
<i>HP12F</i>	Grade 12 Students - Hawaiian Native/Pacific Islander - Female	0.0	1645.0	116.9	3	0
<i>TR12M</i>	Grade 12 Students - Two or More Races - Male	0.0	6910.0	707.9	3	0
<i>TR12F</i>	Grade 12 Students - Two or More Races - Female	0.0	6375.0	723.1	3	0
<i>AMUGM</i>	Ungraded Students - American Indian/Alaska Native - Male	0.0	259.0	36.8	3	38
<i>AMUGF</i>	Ungraded Students - American Indian/Alaska Native - Female	0.0	119.0	22.4	3	38
<i>ASUGM</i>	Ungraded Students - Asian - Male	0.0	1964.0	266.6	3	38
<i>ASUGF</i>	Ungraded Students - Asian - Female	0.0	889.0	119.9	3	38
<i>HIUGM</i>	Ungraded Students - Hispanic - Male	0.0	10652.0	1940.7	3	38
<i>HIUGF</i>	Ungraded Students - Hispanic - Female	0.0	4359.0	908.8	3	38
<i>BLUGM</i>	Ungraded Students - Black - Male	0.0	9915.0	1432.6	3	38
<i>BLUGF</i>	Ungraded Students - Black - Female	0.0	4072.0	629.9	3	38
<i>WHUGM</i>	Ungraded Students - White - Male	0.0	16649.0	2318.1	3	38
<i>WHUGF</i>	Ungraded Students - White - Female	0.0	7967.0	1161.2	3	38
<i>HPUGM</i>	Ungraded Students - Hawaiian Native/Pacific Islander - Male	0.0	54.0	9.9	3	38
<i>HPUGF</i>	Ungraded Students - Hawaiian Native/Pacific Islander - Female	0.0	30.0	5.7	3	38
<i>TRUGM</i>	Ungraded Students - Two or More Races - Male	0.0	411.0	65.8	3	38
<i>TRUGF</i>	Ungraded Students - Two or More Races - Female	0.0	170.0	34.1	3	38
<i>AM</i>	All Students - American Indian/Alaska Native	0.0	102186.0	9505.7	3	0

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

<i>variable</i>	<i>label</i>	<i>MIN</i>	<i>MAX</i>	<i>MEAN</i>	<i>missing</i>	<i>notapplicable</i>
<i>AMALM</i>	All Students - American Indian/Alaska Native - Male	0.0	52427.0	4875.6	3	0
<i>AMALF</i>	All Students - American Indian/Alaska Native - Female	0.0	49759.0	4630.1	3	0
<i>AS</i>	All Students - Asian	32.0	694285.0	44006.6	3	0
<i>ASALM</i>	All Students - Asian - Male	14.0	358814.0	22432.0	3	0
<i>ASALF</i>	All Students - Asian - Female	18.0	335471.0	21574.6	3	0
<i>HI</i>	All Students - Hispanic	7.0	3321274.0	233337.0	3	0
<i>HIALM</i>	All Students - Hispanic - Male	3.0	1698284.0	119559.8	3	0
<i>HIALF</i>	All Students - Hispanic - Female	4.0	1622990.0	113777.1	3	0
<i>BL</i>	All Students - Black	1.0	653221.0	141889.7	3	0
<i>BLALM</i>	All Students - Black - Male	1.0	334925.0	72497.7	3	0
<i>BLALF</i>	All Students - Black - Female	0.0	318296.0	69392.0	3	0
<i>WH</i>	All Students - White	67.0	1559113.0	456839.3	3	0
<i>WHALM</i>	All Students - White - Male	35.0	807437.0	235906.0	3	0
<i>WHALF</i>	All Students - White - Female	32.0	751676.0	220933.3	3	0
<i>HP</i>	All Students - Hawaiian Native / Pacific Islander	0.0	59741.0	3741.0	3	0
<i>HPALM</i>	All Students - Hawaiian Native/Pacific Islander - Male	0.0	31243.0	1931.9	3	0
<i>HPALF</i>	All Students - Hawaiian Native/Pacific Islander - Female	0.0	28498.0	1809.1	3	0
<i>TR</i>	All Students - Two or More Races	0.0	206272.0	27417.8	3	0
<i>TRALM</i>	All Students - Two or More Races - Male	0.0	105742.0	13891.6	3	0
<i>TRALF</i>	All Students - Two or More Races - Female	0.0	100530.0	13526.2	3	0



Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

**Table B-3. Frequencies of categorical variables: School year 2013-14**

<i>Teachers - Prekindergarten - flag</i>				
<i>IPKTCH</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	4	6.9	4	6.9
<i>C-Combined with data provided elsewhere by the state</i>	1	1.72	5	8.62
<i>P-Imputation based on prior year's data</i>	2	3.45	7	12.07
<i>R-As reported by the state</i>	43	74.14	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Teachers - Kindergarten - flag</i>				
<i>IKGTCH</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	4	6.9	4	6.9
<i>C-Combined with data provided elsewhere by the state</i>	3	5.17	7	12.07
<i>P-Imputation based on prior year's data</i>	1	1.72	8	13.79
<i>R-As reported by the state</i>	42	72.41	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Teachers - Elementary - flag</i>				
<i>IELMTCH</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	6	10.34	6	10.34
<i>R-As reported by the state</i>	44	75.86	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Teachers - Secondary - flag</i>				
<i>ISECTCH</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	45	77.59	48	82.76
<i>T-Total based on sum of detail from imputed value</i>	10	17.24	58	100

<i>Teachers - Ungraded - flag</i>				
<i>IUGTCH</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	26	44.83	26	44.83
<i>P-Imputation based on prior year's data</i>	1	1.72	27	46.55
<i>R-As reported by the state</i>	28	48.28	55	94.83
<i>T-Total based on sum of detail from imputed value</i>	3	5.17	58	100

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

<i>Teachers - Total - flag</i>				
<i>ITOTTCH</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>T-Total based on sum of detail from imputed value</i>	55	94.83	58	100

<i>Instructional Aides / Paraprofessionals - flag</i>				
<i>IAIDES</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>P-Imputation based on prior year's data</i>	2	3.45	5	8.62
<i>R-As reported by the state</i>	49	84.48	54	93.1
<i>T-Total based on sum of detail from imputed value</i>	4	6.9	58	100

<i>Instructional Coordinators and Supervisors - flag</i>				
<i>ICORSUP</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>C-Combined with data provided elsewhere by the state</i>	1	1.72	4	6.9
<i>P-Imputation based on prior year's data</i>	5	8.62	9	15.52
<i>R-As reported by the state</i>	44	75.86	53	91.38
<i>T-Total based on sum of detail from imputed value</i>	5	8.62	58	100

<i>Guidance Counselors - Elementary - flag</i>				
<i>IELMGUI</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	4	6.9	4	6.9
<i>D-Disaggregated from reported total</i>	11	18.97	15	25.86
<i>R-As reported by the state</i>	40	68.97	55	94.83
<i>T-Total based on sum of detail from imputed value</i>	3	5.17	58	100

<i>Guidance Counselors - Secondary - flag</i>				
<i>ISECGUI</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	4	6.9	4	6.9
<i>D-Disaggregated from reported total</i>	11	18.97	15	25.86
<i>R-As reported by the state</i>	37	63.79	52	89.66
<i>T-Total based on sum of detail from imputed value</i>	6	10.34	58	100

<i>Guidance Counselors - Other - flag</i>				
<i>IOTHGUI</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	41	70.69	41	70.69
<i>R-As reported by the state</i>	16	27.59	57	98.28
<i>T-Total based on sum of detail from imputed value</i>	1	1.72	58	100

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

<i>Guidance Counselors - Total - flag</i>				
<i>ITOTGUI</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>T-Total based on sum of detail from imputed value</i>	55	94.83	58	100

<i>Librarians / Media Specialists - flag</i>				
<i>ILIBSPE</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	50	86.21	53	91.38
<i>T-Total based on sum of detail from imputed value</i>	5	8.62	58	100

<i>Librarians / Media Support Staff - flag</i>				
<i>ILIBSUP</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>P-Imputation based on prior year's data</i>	5	8.62	8	13.79
<i>R-As reported by the state</i>	46	79.31	54	93.1
<i>T-Total based on sum of detail from imputed value</i>	4	6.9	58	100

<i>LEA Administrators - flag</i>				
<i>ILEAADM</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	49	84.48	52	89.66
<i>T-Total based on sum of detail from imputed value</i>	6	10.34	58	100

<i>LEA Administrative Support Staff - flag</i>				
<i>ILEASUP</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>P-Imputation based on prior year's data</i>	2	3.45	5	8.62
<i>R-As reported by the state</i>	49	84.48	54	93.1
<i>T-Total based on sum of detail from imputed value</i>	4	6.9	58	100

<i>School Administrators - flag</i>				
<i>ISCHADM</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	4	6.9	4	6.9
<i>R-As reported by the state</i>	51	87.93	55	94.83
<i>T-Total based on sum of detail from imputed value</i>	3	5.17	58	100

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

<i>School Administrative Support Staff - flag</i>				
<i>ISCHSUP</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	4	6.9	4	6.9
<i>P-Imputation based on prior year's data</i>	2	3.45	6	10.34
<i>R-As reported by the state</i>	48	82.76	54	93.1
<i>T-Total based on sum of detail from imputed value</i>	4	6.9	58	100

<i>Student Support Services Staff - flag</i>				
<i>ISTUSUP</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	4	6.9	4	6.9
<i>C-Combined with data provided elsewhere by the state</i>	1	1.72	5	8.62
<i>P-Imputation based on prior year's data</i>	2	3.45	7	12.07
<i>R-As reported by the state</i>	45	77.59	52	89.66
<i>T-Total based on sum of detail from imputed value</i>	6	10.34	58	100

<i>All Other Support Staff - flag</i>				
<i>IOTHSUP</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>C-Combined with data provided elsewhere by the state</i>	1	1.72	4	6.9
<i>R-As reported by the state</i>	48	82.76	52	89.66
<i>T-Total based on sum of detail from imputed value</i>	6	10.34	58	100

<i>PK Students - Total - flag</i>				
<i>IPK</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	4	6.9	4	6.9
<i>P-Imputation based on prior year's data</i>	2	3.45	6	10.34
<i>R-As reported by the state</i>	44	75.86	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>KG Students - Total - flag</i>				
<i>IKG</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	47	81.03	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Grade 1 Students - Total - flag</i>				
<i>IG01</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	47	81.03	50	86.21

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100
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<i>Grade 2 Students - Total - flag</i>				
<i>IG02</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	47	81.03	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Grade 3 Students - Total - flag</i>				
<i>IG03</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	47	81.03	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Grade 4 Students - Total - flag</i>				
<i>IG04</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	47	81.03	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Grade 5 Students - Total - flag</i>				
<i>IG05</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	47	81.03	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Grade 6 Students - Total - flag</i>				
<i>IG06</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	47	81.03	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Grade 7 Students - Total - flag</i>				
<i>IG07</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	47	81.03	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

<i>Grade 8 Students - Total - flag</i>				
<i>IG08</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	47	81.03	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Grade 9 Students - Total - flag</i>				
<i>IG09</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	47	81.03	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Grade 10 Students - Total - flag</i>				
<i>IG10</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	47	81.03	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Grade 11 Students - Total - flag</i>				
<i>IG11</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	47	81.03	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Grade 12 Students - Total - flag</i>				
<i>IG12</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>R-As reported by the state</i>	47	81.03	50	86.21
<i>T-Total based on sum of detail from imputed value</i>	8	13.79	58	100

<i>Ungraded Students - Total - flag</i>				
<i>IUG</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	41	70.69	41	70.69
<i>R-As reported by the state</i>	14	24.14	55	94.83
<i>T-Total based on sum of detail from imputed value</i>	3	5.17	58	100

Appendix B—Value Distribution and Field Frequencies for the Common Core of Data State  
 Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14

<i>All Students - Total - flag</i>				
<i>IMEMBER</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percent</i>
<i>A-Adjustment</i>	3	5.17	3	5.17
<i>T-Total based on sum of detail from imputed value</i>	55	94.83	58	100

## Appendix C—Glossary for the Common Core of Data: School Year 2013–14



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

### **Agency Charter Status**

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

### **Alternative Education School**

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

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

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

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

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

### **Asian**

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

### **Asian/Pacific Islander**

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

### **Black or African American**

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

### **Boundary Change**

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

### **Charter School**

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

## **City Locale**

See “Locale, Urban-Centric.”

## **Classroom Teacher**

See “Teacher.”

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

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

## **Congressional District Code**

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

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

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

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

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

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

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

## **County Name, School File**

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

## **County Number**

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

## **Diploma Recipient**

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

## **Diploma, High School**

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

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

See “District Locale, Metro-Centric.”

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

See “District Locale, Urban-Centric.”

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

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

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

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

## **Dropout**

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

## **Education Agency**

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

## **Elementary**

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

## **Elementary Teacher**

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

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

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

## **Federally-Operated Education Agency**

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

## **Free Lunch Eligible Student**

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

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

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

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

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

## **Grade Span Offered**

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

## Appendix C—Glossary for the Common Core of Data: School Year 2013–14

unless the whole school consists of ungraded students, and in this case, the grade span is reported as UGUG. “Grade span” was calculated from school membership through 1997–98 and first collected as a separate item in 1998–99.

### **Graduate, High School**

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

### **Guidance Counselor/Director**

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

### **Head Start Program**

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

### **High School Completion Count**

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

### **High School Equivalency Certificate**

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

### **High School Equivalency Recipient**

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

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

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

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

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

### **Hispanic**

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

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

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

### **Instructional Aide**

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

### **Instructional Coordinator and Supervisor**

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

### **Kindergarten**

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

### **Kindergarten Teacher**

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

### **Large City Locale**

See “Locale, Metro-Centric.”

### **Large Town Locale**

See “Locale, Metro-Centric.”

## **Latitude**

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

## **Librarian or Media Specialist**

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

## **Library and Media Support Staff**

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

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

See “English Language Learner (ELL).”

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

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

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

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

## **Local Education Agency ID**

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

## **Local Education Agency Type**

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



## Appendix C—Glossary for the Common Core of Data: School Year 2013–14

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

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

See “Locale, Metro-Centric.”

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

See “Locale, Urban-Centric.”

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

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

The locale code categories are defined below.

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

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

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

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

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

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

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

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

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

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

The locale code categories are defined below.

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

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

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

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

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

## Appendix C—Glossary for the Common Core of Data: School Year 2013–14

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

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

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

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

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

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

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

### **Longitude**

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

### **Magnet School or Program**

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

### **Media Specialist**

See "Library and Media Support Staff."

### **Membership**

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

### **Metropolitan Statistical Area (MSA)**

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

### **Metropolitan Status (Metro Status)**

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

## **Micropolitan Statistical Area**

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

## **Midsized City Locale**

See “Locale, Metro-Centric.”

## **Migrant Student**

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

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

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

## **Officials and Administrators**

See “Local Education Agency Administrator.”

## **Operational Status, Agency**

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

## **Operational Status, School**

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

## **Other Diploma Recipient**

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

## **Other High School Completer**

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

### **Other Support Staff**

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

### **Prekindergarten Student**

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

### **Prekindergarten Teacher**

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

### **Public School**

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

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

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

### **Regional Education Service Agency**

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

### **Regular Diploma Recipient**

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

### **Regular School**

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

### **Reportable Program**

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

### **Rural Locale**

See “Locale, Urban-Centric.”

### **Rural, Inside CBSA**

See “Locale, Metro-Centric.”

### **Rural, Outside CBSA**

See “Locale, Metro-Centric.”

### **School Administrative Support Staff**

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

### **School Administrator**

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

### **School District**

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

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

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

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

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

### **Secondary**

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

### **Secondary Teacher**

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

### **Shared Time School**

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

### **Small Town Locale**

See “Locale, Metro-Centric.”

### **Special Education School**

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

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

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

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

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

### **State-Operated Agency**

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

### **Student**

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

### **Student Support Services Staff**

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

### **Suburb Locale**

See “Locale, Urban-Centric.”

### **Supervisory Union**

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

## **Teacher**

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

## **Teacher of Ungraded Class**

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

## **Title I Eligible School**

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

## **Town Locale**

See “Locale, Urban-Centric.”

## **Two or More Races**

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

## **Ungraded Student**

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

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

See “Locale, Metro-Centric.”

## **Urbanized Area**

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

## **Vocational Education School**

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

## **White**

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

**APPENDIX D—State Notes for the Common Core of Data: School Year  
2013–14**



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## **APPENDIX D— State Notes for the Common Core of Data: School Year 2013–14**

The following text provides information on known anomalies and comments for data users for individual SEAs. These notes concern all three data files for SY 2013-14 (i.e., school, LEA and SEA.)

### Alabama

SEA reported significant changes in Staff FTEs compared to prior year data: Secondary Teachers decreased 34%, Library/Media support decreased 46%, LEA Administrators decreased 23%, LEA Admin Support decreased 45%, School Administrators increased 64%, School Admin Support decreased 17%, and Student Support increased 28% in the current year. The SEA did not provide any explanation.

### Alaska

Consistent with prior years' reporting, SEA did not report Instructional Coordinators. These data were set to Missing on the LEA file, and imputed on the SEA Non-Fiscal file.

### Arizona

SEA was questioned on the following issues:

- SEA and LEA Prekindergarten Students are greater than the School Prekindergarten Students by 6%. The SEA did not address this issue.

- Reduced Price Lunch Eligible Students increased 38% from the prior year. The SEA said - "As a whole, we experienced an increase in students eligible for Free and Reduced Lunch throughout the SEA in SY13-14."

### Arkansas

The School Administrative Support Staff FTE decreased by almost 28% from the prior year. The SEA indicated, "These counts are as reported by the districts. We used the same criteria to pull these numbers as in prior year."

### California

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

Compared to the prior year, Ungraded Teachers FTE decreased 56% and counts of Reduced Price Lunch Eligible Students increased 19%. The SEA offered no explanation.

### Colorado

The Colorado SEA reports IEP students exclusively in regional (TYPE='4') LEAs.

### Connecticut

Instructional Aides increased 13% from the prior year; LEA Admin Support Staff decreased 40% from the prior year. The SEA confirmed the data as accurate.

School Admin Support increased 95% from the prior year. The SEA said the prior year data are incorrect.

The differences between the current year and prior year LEA Administrators data and the School Administrators data are the results of current year suppressions.

### Delaware

Reduced Price Lunch Eligible Students dropped from 6,525 in the prior year to 2 in the current year. This caused Total Free and Reduced Price Eligible Students to decrease 22% in the current year. The SEA responded – 'Regarding the RPL Lunch data, the count is now actually zero due to the new Direct Certification metric. We are currently unable to report on RPL'.

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2013–14**

### District of Columbia

Compared to the prior year, Prekindergarten Teachers decreased 49%, Kindergarten Teachers increased 64%, Elementary Teachers increased 12%, Secondary Teachers decreased 25%, Ungraded Teachers increased 83%, Guidance Counselors decreased 39%, LEA Support Staff decreased 83%, School Administrators decreased 30%, Student Support Staff decreased 46%, and Other Support Staff increased 31%. SEA offered no explanation.

DC submitted FTE estimates for both Elementary and Secondary Guidance Counselors in the current year. In the past, they only submitted Other Guidance Counselors.

Counts of Ungraded students decreased 80% from the prior year. SEA responded – ‘The past year the LEAs reported students in special education schools as Ungraded, the current students were counted in their actual grades regardless of their special education status.

There was a 79% decrease in Magnet schools compared to the prior year. The SEA responded – ‘The LEA chose to report their Tier 1 schools for Magnet status whereas the year before they reported Tier 1 and Tier 2 schools.’ DC did not further clarify this.

Free Lunch counts increased 67% compared to the prior year. The SEA responded – ‘We have more reliable sources to report this data. Due to community eligibility, direct certification and self reported FARMS data received from the LEAs we have combined all sources this year to report this data.’

### Florida

None.

### Georgia

The SEA did not report Magnet schools. The SEA indicated that they would revise their Magnet data, but these revisions were not made in time for the CCD files.

### Hawaii

Consistent with prior years, the SEA did not report Kindergarten Teachers. The SEA data were imputed, and the LEA data were set to Missing.

School Admin Support decreased 28%, and All Other Support Staff increased 13%. The SEA did not address these issues.

### Idaho

The SEA did not report Instructional Coordinator data. The State data were imputed, and the LEA data were set to Missing.

The SEA reported all Guidance Counselor FTE in the Other Guidance Counselor field; however in the past, Idaho was able to break out Guidance Counselors by Elementary and Secondary. The SEA offered no explanation.

The FTE estimate of LEA Administrators increased 184% compared to the prior year. The SEA offered no explanation.

Idaho reported an increase of 595% for Student Support staff, and 0 FTE for All Other Support Staff. It appears that the current year Student Support data contains the All Other Support data. The SEA offered no explanation.

Prekindergarten Students increased 52%. The SEA offered no explanation.

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2013–14**

English Language Learners decreased 40%. The SEA offered no explanation.

### Illinois

The following current year / prior year changes were questioned: Prekindergarten Teachers increased 135%, Kindergarten Teachers decreased 16%, Secondary Teachers decreased 28%, Ungraded Teachers decreased 71%, Instructional Aids decreased 34%, Instructional Coordinators decreased 47%, Library/Media Support increased 1,031%, LEA Administrators decreased 53%, LEA Admin Support increased 68%, School Administrators decreased 18%, and School Admin Support decreased 26%. Finally, the school teacher count decreased by 17%, and the Reduced-Priced Lunch count decreased by 35%. The SEA offered no explanation.

### Indiana

Compared to the prior year, Prekindergarten Teachers increased 101%, LEA Administrators decreased 54%, Student Support Staff decreased 25%, and Prekindergarten Students increased 60%. The SEA offered no explanation.

### Iowa

SEA did not report Guidance Counselors by Elementary and Secondary. They reported all Guidance Counselors as Other Guidance Counselors. The SEA offered no explanation.

There was a noticeable changes in distribution of Title 1 (Title 1 Eligible School - No Program= 0 schools when PY was 199, School-wide Title 1 Eligible - No Program = +94% increase, Not a Title 1 School = + 17% increase). Note: A similar occurrence happened last year and the SEA made a correction. The SEA did not address this issue in the current year.

Prekindergarten Students at the State and LEA level are 39% greater than Prekindergarten Students at the School level. The SEA has responded in the past to this issue as follows - 'Iowa has implemented a state-wide Voluntary PK program for 4 year olds. This means districts are responsible for the program and making sure the teachers are qualified. Some of these programs are located off site from the district and therefore are not reported in any school building.'

### Kansas

Teachers FTE on the State and LEA level were 9% greater than teachers on the School level. The SEA responded – 'In Kansas, several districts run prekindergarten programs or alternative ed programs for individuals outside of their cohort group (ungraded). These students are not physically housed in the regular accredited school. Because these students are counted for funding, they will report these students under the Central Office building number opposed to reporting them in a building.'

Ungraded Teachers decreased 38% and Student Support Staff increased 78%. The SEA confirmed the data as accurate.

### Kentucky

The SEA was asked about increases in Kindergarten Teachers, Elementary Teachers, and Instructional Coordinators; and a 34% decrease in Ungraded Teachers. The SEA responded – 'The way the codes for the teachers were setup was not in accordance with the way the guidelines and specifications for C059 - Staff FTE read. We have been trying to bring our codes in line with Federal Reporting. This has caused our numbers to fluctuate. We are working on better data quality.'

### Louisiana

None.

## APPENDIX D— State Notes for the Common Core of Data: School Year 2013–14

### Maine

None.

### Maryland

Nine Maryland schools tripped the error “Total for Free and Reduced Price Lunch is greater than the total for Membership”. The SEA explained, “Our FARMS data is collected as of 10/31 whereas our membership data is as of 9/30. So the difference in enrollment from 9/30 to 10/31 is the reason for the FARMS counts being greater than membership.”

### Massachusetts

Prekindergarten Teachers increased 14%. The SEA offered no explanation.

Although other sources indicate the presence of magnet schools in Massachusetts, the SEA could not identify them. NCES set the variable MAGNET on the school file to missing for all Massachusetts schools.

### Michigan

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

Ungraded students at the SEA and LEA level are 15% greater than the school level. The SEA responded – ‘504 records drop out because of N029 [the directory file] checking the output at the building level because those entities were reportable programs.’

The SEA was asked about a 17% increase in Prekindergarten Teachers over the prior year and about a 13% increase in English Language Learner students. The SEA indicated that “SEA funding grants were increased substantially for Great Start Readiness programs.”

### Minnesota

None.

### Mississippi

The count of English Language Learners decreased 22% compared with the prior year; SEA offered no explanation.

### Missouri

None.

### Montana

MT was asked to confirm figures for LEA Administrative Support, School Administrative Support and All other Support because these were being reported for the first time in several years. MT replied that the “data are accurate as submitted” and that “MT has implemented a new reporting system for school/district staff information beginning with the 2013-14 school year.”

LEA Administrators increased 153%. MT replied that the “data are accurate as submitted” and that “MT has implemented a new reporting system for school/district staff information beginning with the 2013-14 school year.”

Ungraded Teachers were reported at the SEA level, but not the LEA level. MT replied that the “data are accurate as submitted” and that “MT has implemented a new reporting system for school/district staff information beginning with the 2013-14 school year.”

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2013–14**

### Nebraska

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

PK Teachers had a 24% increase in the current year. The SEA offered no explanation.

### Nevada

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

Prekindergarten Teachers decreased 80%; Kindergarten Teachers increased 21% in the current year. SEA verified the data as correct.

Ungraded Students increased 15% - SEA verified the data as correct.

### New Hampshire

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

School-level counts of Prekindergarten Students and Kindergarten Students are larger than the LEA totals. SEA said - The reason why there is a large difference is because some PK and KG 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

None.

### New Mexico

None.

### New York

Up until SY 2005-06 New York City Public Schools reported as a single, regular (TYPE='1') local education agency. In SY 2005-06 NYC began reporting as a Supervisory Union (TYPE='3') comprising 33 component LEAs (TYPE='2'). The NCES LEA Universe files show the data this way. However, in most reports, NCES continues to show NYC as a single LEA. Components of the NYC supervisory union are identified by a value of '300' in the field UNION which is carried on both the LEA and School universe files. See table D-1 on the next page for a list of LEAs within the NYC supervisory union.

State and LEA Ungraded student counts are 13% greater than the aggregated school-level count of ungraded students. The SEA offered no explanation.

On all three levels (state, LEA and school), the SEA reported zero Hawaiian Native / Pacific Islander students in 2013-14 although over 5,000 students were reported in this category at all three levels in 2012-13. The SEA offered no explanation. It is possible these students are being counted in the "Two or More Races" category. This count increased from approximately 33,500 (all three levels) in 2012-13 to over 40,400 (all three levels) in 2013-14.

## APPENDIX D— State Notes for the Common Core of Data: School Year 2013–14

Instructional Coordinators decreased by 13%, Elementary Guidance Counselors decreased by 50%, Secondary Guidance Counselors decreased by 28%, School Administrators decreased by 43%, School Administrative Support decreased by 33%, and Student Support Staff decreased by 14%. SEA offered no explanation.

Reduced Price Lunch Eligible Students decreased by 23%. SEA offered no explanation.

Table D-1 Local education agency identification numbers (LEAID) used in the Common Core of Data (CCD) for the 33 geographic districts associated with the New York City Public Schools district: School year 2013–14

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," 2013–14, Version Provisional 1a.

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2013–14**

### North Carolina

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

No Prekindergarten Students were reported. The SEA replied that "In the 13-14SY, NC implemented a new state-wide Student Information System. As a result, the extraction of PK student data is lagging and will be reported when available. NC is working on these data as a priority and will submit upon availability. This explanation relates to all student counts where PK would expect to be included."

### North Dakota

None.

### Ohio

The state and LEA teacher FTEs are 6% greater than the School level teachers. The SEA replied that "Some teachers are assigned at the district level. They are not reported for any school, so they would not be included in the SCH total. However, they do appear in the SEA total, which counts all teachers, whether assigned at the district or school level."

The FTE of ungraded teachers increased 16% compared to the prior year. The SEA confirmed that this increase in staff is correct and that "These are the data reported by the districts".

The count of total Free Lunch Eligible Students increased 13%. The SEA said that "Data provided for the N033 file are self-reported by LEAs based on the previous program year. ODE saw an increase in free and reduced price lunch applications reported by LEAs during this time."

### Oklahoma

None.

### Oregon

The SEA Prekindergarten Teachers FTE is greater than LEA Prekindergarten Teachers FTE by 17%. SEA responded that the data are accurate.

State level Prekindergarten Student count is greater than LEA Prekindergarten Students by 148%; LEA Prekindergarten Students is greater than School Prekindergarten Students by 4540% (due to School only reporting 225 PK Students). SEA responds: 'Thank you for allowing Oregon to clarify. We have three different data collections that provide counts for PK enrollment. The collections are Migrant Education, Oregon Pre-Kindergarten and Special Education Pre-Kindergarten. A majority of these students are provided services through programs outside of Oregon's traditional K-12 education system. The Special Education Pre-Kindergarten is only reported at the SEA level. These services are provided through Oregon's EI/ESCE (Early Intervention and Early Childhood Special Education). The Oregon Pre-Kindergarten is reported at the SEA and LEA level. These services are provided through Oregon PreKindergarten/Head Start. Finally, Oregon's Migrant Education is reported at the SEA, LEA, and School Level. These services are provided through multiple venues including schools, Head Starts, districts, and other programs/facilities outside of the public school system.'

### Pennsylvania

SEA and LEA Prekindergarten student counts are greater than school Prekindergarten counts by 13%. SEA offered no explanation.

Prekindergarten student counts decreased 16% compared to the prior year. SEA offered no explanation.



## APPENDIX D— State Notes for the Common Core of Data: School Year 2013–14

SEA did not report Ungraded Students compared to the prior year. Data were set to Not Applicable.

Prekindergarten Teachers FTE decreased 24% compared to the prior year. SEA offered no explanation.

SEA did not report Instructional Coordinators and Student Support Staff. SEA data were imputed and the LEA data were set to Missing.

### Rhode Island

Instructional Coordinators increased by 74%, LEA Administrators decreased by 58%, and All Other Support Staff increased by 14% in the current year. The SEA offered no explanation.

### South Carolina

None.

### South Dakota

None.

### Tennessee

LEA Admin Support decreased 16% in the current year. The SEA offered no explanation.

### Texas

None.

### Utah

LEA Administrators increased 96% and LEA Support Staff increased 43% compared to the prior year. The SEA offered no explanation.

The count of Free Lunch eligible students decreased 40% from the prior year. The SEA offered no explanation.

### Vermont

State and LEA membership values are less than the sum of the schools' membership values. The SEA provided this explanation: 'The LEA file is by fiscally responsible LEA & the SEA file is aggregated up from the LEA. The school membership is a student count by where the student attends school. Kids whose funding source is not a VT LEA are not included in the LEA/SEA file, however, they are included in the school level file. For this reason the aggregated school counts can be greater than the aggregated LEA (SEA). Examples of the funding sources for these kids (who are not in the SEA/LEA files but are in the school file) are as follows:

- Funding source = Private Funding. A parent tuitions his/her child to a school of choice. (The parent pays the tuition).
- Funding Source = Agency of Another SEA. Possibly a human service agency or another SEA agency from a bordering SEA sends the student to a VT school near the border.
- Funding source = Federal Agency. This could be a scenario where the student is a refugee & for some special circumstance a federal agency is paying for the student's education.
- Funding Source = Sponsored by Operating district. This could be a foreign exchange student where the other country is paying for the education.
- Funding source = Non-VT School District. Example – a student from NH or NY is being sent to a nearby VT school/district near the border. The LEA in the other SEA is the financially responsible entity.
- Funding Source = Employee Benefit. Per our Finance expert for students whose funding source is "employee benefit" there is no VT fiscally responsible LEA. Example – a teacher brings his/her child to the school where he/she teaches even though they live in another school district. Neither the two LEAs or

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2013–14**

the SEA pay for this student's education – it is an employee benefit & the student is not included in the ADM (average daily membership) count or the per pupil expenditure count.

- Funding Source = Non-VT School district. A NH school district could be sending a NH student to a nearby VT school.

Also, discrepancies can exist since some kids are counted in the LEA membership file that are not counted in the school level file. These are kids who live in a district that has no school - these kids could be tuitioned to a private school or a school in a bordering SEA. Given these differences in the fiscally responsible LEA count & the school count, discrepancies can exist between the two aggregations - the aggregated school count can be higher than the aggregated LEA (SEA) count or vice versa. VT was previously reporting (erroneously) students in the LEA membership file who had no fiscally responsible VT LEA (kids mentioned above). SY1314 LEA membership was resubmitted in early August & SY1213 was also resubmitted to correct for this oversight. Given that these students were taken out some counts at the school level are now greater than at the LEA/SEA level. CCD staff posed questions for SEAs for the EDFacts/CCD sessions at the Data Conference - it was through VT internal discussions in answering these questions that we realized we should not be including these kids.'

### Virginia

State and LEA Teachers exceed School FTE by 10%. The SEA offered no explanation to this question. Data were left as reported.

### Washington

SEA did not report school teachers. The SEA offered no explanation.

### West Virginia

The state total of Free Lunch Eligible Students decreased 45%. The SEA offered no explanation. Of the state's 761 schools, 341 certified for the National School Lunch Program under the Community Eligibility Option, and none of these reported Free Lunch Eligible Students.

### Wisconsin

None.

### Wyoming

None.

### Bureau of Indian Education (BIE)

BIE did not submit data in 2013-2014. Their 2012-2013 Directory data were pulled forward for 2013-2014, and membership and staff data were set to Missing.

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

DOD did not submit data in 2013-2014. Their 2012-2013 Directory data were pulled forward for 2013-2014, and membership and staff data were set to Missing.

### American Samoa

American Samoa did not submit data in 2013-2014. Their 2012-2013 Directory data were pulled forward for 2013-2014, and membership and staff data were set to Missing.

### Guam

Guam did not report School Teachers. State and LEA Teacher and Staff data are the exact same as prior year. Guam offered no explanation.

Prekindergarten students increased from 13 to 828. Guam offered no explanation.

## **APPENDIX D— State Notes for the Common Core of Data: School Year 2013–14**

Guam did not report Special Education Students, English Language Learners, or Free Lunch Eligible Students. Guam offered no explanation.

### Commonwealth of the Northern Mariana Islands

None.

### Puerto Rico

Instructional Coordinators decreased 44% in the current year. Puerto Rico offered no explanation.

Prekindergarten Students increased 34% in the current year. Puerto Rico offered no explanation.

### U.S. Virgin Islands

The State and LEA teacher FTE were 7% greater than the School teacher data. The SEA offered no explanation.

Secondary Teachers decreased 21% in the current year, and Ungraded Teachers increased 16% in the current year. The SEA offered no explanation.

English Language Learners increased 19% in the current year. The SEA offered no explanation.

Consistent with prior years reporting, SEA did not report Prekindergarten Students. The SEA data were imputed and the LEA data were set to Missing.

SEA did not report Reduced Price Lunch Eligible Students; SEA explained that lunch is free for all students in the Virgin Islands.

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