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Institute of Education Sciences
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Documentation for the State Nonfiscal Survey of Public Elementary and Secondary Education: School Year 2002-03

Version 1a

January 2005



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I. Introduction to Documentation for the 2002–03 State Nonfiscal Survey of Public Elementary and Secondary Education

The State Nonfiscal Survey provides information about students and staff for public elementary and secondary education for the 2002–03 school year, and numbers of high school graduates for the prior year. The statistics are based on data collected through one of the five surveys of the Common Core of Data (CCD) conducted annually by the U.S. Department of Education’s National Center for Education Statistics (NCES).

Data were provided by state education agencies (SEAs) from their administrative records. NCES and the SEAs work cooperatively to ensure comparability between data elements requested and reported. Each state’s CCD Coordinator was sent a copy of the previous year’s nonfiscal data for his or her state with the request to update the data with currently available information and return it to NCES.

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

A copy of the *State Nonfiscal Survey of Public Elementary and Secondary Education* is included in appendix E. Responses to the survey were due to NCES on March 15, 2003 from SEAs in the 50 states, the Bureau of Indian Affairs Schools, the Department of Defense Dependents Schools, the District of Columbia, and the five outlying areas under U.S. jurisdiction. Data collection ceased on October 1, 2003, while editing and imputations continued until December 4, 2003. NCES edits state submissions, returning for confirmation or correction any items that appear to be out of range in light of previous reports. Other adjustments and imputations are discussed in the following section.

Documentation layout. This documentation is intended to answer questions users may have about the contents of the Common Core of Data (CCD) State Nonfiscal Survey file. You may access each appendix independently.

Section I. Introduction. This provides a brief description of the CCD survey system.

Section II. User’s Guide. There are five subsections. The subsection on *Methodology* describes the data collection process, any adjustments that were made to the reported data, and how missing data were imputed. It is followed by a specific *List of imputations and adjustments* that identifies any data element that was adjusted for any state. *Comments for users of the data file* identify any cases in which a state varied from the CCD standards in reporting a data item. *State codes and abbreviations used in the data set* identify the two-letter postal abbreviation and

the federal information processing standard number for each state or other group reporting on the CCD.

Appendix A—Record layout and data element description provides the variable names and labels of the data elements discussed throughout the documentation, as well as their location on the data file.

Appendix B—Value distribution and field frequencies reports the minimum, maximum, and mean value for each item and the number of states for which the item was missing or not applicable. The appendix also indicates the number of states for which any data item was imputed.

Appendix C—Glossary provides definitions for CCD data items.

Appendix D—State nonfiscal survey form consists of a copy of the survey instrument.

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

- 0 (zero) indicates that a numerical value was measured and no quantity was found.
- -1 indicates that the data are missing; a value was expected, but no value was measured.
- -2 indicates that the data are not applicable; a value was neither expected nor measured.

II. User's Guide

A. Coverage, Response, and Nonsampling Error

The State Nonfiscal Survey includes 59 responding units: the 50 states, District of Columbia, Department of Defense Overseas and Domestic Dependents Schools, the Bureau of Indian Affairs, and five extra-state jurisdictions. Of these, all but Guam responded to the 2002–03 survey.

Appendix B, Value Distribution and Field Frequencies, lists the minimum, maximum, and mean value of each numeric variable as well as the total number of units and the number of units for which data were missing. The District of Columbia reported no staff data for 2002–03. New York staff data and New Mexico high school completers by race/ethnicity detail were treated as missing because of incomplete data from New York City and missing high school completion data from Albuquerque.

Nonsampling error may occur if the reporting state did not follow the item definitions correctly. This can arise when states follow different educational policies and are not able to map their data exactly to the CCD. An example is that some states issue several kinds of high school credential while other states issue a regular diploma to every student who meets requirements (which may vary). Or, one state may report revenues from enterprise activities while another state prohibits districts from collecting such revenues. Another source of nonsampling error is the timing of initial data collection. States may vary from the “as of October 1” requirement of the CCD.

B. Methodology

NCES has imputed and adjusted some reported values in order to create a data file that more accurately reflects student and staff counts and improves comparability among states. Imputations and adjustments were performed on data from the 50 states and the District of Columbia only. Imputations and adjustments were implemented to correct for item nonresponse only. It should be noted that no adjustments or imputations were made to high school graduates or other high school completer categories. No adjustments or imputations were performed to race/ethnicity data for any state. All items affected by these adjustments and imputations are indicated in the “imputation flag” data set (see record layout and data element description).

The imputation process consisted of several stages and steps, and varied with the nature of the missing data. Subsection *IIB, List of adjustments and imputations*, identifies all items affected by these procedures. All items (except totals and subtotals) affected by these adjustments are presented on the left side of the list. All items (including totals and subtotals) affected by the adjustments and imputations are indicated as such in the “imputation flag” field of the data set. Imputations for prekindergarten students were performed first, then staff imputations, followed by the other adjustments. Totals and subtotals were recalculated after all imputations and adjustments had been performed.

Adjustments are corrections to a situation in which a value reported for one item contained a value for one or more additional items not reported elsewhere. For example, a state may not differentiate between kindergarten teachers and prekindergarten teachers, reporting M (missing) for prekindergarten teachers and a value representing the count of staff for both categories as kindergarten teachers. NCES adjusts these two responses by reducing the amount reported for kindergarten teachers and adding that amount to prekindergarten teachers. The total count for teachers would not be affected by this adjustment.

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

Imputations and adjustments. The method used for imputing prekindergarten students was to (1) calculate the ratio of prekindergarten students (PK) to total students (MEMBER) minus prekindergarten students (PK), for all states reporting these items strictly by the definition; (2) calculate the average of these ratios, and (3) multiply the total student count (MEMBER) of the state with the missing item times the average ratio. States reporting these items “strictly by the definition” are those states reporting values greater than 0 for each of the items involved in the adjustment, and none of whose values is affected by another “contains” or “combined with” adjustment. “Contains” and “combined with” adjustments are described below.

The method used for imputing prekindergarten teachers in all states was to (1) calculate the ratio of prekindergarten teachers (PKTCH) to prekindergarten students (PK), for all states reporting these items strictly by the definition; (2) calculate the average of these ratios, and (3) multiply the prekindergarten student count (PK) of the state with the missing item times the average ratio.

The method used for imputing all other missing staff counts was to (1) calculate the ratio of the missing item to total students (MEMBER) for all states reporting these items strictly by the definition; (2) calculate the average of these ratios, and (3) multiply the total student count (MEMBER) of the state with the missing item times the average ratio.

There are several variations in the way adjustments were carried out. These variations are indicated in the following “List of Imputations and Adjustments,” and are described below. Please note that each item adjusted in this process has a line on the “List of Imputations and Adjustments.” Variable names can be identified by using the record layout in appendix A.

Statements with “combined” indicate that the first item was reported as missing and the value included in the item(s) following “combined with.” These statements can be matched to statements with “contains” where the first variable contains the value for that item plus the value for the item(s) following “contains.” At the end of the “contains” statement, the total used in calculating the ratio used in the adjustment is indicated by the word “using.” In all cases this total is total students (MEMBER). For example, “STUSUP combined with LEAADM” indicates that the value for student support services staff (STUSUP) was included in the amount reported for LEA administrators (LEAADM). The “adjustment” process (described in the next paragraph) reduced the amount for LEAADM and placed it in STUSUP. “LEAADM contains STUSUP using MEMBER” describes the same condition as above. The amount reported for LEAADM contains the count for STUSUP, and the distribution was based on a ratio with MEMBER (total students) in the denominator.

The method used for this adjustment was to (1) calculate the ratios of each missing item and the item containing the missing value(s) to the total indicated at the end of the “contains” statement for all states reporting these items strictly by the definition; (2) calculate the average of each of these ratios, (3) calculate the ratio of each average ratio to the sum of the average ratios for the unreported items as well as for the item that will be distributed, and (4) multiply the reported item by the ratio calculated in step 3 to determine the share for each item. States reporting these items “strictly by the definition” are those states that (a) report values greater than 0 for each of the items involved in the adjustment, and (b) none of whose values is affected by another “contains” or “combined with” adjustment.

Adjustment statements with “totals” are used only for the distribution of total guidance counselors (TOTGUI) into elementary and secondary counselors (ELMGUI and SECGUI) in those states not reporting this detail. In these cases, the total number of counselors is not affected by the adjustment operation. “Totals adjustments” are similar to the “contains adjustment” described above. The method used for “totals adjustments” was to (1) calculate the ratio of each item (in the totals list) to the reported total for each state reporting detail counselor counts; (2) calculate the average of each of these ratios; and (3) multiply the reported item by the ratio calculated in step 2 to determine the share for each item. The elementary counselors (ELMGUI) and secondary counselors (SECGUI) are also listed as being “supplemented” by the total counselor count (TOTGUI) in this operation.

Imputations, as defined above, are indicated on the List of Adjustments and Imputations with “impute/import.” The first item listed is the item being imputed. The second item listed is the item used in calculating the ratios, and the state value for this item is multiplied by the calculated mean ratio.

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

C. List of imputations and adjustments

ALABAMA

PKTCH impute/import PK
PK impute based on (MEMBER-PK)

ALASKA

CORSUP impute/import MEMBER

CALIFORNIA

PKTCH impute/import PK
LIBSUP combined with OTHSUP
OTHSUP contains LIBSUP using MEMBER
PK impute based on (MEMBER-PK)

DISTRICT OF COLUMBIA

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

HAWAII

KGTCH combined with ELMTCH
ELMTCH contains KGTCH using MEMBER
ELMGUI supplemented by TOTGUI
SECGUI supplemented by TOTGUI
TOTGUI totals ELMGUI, SECGUI using MEMBER

ILLINOIS

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

MAINE

PKTCH combined with ELMTCH
KGTCH combined with ELMTCH
ELMTCH contains PKTCH, KGTCH using MEMBER
LEASUP combined with OTHSUP
SCHSUP combined with OTHSUP
OTHSUP contains LEASUP, SCHSUP using MEMBER

MASSACHUSETTS

PKTCH combined with KGTCH
KGTCH contains PKTCH using MEMBER
LEASUP impute using growth rate
ELMGUI supplemented by TOTGUI
SECGUI supplemented by TOTGUI
TOTGUI totals ELMGUI, SECGUI using MEMBER

MICHIGAN

ELMGUI supplemented by TOTGUI
SECGUI supplemented by TOTGUI
TOTGUI totals ELMGUI, SECGUI using MEMBER

MINNESOTA

SCHSUP combined with OTHSUP
OTHSUP contains SCHSUP using MEMBER

NEW YORK

PKTCH impute using growth rate
KGTCH impute using growth rate
ELMTCH impute using growth rate
SECTCH impute using growth rate
UGTCH impute using growth rate
CORSUP impute using growth rate
LIBSPE impute using growth rate
LEAADM impute using growth rate
SCHSUP impute using growth rate

MONTANA

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

NEBRASKA

PKTCH combined with ELMTCH
KGTCH combined with ELMTCH
ELMTCH contains PKTCH, KGTCH using MEMBER
LEASUP contains SCHSUP using MEMBER
SCHSUP combined with LEASUP

NEW HAMPSHIRE

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

PENNSYLVANIA

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

RHODE ISLAND

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

SOUTH CAROLINA

LEASUP impute/import MEMBER

SCHSUP impute/import MEMBER

TENNESSEE

CORSUP combined with SCHSUP

LIBSUP combined with OTHSUP

LEASUP combined with OTHSUP

SCHSUP contains CORSUP using MEMBER

STUSUP combined with OTHSUP

OTHSUP contains LIBSUP, LEASUP, STUSUP using MEMBER

PK impute based on (MEMBER-PK)

TEXAS

LIBSUP combined with OTHSUP

OTHSUP contains LIBSUP using MEMBER

VIRGINIA

SCHADM impute/import MEMBER

WYOMING

PKTCH impute/import PK

D. Comments for users of the data file

NCES has made the following edit changes to nonfiscal data. When known, we have listed specific state reporting practices concerning missing data. All nonfiscal edits and reporting practices listed below apply to school year 2002–03. Guam did not report for the 2002–03 school year. NCES does not impute data for outlying areas, the Bureau of Indian Affairs Schools or the Department of Defense Dependents Schools.

Prekindergarten (PK) student membership. Alabama, California, Tennessee, the Bureau of Indian Affairs schools, and the Virgin Islands reported PK membership as non-applicable or missing. Data were imputed for Alabama, California, and Tennessee

Ungraded student membership. Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Massachusetts, Minnesota, Nebraska, New Mexico, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Texas, Washington, Wisconsin, Wyoming, the Department of Defense Dependents Overseas Schools, and the Bureau of Indian Affairs schools reported zero or non-applicable for ungraded student membership. In most of these states and territories all students are assigned grades, and therefore in those states and territories, this category does not exist. There were no imputations performed on the counts.

Prekindergarten (PK) teachers. This item was missing for Alabama, California, the District of Columbia, Maine, Massachusetts, Michigan, Montana, Nebraska, New York, Pennsylvania, Rhode Island, Wyoming, the Bureau of Indian Affairs schools, and the Virgin Islands. Maine, Montana, Nebraska, and Pennsylvania included PK teachers in the elementary and secondary teacher counts. Massachusetts included PK teachers in the KG teachers count. Imputations or adjustments were performed for all of these states except the Bureau of Indian Affairs schools and the Virgin Islands.

Kindergarten teachers. This item was missing for the District of Columbia, Hawaii, Maine, Michigan, Montana, Nebraska, New York, Pennsylvania, Rhode Island, and the Bureau of Indian Affairs schools. Hawaii, Maine, Massachusetts, Montana, Nebraska, and Pennsylvania included these teachers with elementary and secondary teacher counts. Imputations or adjustments were performed for all of these states except the Bureau of Indian Affairs schools.

Elementary teachers. Elementary teachers were missing for the District of Columbia, Michigan, New York, Rhode Island, and the Bureau of Indian Affairs schools. Hawaii, Maine, Massachusetts, Montana, Nebraska, and Pennsylvania included PK and/or kindergarten teachers in the elementary and secondary teacher counts. Imputations or adjustments were performed for all of these states except the Bureau of Indian Affairs schools.

Secondary teachers. Secondary teachers were missing for the District of Columbia, Michigan, New York, Rhode Island, and the Bureau of Indian Affairs schools. Imputations or adjustments were performed for all of these states except the Bureau of Indian Affairs schools.

Ungraded teachers. Ungraded teachers were reported as not applicable for Alabama, Alaska, Arizona, Arkansas, Colorado, Delaware, Georgia, Idaho, Maine, Maryland, Minnesota, Montana, Nebraska, New Hampshire, North Dakota, Virginia, and the Bureau of Indian Affairs schools. Ungraded teachers were missing for California, the District of Columbia, Michigan, New York City, and Rhode Island. Ungraded teacher counts were disaggregated from the total of reported teachers for Michigan; they were imputed on the basis of the previous year's CCD report for the District of Columbia, New York, and Rhode Island.

Instructional aides. Instructional aides were missing for the District of Columbia, Illinois, New York City, Rhode Island, and the Bureau of Indian Affairs schools. Instructional aides were imputed or adjusted for each state, including New York state, except the Bureau of Indian Affairs schools.

Instructional coordinators and supervisors. Alaska, District of Columbia, New Hampshire, New York City, Rhode Island, Tennessee, and the Bureau of Indian Affairs schools did not report instructional coordinators and supervisors. These counts were imputed or adjusted for all these states, including New York state, except the Bureau of Indian Affairs schools.

Elementary guidance counselors. These staff were missing for the District of Columbia, Hawaii, Massachusetts, Michigan, New York City, Rhode Island, and the Bureau of Indian Affairs schools. Hawaii, Massachusetts, and Michigan reported total guidance counselors only. These counts were imputed or adjusted for all these states except the Bureau of Indian Affairs schools.

Secondary guidance counselors. These staff were missing for the District of Columbia, Hawaii, Massachusetts, Michigan, New York City, Rhode Island, and the Bureau of Indian Affairs schools. Hawaii, Massachusetts, and Michigan reported total guidance counselors only. These counts were imputed or adjusted for all these states except the Bureau of Indian Affairs schools.

Librarians/Media Specialists. The District of Columbia, New York City, Rhode Island, the Commonwealth of the Northern Marianas, and the Bureau of Indian Affairs schools did not report librarians/media specialists. These counts were imputed for District of Columbia, New York, and Rhode Island.

Library/Media support staff. These staff were missing for California, the District of Columbia, Illinois, Montana, New York City, Rhode Island, Tennessee, Texas, the Bureau of Indian Affairs Schools, and the Department of Defense Dependents Schools. This category was imputed or adjusted for each state except the Bureau of Indian Affairs Schools and the Department of Defense Dependents Schools.

LEA Administrators. LEA administrators were missing for the District of Columbia, New York City, Rhode Island, and the Bureau of Indian Affairs schools. These counts were imputed for District of Columbia, New York state, and Rhode Island.

LEA administrative support staff. These staff were missing for the District of Columbia, Illinois, Maine, Massachusetts, Montana, New York City, Rhode Island, South Carolina, Tennessee, and the Bureau of Indian Affairs schools. Nebraska included school administrative support staff with LEA administrative support staff and the numbers were adjusted. LEA administrative support staff counts were imputed or adjusted for each state except for the Bureau of Indian Affairs schools.

School Administrators. The District of Columbia, New York City, Rhode Island, Virginia, and the Bureau of Indian Affairs schools did not report school administrators. New Hampshire included instructional coordinators and supervisors with school administrators and the numbers were adjusted. These counts were imputed or adjusted for each state except the Bureau of Indian Affairs Schools

School administrative support staff. School administrative support staff were missing for the District of Columbia, Illinois, Maine, Minnesota, Montana, Nebraska, New York City, Rhode Island, South Carolina, and the Bureau of Indian Affairs schools. Data for all of these states were imputed or adjusted except the Bureau of Indian Affairs schools. New Hampshire included student support services with school administrative support staff Tennessee included instructional coordinators and supervisors with school administrative support staff. These numbers were adjusted for both New Hampshire and Tennessee.

Student support services staff. The District of Columbia, New Hampshire, New York City, Rhode Island, Tennessee, and the Bureau of Indian Affairs schools did not report student support services staff. Data for all of these states were imputed or adjusted except the Bureau of Indian Affairs schools.

All other support staff. The category of all other support staff was missing for the District of Columbia, Illinois, Montana, New York City, Rhode Island, and the Bureau of Indian Affairs

schools. California, Maine, Minnesota, Missouri, Tennessee, and Texas included other staff counts in all other support staff. These counts were imputed or adjusted for all states except the Bureau of Indian Affairs schools.

Regular diploma recipients. The Bureau of Indian Affairs schools reported regular diploma recipients as missing. New Mexico's reported regular diploma counts did not include Albuquerque's diploma recipients. Total regular diploma recipients were imputed for Albuquerque using a growth rate applied to the prior year's total. This number was added to the rest of the regular diploma recipient numbers in New Mexico, in order to obtain the total regular diploma recipients number for New Mexico.

Other diploma recipients. This item has not been collected since 1997–98. Students receiving this credential are included in the regular diploma recipients' total.

High school equivalency recipients. Alabama, Arizona, California, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Maryland, Massachusetts, Nebraska, New York, South Carolina, South Dakota, Tennessee, Wyoming, the Bureau of Indian Affairs schools, the Virgin Islands, and the Department of Defense Dependents Schools did not report high school equivalency recipients. New Mexico's high school equivalency counts did not include Albuquerque high school equivalency recipients. The variable for all of the states was adjusted to missing.

Other high school completers. California, Illinois, Kansas, Massachusetts, Minnesota, Missouri, Montana, New Jersey, North Dakota, Ohio, Oklahoma, Pennsylvania, South Dakota, Texas, and the Department of Defense Dependents Schools reported other high school completers as not applicable. New Hampshire, Wisconsin, the Bureau of Indian Affairs schools, the Commonwealth of the Northern Marianas, and the Virgin Islands reported other high school completers as missing. New Mexico's high school equivalency counts did not include Albuquerque high school equivalency recipients. Other high school completers counts were not imputed. The variable for all New Mexico was adjusted to missing.

Race/ethnicity graduate data. New Hampshire, South Carolina, Tennessee, Vermont, and the Bureau of Indian Affairs schools did not report race/ethnicity graduate data. New Mexico's race/ethnicity graduate data did not include Albuquerque's race/ethnicity graduate data. The variable for all New Mexico was adjusted to missing. NCES does not impute race/ethnicity data.

E. State FIPS Codes and Abbreviations Used in CCD Datasets

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

¹ Federal Information Processing STD Codes (01–78).

² Postal State Abbreviation Codes.

³ Not official U.S. FIPS code

F. User Guidelines for Processing the State Nonfiscal Survey of Public Elementary and Secondary Education

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2002–03 State Nonfiscal Survey of Public Elementary and Secondary Education Excel file is called ST021A.XLS and the flat ASCII file is called ST021A.DAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (02 = 2002–03 CCD collection), the fifth and sixth characters indicate the version number (1 = Public File, A = first version). The record layout for the file is contained in appendix A. Note that the preliminary files are identified by a version number beginning with 0 (zero). The final files will be assigned a version number beginning with 1 (one).

Approximately 1 year after the release of the 1a files, NCES will release a revised data file. The purpose of the revised data file is to allow State Education Agencies to resubmit any corrections to their data. The revised file will be labeled 1b unless another revision of the original file has occurred sometime in that year due to an NCES error found on the file.

APPENDIX A

Record Layout for Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School year 2002-03

Note that starting with the 2002-03 CCD, all numeric fields contain a -1 to indicate Missing and a -2 to indicate Not applicable. Previously, numeric fields contained an "M" to indicate Missing and an "N" to indicate Not applicable. Character fields continue to use "M" for Missing and "N" for Not applicable.

Variable name	Field length	Record position	Data type	Description
SURVYEAR	4	001-004	N	STARTING YEAR OF SURVEY (2002)
FIPST	2	005-006	N	FED INFO PROCESSING STD CODES (01-78)
STABR	2	007-008	AN	POSTAL STATE ABBREVIATION CODES
SEANAME	35	009-043	AN	NAME OF STATE EDUCATION AGENCY
STREET	25	044-068	AN	MAILING ADDRESS
CITY	18	069-086	AN	CITY
STNAME	25	087-111	AN	NAME OF THE STATE
ZIP	5	112-116	AN	FIRST FIVE DIGITS OF THE ZIP CODE
ZIP4	5	117-121	AN	A DASH AND FOUR DIGITS OF THE ZIP CODE
PHONE	14	122-135	AN	AREA CODE AND LOCAL PHONE NUMBER
PKTCH	5	136-140	N	PREKINDERGARTEN TEACHERS
KGTCH	5	141-145	N	KINDERGARTEN TEACHERS
ELMTCH	6	146-151	N	ELEMENTARY TEACHERS
SECTCH	6	152-157	N	SECONDARY TEACHERS
UGTCH	5	158-162	N	TEACHERS OF UNGRADED CLASSES
TOTTCH	6	163-168	N	TOTAL FTE OF TEACHERS
AIDES	5	169-173	N	INSTRUCTIONAL AIDES
CORSUP	5	174-178	N	INSTRUCTIONAL COORDINATORS & SUPERVISORS
ELMGUI	4	179-182	N	ELEMENTARY GUIDANCE COUNSELORS/DIRECTORS
SECGUI	4	183-186	N	SECONDARY GUIDANCE COUNSELORS/DIRECTORS
TOTGUI	4	187-190	N	TOTAL GUIDANCE COUNSELORS/DIRECTORS
LIBSPE	4	191-194	N	LIBRARIANS
LIBSUP	4	195-198	N	LIBRARY SUPPORT STAFF
LEAADM	5	199-203	N	LEA ADMINISTRATORS
LEASUP	5	204-208	N	ADMINISTRATIVE SUPPORT STAFF
SCHADM	5	209-213	N	SCHOOL ADMINISTRATORS
SCHSUP	5	214-218	N	SCHOOL ADMINISTRATIVE SUPPORT STAFF
STUSUP	5	219-223	N	STUDENT SUPPORT SERVICES
OTHSUP	6	224-229	N	ALL OTHER SUPPORT SERVICES STAFF
PK	6	230-235	N	PREKINDERGARTEN STUDENTS
KG	6	236-241	N	KINDERGARTEN STUDENTS
G01	6	242-247	N	GRADE 1 STUDENTS
G02	6	248-253	N	GRADE 2 STUDENTS
G03	6	254-259	N	GRADE 3 STUDENTS
G04	6	260-265	N	GRADE 4 STUDENTS
G05	6	266-271	N	GRADE 5 STUDENTS
G06	6	272-277	N	GRADE 6 STUDENTS
G07	6	278-283	N	GRADE 7 STUDENTS
G08	6	284-289	N	GRADE 8 STUDENTS
G09	6	290-295	N	GRADE 9 STUDENTS
G10	6	296-301	N	GRADE 10 STUDENTS
G11	6	302-307	N	GRADE 11 STUDENTS
G12	6	308-313	N	GRADE 12 STUDENTS
UG	6	314-319	N	UNGRADED STUDENTS

APPENDIX A

Record Layout for Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School year 2002-03

Variable name	Field length	Record position	Data type	Description
MEMBER	8	320-327	N	TOTAL STUDENTS
REGDIP	6	328-333	N	REGULAR AND OTHER DIPLOMA RECIPIENTS
EQUIV	6	334-339	N	H.S. EQUIVALENCY RECIPIENTS (AGES 19 OR YOUNGER)
OTHCOM	6	340-345	N	OTHER H.S. COMPLETERS
AMPK	6	346-351	N	PREKINDERGARTEN STUDENTS - AMERICAN INDIAN
ASPK	6	352-357	N	PREKINDERGARTEN STUDENTS - ASIAN
HIPK	6	358-363	N	PREKINDERGARTEN STUDENTS - HISPANIC
BLPK	6	364-369	N	PREKINDERGARTEN STUDENTS - BLACK
WHPK	6	370-375	N	PREKINDERGARTEN STUDENTS - WHITE
AMKG	6	376-381	N	KINDERGARTEN STUDENTS - AMERICAN INDIAN
ASKG	6	382-387	N	KINDERGARTEN STUDENTS - ASIAN
HIKG	6	388-393	N	KINDERGARTEN STUDENTS - HISPANIC
BLKG	6	394-399	N	KINDERGARTEN STUDENTS -BLACK
WHKG	6	400-405	N	KINDERGARTEN STUDENTS - WHITE
AM01	6	406-411	N	GRADE 1 STUDENTS - AMERICAN INDIAN
AS01	6	412-417	N	GRADE 1 STUDENTS - ASIAN
HI01	6	418-423	N	GRADE 1 STUDENTS - HISPANIC
BL01	6	424-429	N	GRADE 1 STUDENTS - BLACK
WH01	6	430-435	N	GRADE 1 STUDENTS - WHITE
AM02	6	436-441	N	GRADE 2 STUDENTS - AMERICAN INDIAN
AS02	6	442-447	N	GRADE 2 STUDENTS - ASIAN
HI02	6	448-453	N	GRADE 2 STUDENTS - HISPANIC
BL02	6	454-459	N	GRADE 2 STUDENTS - BLACK
WH02	6	460-465	N	GRADE 2 STUDENTS - WHITE
AM03	6	466-471	N	GRADE 3 STUDENTS - AMERICAN INDIAN
AS03	6	472-477	N	GRADE 3 STUDENTS - ASIAN
HI03	6	478-483	N	GRADE 3 STUDENTS - HISPANIC
BL03	6	484-489	N	GRADE 3 STUDENTS - BLACK
WH03	6	490-495	N	GRADE 3 STUDENTS - WHITE
AM04	6	496-501	N	GRADE 4 STUDENTS - AMERICAN INDIAN
AS04	6	502-507	N	GRADE 4 STUDENTS - ASIAN
HI04	6	508-513	N	GRADE 4 STUDENTS - HISPANIC
BL04	6	514-519	N	GRADE 4 STUDENTS - BLACK
WH04	6	520-525	N	GRADE 4 STUDENTS - WHITE
AM05	6	526-531	N	GRADE 5 STUDENTS - AMERICAN INDIAN
AS05	6	532-537	N	GRADE 5 STUDENTS - ASIAN
HI05	6	538-543	N	GRADE 5 STUDENTS - HISPANIC
BL05	6	544-549	N	GRADE 5 STUDENTS - BLACK
WH05	6	550-555	N	GRADE 5 STUDENTS - WHITE
AM06	6	556-561	N	GRADE 6 STUDENTS - AMERICAN INDIAN
AS06	6	562-567	N	GRADE 6 STUDENTS - ASIAN
HI06	6	568-573	N	GRADE 6 STUDENTS - HISPANIC
BL06	6	574-579	N	GRADE 6 STUDENTS - BLACK
WH06	6	580-585	N	GRADE 6 STUDENTS - WHITE

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Variable name	Field length	Record position	Data type	Description
AM07	6	586-591	N	GRADE 7 STUDENTS - AMERICAN INDIAN
AS07	6	592-597	N	GRADE 7 STUDENTS - ASIAN
HI07	6	598-603	N	GRADE 7 STUDENTS - HISPANIC
BL07	6	604-609	N	GRADE 7 STUDENTS - BLACK
WH07	6	610-615	N	GRADE 7 STUDENTS - WHITE
AM08	6	616-621	N	GRADE 8 STUDENTS - AMERICAN INDIAN
AS08	6	622-627	N	GRADE 8 STUDENTS - ASIAN
HI08	6	628-633	N	GRADE 8 STUDENTS - HISPANIC
BL08	6	634-639	N	GRADE 8 STUDENTS - BLACK
WH08	6	640-645	N	GRADE 8 STUDENTS - WHITE
AM09	6	646-651	N	GRADE 9 STUDENTS - AMERICAN INDIAN
AS09	6	652-657	N	GRADE 9 STUDENTS - ASIAN
HI09	6	658-663	N	GRADE 9 STUDENTS - HISPANIC
BL09	6	664-669	N	GRADE 9 STUDENTS - BLACK
WH09	6	670-675	N	GRADE 9 STUDENTS - WHITE
AM10	6	676-681	N	GRADE 10 STUDENTS - AMERICAN INDIAN
AS10	6	682-687	N	GRADE 10 STUDENTS - ASIAN
HI10	6	688-693	N	GRADE 10 STUDENTS - HISPANIC
BL10	6	694-699	N	GRADE 10 STUDENTS - BLACK
WH10	6	700-705	N	GRADE 10 STUDENTS - WHITE
AM11	6	706-711	N	GRADE 11 STUDENTS - AMERICAN INDIAN
AS11	6	712-717	N	GRADE 11 STUDENTS - ASIAN
HI11	6	718-723	N	GRADE 11 STUDENTS - HISPANIC
BL11	6	724-729	N	GRADE 11 STUDENTS - BLACK
WH11	6	730-735	N	GRADE 11 STUDENTS - WHITE
AM12	6	736-741	N	GRADE 12 STUDENTS - AMERICAN INDIAN
AS12	6	742-747	N	GRADE 12 STUDENTS - ASIAN
HI12	6	748-753	N	GRADE 12 STUDENTS - HISPANIC
BL12	6	754-759	N	GRADE 12 STUDENTS - BLACK
WH12	6	760-765	N	GRADE 12 STUDENTS - WHITE
AMUG	6	766-771	N	UNGRADED STUDENTS - AMERICAN INDIAN
ASUG	6	772-777	N	UNGRADED STUDENTS - ASIAN
HIUG	6	778-783	N	UNGRADED STUDENTS - HISPANIC
BLUG	6	784-789	N	UNGRADED STUDENTS - BLACK
WHUG	6	790-795	N	UNGRADED STUDENTS - WHITE
AM	8	796-803	N	TOTAL STUDENTS - AMERICAN INDIAN
AS	8	804-811	N	TOTAL STUDENTS - ASIAN
HI	8	812-819	N	TOTAL STUDENTS - HISPANIC
BL	8	820-827	N	TOTAL STUDENTS - BLACK
WH	8	828-835	N	TOTAL STUDENTS - WHITE
AMREGDIP	6	836-841	N	REGULAR AND OTHER DIPLOMA RECIPIENTS - AMERICAN INDIAN
ASREGDIP	6	842-847	N	REGULAR AND OTHER DIPLOMA RECIPIENTS - ASIAN
HIREGDIP	6	848-853	N	REGULAR AND OTHER DIPLOMA RECIPIENTS - HISPANIC
BLREGDIP	6	854-859	N	REGULAR AND OTHER DIPLOMA RECIPIENTS - BLACK
WHREGDIP	6	860-865	N	REGULAR AND OTHER DIPLOMA RECIPIENTS - WHITE

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Record Layout for Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School year 2002-03

Variable name	Field length	Record position	Data type	Description
AMEQUIV	6	866-871	N	H.S. EQUIVALENCY RECIPIENTS - AMERICAN INDIAN
ASEQUIV	6	872-877	N	H.S. EQUIVALENCY RECIPIENTS - ASIAN
HIEQUIV	6	878-883	N	H.S. EQUIVALENCY RECIPIENTS - HISPANIC
BLEQUIV	6	884-889	N	H.S. EQUIVALENCY RECIPIENTS - BLACK
WHEQUIV	6	890-895	N	H.S. EQUIVALENCY RECIPIENTS - WHITE
AMOHC	6	896-901	N	OTHER H.S. COMPLETERS - AMERICAN INDIAN
ASOHC	6	902-907	N	OTHER H.S. COMPLETERS - ASIAN
HIOHC	6	908-913	N	OTHER H.S. COMPLETERS - HISPANIC
BLOHC	6	914-919	N	OTHER H.S. COMPLETERS - BLACK
WHOHC	6	920-925	N	OTHER H.S. COMPLETERS - WHITE
IPKTCH	1	926-926	AN	IMP FLAG PREKINDERGARTEN TEACHERS
IKGTCH	1	927-927	AN	IMP FLAG KINDERGARTEN TEACHERS
IELMTCH	1	928-928	AN	IMP FLAG ELEMENTARY TEACHERS
ISECTCH	1	929-929	AN	IMP FLAG SECONDARY TEACHERS
IUGTCH	1	930-930	AN	IMP FLAG TEACHERS OF UNGRADED CLASSES
ITOTTCH	1	931-931	AN	IMP FLAG TOTAL FTE OF TEACHERS
IAIDES	1	932-932	AN	IMP FLAG INSTRUCTIONAL AIDES
ICORSUP	1	933-933	AN	IMP FLAG INSTRUCT. COORDINATORS & SUPERVISORS
IELMGUI	1	934-934	AN	IMP FLAG ELEMENTARY GUIDANCE COUNSELORS/DIRECTORS
ISECGUI	1	935-935	AN	IMP FLAG SECONDARY GUIDANCE COUNSELORS/DIRECTORS
ITOTGUI	1	936-936	AN	IMP FLAG TOTAL GUIDANCE COUNSELORS/DIRECTORS
ILIBSPE	1	937-937	AN	IMP FLAG LIBRARIANS
ILIBSUP	1	938-938	AN	IMP FLAG LIBRARY SUPPORT STAFF
ILEAADM	1	939-939	AN	IMP FLAG LEA ADMINISTRATORS
ILEASUP	1	940-940	AN	IMP FLAG ADMINISTRATIVE SUPPORT STAFF
ISCHADM	1	941-941	AN	IMP FLAG SCHOOL ADMINISTRATORS
ISCHSUP	1	942-942	AN	IMP FLAG SCHOOL ADMIN. SUPPORT STAFF
ISTUSUP	1	943-943	AN	IMP FLAG STUDENT SUPPORT SERVICES
IOTHSUP	1	944-944	AN	IMP FLAG ALL OTHER SUPPORT SERVICES
IPK	1	945-945	AN	IMP FLAG PREKINDERGARTEN STUDENTS
IKG	1	946-946	AN	IMP FLAG KINDERGARTEN STUDENTS
IG01	1	947-947	AN	IMP FLAG GRADE 1 STUDENTS
IG02	1	948-948	AN	IMP FLAG GRADE 2 STUDENTS
IG03	1	949-949	AN	IMP FLAG GRADE 3 STUDENTS
IG04	1	950-950	AN	IMP FLAG GRADE 4 STUDENTS
IG05	1	951-951	AN	IMP FLAG GRADE 5 STUDENTS
IG06	1	952-952	AN	IMP FLAG GRADE 6 STUDENTS
IG07	1	953-953	AN	IMP FLAG GRADE 7 STUDENTS
IG08	1	954-954	AN	IMP FLAG GRADE 8 STUDENTS
IG09	1	955-955	AN	IMP FLAG GRADE 9 STUDENTS
IG10	1	956-956	AN	IMP FLAG GRADE 10 STUDENTS
IG11	1	957-957	AN	IMP FLAG GRADE 11 STUDENTS
IG12	1	958-958	AN	IMP FLAG GRADE 12 STUDENTS
IGUG	1	959-959	AN	IMP FLAG UNGRADED STUDENTS

APPENDIX A

Record Layout for Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School year 2002-03

Variable name	Field length	Record position	Data type	Description
IMEMBER	1	960-960	AN	IMP FLAG TOTAL STUDENTS
IREGDIP	1	961-961	AN	IMP FLAG REGULAR AND OTHER DIPLOMA RECIPIENTS

APPENDIX A

Record Layout for Common Core of Data State Nonfiscal Survey of Public
Elementary/Secondary Education: School year 2002-03

APPENDIX B - Value Distribution and Field Frequencies

Variable	Label	Minimum	Maximum	Mean	-1	-2
PKTCH	Prekindergarten Teachers	3	6,698	705.5	3	0
KGTCH	Kindergarten Teachers	19	23,283	2,737.0	2	0
ELMTCH	Elementary Teachers	280	197,140	26,386.5	2	0
SECTCH	Secondary Teachers	237	113,006	20,102.4	2	0
UGTCH	Teachers Of Ungraded Classes	0	33,683	5,744.3	2	15
TOTTCH	Total FTE Of Teachers	545	307,672	54,151.4	2	0
AIDES	Instructional Aides	147	72,242	11,682.8	2	0
CORSUP	Instructional Coordinators & Supervisors	9	6,664	852.3	2	0
ELMGUI	Elementary Guidance Counselors/Directors	4	3,792	754.6	2	0
SECGUI	Secondary Guidance Counselors/Directors	12	6,132	1,042.1	2	0
TOTGUI	Total Guidance Counselors/Directors	16	9,924	1,796.6	2	0
LIBSPE	Librarians	0	4,875	974.1	2	0
LIBSUP	Library Support Staff	0	6,536	792.6	2	0
LEAADM	LEA Administrators	7	7,950	1,132.7	2	0
LEASUP	Administrative Support Staff	22	26,653	3,082.2	2	0
SCHADM	School Administrators	33	29,391	2,917.5	2	0
SCHSUP	School Administrative Support Staff	6	32,607	4,251.9	2	0
STUSUP	Student Support Services	45	15,238	3,361.1	2	0
OTHSUP	All Other Support Services Staff	95	153,341	21,116.1	2	0
PK	Prekindergarten Students	347	183,740	16,849.5	1	2
KG	Kindergarten Students	662	456,940	60,155.4	1	0
G01	Grade 1 Students	924	486,186	63,082.9	1	0
G02	Grade 2 Students	868	489,124	62,542.7	1	0
G03	Grade 3 Students	887	493,128	63,553.0	1	0
G04	Grade 4 Students	977	491,510	64,359.1	1	0
G05	Grade 5 Students	846	488,150	65,066.6	1	0
G06	Grade 6 Students	871	495,238	66,358.4	1	0
G07	Grade 7 Students	831	500,138	67,010.4	1	0
G08	Grade 8 Students	816	473,553	65,009.1	1	0
G09	Grade 9 Students	906	522,108	71,773.8	1	0
G10	Grade 10 Students	854	471,648	62,768.5	1	0
G11	Grade 11 Students	651	428,117	56,490.5	1	0
G12	Grade 12 Students	461	385,181	52,252.5	1	0
UG	Ungraded Students	59	142,199	13,350.1	0	24
MEMBER	Total Students	11,251	6,356,348	844,747.5	1	0

Appendix B - Value Distribution and Field Frequencies

Variable	Label	Minimum	Maximum	Mean	-1	-2
REGDIP	Regular Diploma H.S. Completers	416	325,895	46,856.0	2	0
EQUIV	H.S. Equivalency Recipients	1	14,527	3,722.5	24	0
OTHCOM	Other H.S. Completers	7	6,581	1,325.1	3	20
AMPK	Prekindergarten Students - Amer. Indian	0	5,019	200.3	4	2
ASPK	Prekindergarten Students - Asian	0	5,344	476.8	4	2
HIPK	Prekindergarten Students - Hispanic	0	110,143	3,708.6	4	2
BLPK	Prekindergarten Students - Black	0	29,023	3,593.1	4	2
WHPK	Prekindergarten Students - White	0	38,769	7,179.3	4	2
AMKG	Kindergarten Students - American Indian	0	7,712	788.7	1	0
ASKG	Kindergarten Students - Asian	0	47,082	2,575.4	1	0
HIKG	Kindergarten Students - Hispanic	0	232,418	12,929.0	1	0
BLKG	Kindergarten Students - Black	0	44,471	9,918.1	1	0
WHKG	Kindergarten Students - White	0	134,918	33,676.5	1	0
AM01	Grade 1 Students - American Indian	0	8,630	805.3	1	0
AS01	Grade 1 Students - Asian	0	50,794	2,758.4	1	0
HI01	Grade 1 Students - Hispanic	0	245,115	13,542.3	1	0
BL01	Grade 1 Students - Black	0	44,899	10,595.6	1	0
WH01	Grade 1 Students - White	0	144,112	35,142.4	1	0
AM02	Grade 2 Students - American Indian	0	8,050	781.2	1	0
AS02	Grade 2 Students - Asian	0	51,472	2,725.0	1	0
HI02	Grade 2 Students - Hispanic	0	241,718	13,071.3	1	0
BL02	Grade 2 Students - Black	0	45,491	10,698.1	1	0
WH02	Grade 2 Students - White	0	148,959	35,061.1	1	0
AM03	Grade 3 Students - American Indian	0	8,017	801.6	1	0
AS03	Grade 3 Students - Asian	0	52,496	2,739.6	1	0
HI03	Grade 3 Students - Hispanic	0	240,488	12,931.2	1	0
BL03	Grade 3 Students - Black	0	47,495	11,303.0	1	0
WH03	Grade 3 Students - White	0	152,463	35,597.4	1	0
AM04	Grade 4 Students - American Indian	0	8,425	832.9	1	0
AS04	Grade 4 Students - Asian	0	53,185	2,738.5	1	0
HI04	Grade 4 Students - Hispanic	0	234,824	12,649.8	1	0
BL04	Grade 4 Students - Black	0	49,693	11,442.6	1	0
WH04	Grade 4 Students - White	0	155,558	36,529.8	1	0
AM05	Grade 5 Students - American Indian	0	8,816	863.9	1	0
AS05	Grade 5 Students - Asian	0	53,718	2,739.7	1	0

Appendix B - Value Distribution and Field Frequencies

Variable	Label	Minimum	Maximum	Mean	-1	-2
HI05	Grade 5 Students - Hispanic	0	225,370	12,321.4	1	0
BL05	Grade 5 Students - Black	0	48,267	11,347.8	1	0
WH05	Grade 5 Students - White	0	161,514	37,640.8	1	0
AM06	Grade 6 Students - American Indian	0	8,950	875.9	1	0
AS06	Grade 6 Students - Asian	0	54,260	2,743.1	1	0
HI06	Grade 6 Students - Hispanic	0	223,590	12,158.7	1	0
BL06	Grade 6 Students - Black	0	51,757	11,730.7	1	0
WH06	Grade 6 Students - White	0	167,695	38,698.2	1	0
AM07	Grade 7 Students - American Indian	0	8,784	887.5	1	0
AS07	Grade 7 Students - Asian	0	54,934	2,758.3	1	0
HI07	Grade 7 Students - Hispanic	0	218,123	11,955.0	1	0
BL07	Grade 7 Students - Black	0	50,828	11,519.9	1	0
WH07	Grade 7 Students - White	0	175,943	39,735.1	1	0
AM08	Grade 8 Students - American Indian	0	8,702	875.4	1	0
AS08	Grade 8 Students - Asian	0	54,592	2,749.0	1	0
HI08	Grade 8 Students - Hispanic	0	198,988	11,145.1	1	0
BL08	Grade 8 Students - Black	0	48,821	10,986.1	1	0
WH08	Grade 8 Students - White	0	171,277	39,118.1	1	0
AM09	Grade 9 Students - American Indian	0	8,607	977.6	1	0
AS09	Grade 9 Students - Asian	0	60,399	3,058.9	1	0
HI09	Grade 9 Students - Hispanic	0	227,932	12,962.9	1	0
BL09	Grade 9 Students - Black	0	65,912	12,889.4	1	0
WH09	Grade 9 Students - White	0	179,342	41,705.2	1	0
AM10	Grade 10 Students - American Indian	0	7,974	803.7	1	0
AS10	Grade 10 Students - Asian	0	56,979	2,841.4	1	0
HI10	Grade 10 Students - Hispanic	0	193,227	10,441.8	1	0
BL10	Grade 10 Students - Black	0	44,759	10,023.1	1	0
WH10	Grade 10 Students - White	0	173,996	38,533.0	1	0
AM11	Grade 11 Students - American Indian	0	7,140	685.4	1	0
AS11	Grade 11 Students - Asian	0	54,619	2,668.3	1	0
HI11	Grade 11 Students - Hispanic	0	164,738	8,483.2	1	0
BL11	Grade 11 Students - Black	0	36,492	8,097.1	1	0
WH11	Grade 11 Students - White	0	167,974	36,463.8	1	0
AM12	Grade 12 Students - American Indian	0	6,428	607.8	1	0
AS12	Grade 12 Students - Asian	0	52,890	2,543.6	1	0

Appendix B - Value Distribution and Field Frequencies

Variable	Label	Minimum	Maximum	Mean	-1	-2
HI12	Grade 12 Students - Hispanic	0	136,408	7,197.5	1	0
BL12	Grade 12 Students - Black	0	31,858	7,163.2	1	0
WH12	Grade 12 Students - White	0	159,735	34,604.7	1	0
AMUG	Ungraded Students - American Indian	0	938	117.0	1	24
ASUG	Ungraded Students - Asian	0	3,920	342.6	1	24
HIUG	Ungraded Students - Hispanic	0	42,224	3,709.6	1	24
BLUG	Ungraded Students - Black	0	50,651	3,800.3	1	24
WHUG	Ungraded Students - White	0	44,466	5,734.8	1	24
AM	Total Students - American Indian	0	111,901	10,837.6	1	0
AS	Total Students - Asian	0	700,671	36,275.6	1	0
HI	Total Students - Hispanic	0	2,819,504	157,349.6	1	0
BL	Total Students - Black	0	626,355	143,225.5	1	0
WH	Total Students - White	0	2,106,042	492,404.2	1	0
AMREGDIP	Reg. Dipl. H.S. Complet. - Amer. Indian	0	5,956	479.1	7	0
ASREGDIP	Regular Dipl. H.S. Completers - Asian	0	48,206	2,548.5	7	0
HIREGDIP	Regular Dipl. H.S. Completers - Hispanic	0	109,038	6,471.3	7	0
BLREGDIP	Regular Dipl. H.S. Completers - Black	0	30,030	6,319.3	7	0
WHREGDIP	Regular Dipl. H.S. Completers - White	0	140,421	33,370.5	7	0
AMEQUIV	H.S. Equiv. Recipients - Amer. Indian	0	1,360	116.3	34	0
ASEQUIV	H.S. Equivalency Recipients - Asian	0	218	49.0	34	0
HIEQUIV	H.S. Equivalency Recipients - Hispanic	0	7,458	637.6	34	0
BLEQUIV	H.S. Equivalency Recipients - Black	0	1,862	368.3	34	0
WHEQUIV	H.S. Equivalency Recipients - White	0	10,404	2,238.2	34	0
AMOHC	Other H.S. Completers - American Indian	0	82	9.1	7	20
ASOHC	Other H.S. Completers - Asian	0	211	33.0	7	20
HIOHC	Other H.S. Completers - Hispanic	0	2,617	231.4	7	20
BLOHC	Other H.S. Completers - Black	0	4,009	441.0	7	20
WHOHC	Other H.S. Completers - White	0	2,795	557.9	7	20

State Nonfiscal Survey, 2002-03
Imputation Flag Frequencies

1

The FREQ Procedure

IPKTCH

IPKTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	5	8.47	5	8.47
I	2	3.39	7	11.86
P	4	6.78	11	18.64
R	48	81.36	59	100.00

IKGTCH

IKGTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.69	1	1.69
C	5	8.47	6	10.17
P	4	6.78	10	16.95
R	49	83.05	59	100.00

IELMTCH

IELMTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5	8.47	5	8.47
P	4	6.78	9	15.25
R	50	84.75	59	100.00

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

I - Imputation Based on a Method Other than Prior Year's Data

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

State Nonfiscal Survey, 2002-03
Imputation Flag Frequencies

2

The FREQ Procedure

ISECTCH

ISECTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	4	6.78	4	6.78
R	55	93.22	59	100.00

IUGTCH

IUGTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	4	6.78	4	6.78
R	55	93.22	59	100.00

ITOTTCH

ITOTTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	53	89.83	53	89.83
T	6	10.17	59	100.00

IAIDES

IAIDES	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	1	1.69	1	1.69
P	2	3.39	3	5.08
R	56	94.92	59	100.00

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

I - Imputation Based on a Method Other than Prior Year's Data

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

State Nonfiscal Survey, 2002-03
Imputation Flag Frequencies

3

The FREQ Procedure

ICORSUP

ICORSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	2	3.39	2	3.39
I	1	1.69	3	5.08
P	3	5.08	6	10.17
R	53	89.83	59	100.00

IELMGUI

IELMGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	2	3.39	2	3.39
P	3	5.08	5	8.47
R	54	91.53	59	100.00

ISECGUI

ISECGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	2	3.39	2	3.39
P	3	5.08	5	8.47
R	54	91.53	59	100.00

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

I - Imputation Based on a Method Other than Prior Year's Data

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

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State Nonfiscal Survey, 2002-03
Imputation Flag Frequencies

4

The FREQ Procedure

ITOTGUI

ITOTGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	55	93.22	55	93.22
T	4	6.78	59	100.00

ILIBSPE

ILIBSPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	3	5.08	3	5.08
R	56	94.92	59	100.00

ILIBSUP

ILIBSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	3	5.08	3	5.08
I	2	3.39	5	8.47
P	2	3.39	7	11.86
R	52	88.14	59	100.00

ILEAADM

ILEAADM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	3	5.08	3	5.08
R	56	94.92	59	100.00

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

I - Imputation Based on a Method Other than Prior Year's Data

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

State Nonfiscal Survey, 2002-03
Imputation Flag Frequencies

5

The FREQ Procedure

ILEASUP

ILEASUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.69	1	1.69
C	2	3.39	3	5.08
I	3	5.08	6	10.17
P	3	5.08	9	15.25
R	50	84.75	59	100.00

ISCHADM

ISCHADM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.69	1	1.69
P	3	5.08	4	6.78
R	55	93.22	59	100.00

ISCHSUP

ISCHSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2	3.39	2	3.39
C	3	5.08	5	8.47
I	3	5.08	8	13.56
P	3	5.08	11	18.64
R	48	81.36	59	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
- R - As Reported by the State
- T - Total Based on Sum of Internal or External Detail

State Nonfiscal Survey, 2002-03
Imputation Flag Frequencies

6

The FREQ Procedure

ISTUSUP

ISTUSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	2	3.39	2	3.39
P	2	3.39	4	6.78
R	55	93.22	59	100.00

IOTHSUP

IOTHSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5	8.47	5	8.47
I	2	3.39	7	11.86
P	2	3.39	9	15.25
R	50	84.75	59	100.00

IPK

IPK	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	3	5.08	3	5.08
R	56	94.92	59	100.00

IKG

IKG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- N - Not Applicable
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State Nonfiscal Survey, 2002-03
Imputation Flag Frequencies

7

The FREQ Procedure

IG01

IG01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

IG02

IG02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

IG03

IG03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

IG04

IG04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

I - Imputation Based on a Method Other than Prior Year's Data

N - Not Applicable

P - Imputation Based on Prior Year's Data

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State Nonfiscal Survey, 2002-03
Imputation Flag Frequencies

The FREQ Procedure

IG05

IG05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

IG06

IG06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

IG07

IG07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

IG08

IG08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
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State Nonfiscal Survey, 2002-03
Imputation Flag Frequencies

9

The FREQ Procedure

IG09

IG09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

IG10

IG10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

IG11

IG11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

IG12

IG12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
- R - As Reported by the State
- T - Total Based on Sum of Internal or External Detail

State Nonfiscal Survey, 2002-03
Imputation Flag Frequencies

10

The FREQ Procedure

IUG

IUG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	59	100.00	59	100.00

IMEMBER

IMEMBER	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	56	94.92	56	94.92
T	3	5.08	59	100.00

IREGDIP

IREGDIP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
P	1	1.69	1	1.69
R	58	98.31	59	100.00

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
- R - As Reported by the State
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APPENDIX C—Glossary

Common Core of Data, 2002–03

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

Alternative Education School

A public elementary/secondary school that addresses needs of students which typically cannot be met in a regular school; provides nontraditional education; serves as an adjunct to a regular school; and falls outside of the categories of regular, special education, or vocational education.

American Indian/Alaskan Native

A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Asian/Pacific Islander

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Black

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

Boundary Change

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

Charter School

A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school. Item was first collected in 1998–99.

Classroom Teacher

See “Teacher.”

Consolidated Statistical Area (CSA)

If an area that qualifies as a metropolitan area (MA) has more than one million people, two or more core-based metropolitan 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 CBSA’s are established, the larger MA of which they are component parts is designated a consolidated statistical area (CSA). CSAs and CBSA’s are established only where local governments favor such designations for a large MA.

APPENDIX C—Glossary

Common Core of Data, 2002–03

Core Based Statistical Area (CBSA)

Each CBSA must contain at least one urban area of 10,000 or more population. Each metropolitan statistical area must have at least one urbanized area of 50,000 or more inhabitants. Each micropolitan statistical area must have at least one urban cluster of at least 10,000 but less than 50,000 population.

Under the standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more population, or that contain at least 5,000 people residing within a single urban area of 10,000 or more population, is identified as a “central county” (counties). Additional “outlying counties” are included in the CBSA if they meet specified requirements of commuting to or from the central counties. Counties or equivalent entities form the geographic “building blocks” for metropolitan and micropolitan statistical areas throughout the United States and Puerto Rico.

Diploma, High School

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

Diploma Recipient

A student who has received a diploma during the previous school year or subsequent summer school. This category includes regular diploma recipients and other diploma recipients.

District Locale Code

A code based upon the school locale codes to indicate the location of the district in relation to populous areas. (See also, “Large City,” “Mid-size City,” “Urban Fringe of Large City,” “Urban Fringe of Mid-Size City,” “Large Town,” “Small Town,” “Rural, outside CBSA,” and “Rural, inside CBSA.”)

Dropout

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

Education Agency

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

Elementary

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

English Language Learner (ELL)

“English Language Learner (ELL)” was formerly referred to as “Limited English Proficient (LEP).” 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

APPENDIX C—Glossary

Common Core of Data, 2002–03

English. Also Limited-English-Proficient students are individuals who were not born in the United States or whose native language is a language other than English; or individuals who come from environments where a language other than English is dominant; or individuals who are American Indians and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language, to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. Item was first collected in 1998–99.

Federally-Operated Education Agency

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

Free Lunch Program

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

Full-time Equivalency (FTE)

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

General Education 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 this school or agency, whether or not there are students currently enrolled in all grades. If a high school also has a prekindergarten program, the grade span of the high school is reported as a high school, not as a PK–12 school. For example, if a school has PK, 09, 10, 11, and 12 grades, the grade span will be reported as Grades 9 through 12 (0912). Also, the ungraded designation (UG) cannot be used in a grade span unless the whole school is ungraded students, and in this case the grade span is reported as UGUG. “Grade span” was calculated from school membership through 1997–98, and first collected as a separate item in 1998–99.

Graduate, High School

A high school graduate is defined as an individual who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance).

Guidance Counselor/Director

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

APPENDIX C—Glossary

Common Core of Data, 2002–03

Head Start Program

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

High School Completion Count

A count of graduates and other high school completers including regular diploma recipients, other diploma recipients, and other high school completers. (The State Nonfiscal Survey also includes high school equivalency recipients in high school completion counts.)

High School Equivalency Certificate

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

High School Equivalency Recipient

Individual age 19 years or younger who received a high school equivalency certificate during the previous school year or subsequent summer. Item was last reported on the Local Education Agency Survey in 1990–91, but continues to be collected by the State Nonfiscal Survey.

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.”

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.”

Hispanic

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Individualized Educational Program (IEP)

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

APPENDIX C—Glossary

Common Core of Data, 2002–03

Instructional Aide

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

Instructional Coordinators and Supervisors

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

Kindergarten

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

Large City

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

Large Town

An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.

Latitude

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

Local Education Agency (LEA) Administrative Support Staff

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

LEA Administrator

Chief executive officer of the education agencies, including superintendents, deputies, and assistant superintendents; other persons with district-wide responsibilities: e.g., business managers, administrative assistants, and professional instructional support staff. *Exclude supervisors of instructional or student support staff.*

Librarian

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

APPENDIX C—Glossary

Common Core of Data, 2002–03

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 included are activities in the audio-visual center, TV studio, related-work-study areas, and services provided by audio-visual personnel.

Limited-English Proficient (LEP)

See “English Language Learner (ELL).”

Locale Code

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

Longitude

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

Magnet School or Program

A special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing or eliminating racial isolation (50 percent or more minority enrollment); and/or to provide an academic or social focus on a particular theme (e.g., science/mathematics, performing arts, gifted/talented, or foreign language). Item was first collected in 1998–99.

Media Specialist

Directors, coordinators, and supervisors of media centers. See “Library and Media Support Staff.”

Membership

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

Metropolitan Status (Metro Status)

Metro status is defined as the classification of an education agency’s service area relative to a CBSA. (See also Metropolitan Statistical Area.)

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.

APPENDIX C—Glossary

Common Core of Data, 2002–03

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.

Mid-size City

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

Migrant Student

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

Officials and Administrators

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

Operational Status, Agency

Classification of changes in an education agency’s boundaries or jurisdiction. Classifications include no change; closed with no effect on another agency’s boundaries; new agency with no effect on another agency’s boundaries; added; significant change in geographical boundaries or instructional responsibility; temporarily closed and may reopen within 3 years; scheduled to be operational within two years. Prior to 1998–99 the term “Boundary Change” was used.

Operational Status, School

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

Other Diploma Recipient

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

APPENDIX C—Glossary

Common Core of Data, 2002–03

Other High School Completer

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

Other Support Staff

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

Prekindergarten Student

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

Prekindergarten Teacher

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

Principal City

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

Public School

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

Reduced-Price Lunch Student

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

Regional Education Service Agency

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

Regular Diploma Recipient

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

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Common Core of Data, 2002–03

Regular School

A public elementary/secondary school that does not focus primarily on vocational, special, or alternative education.

Rural

Any incorporated place, Census designated place, or non-place territory not defined by the Census Bureau as an urbanized area or urban cluster. From 1998–99 onward, the category was separated into “Rural, Inside CBSA” and “Rural, Outside CBSA.”

Rural, inside CBSA

Any incorporated place, Census designated place, or non-place territory within a Metropolitan CBSA and defined as rural by the Census Bureau. Category represents a subset of “Rural,” and was introduced in 1998–99. (See also “Locale Code.”)

Rural, outside CBSA

Any incorporated place, Census designated place, or non-place territory not within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau. Category represents a subset of “Rural,” and was introduced in 1998–99. (See also “Locale Code.”)

School Administrative Support Staff

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

School Administrator

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

School District

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

Secondary

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

Small Town

An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.(See also “Locale Code.”)

Special Education School

A public elementary/secondary school that focuses primarily on special education; including instruction for any of the following: autism, deaf-blindness, developmental delay, hearing impairment, mental retardation, multiple

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disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visually impairment, and other health impairments; and which 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 of standards for elementary and secondary instructional programs.

State-Operated Agency

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

Student

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

Student Support Services Staff

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

Supervisory Union

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

Teacher

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

Title I Eligible School

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

Title I School-wide Program

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

Ungraded Student

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

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Urban Fringe

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

Urban Fringe of a Large City

Any incorporated place, Census designated place or non-place territory within a Metropolitan CBSA of a Large City and defined as urban by the Census Bureau. Prior to 1994–95, defined as any incorporated place, Census designated place, or non-place territory within a CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population of 4000,000 or more or a population density of at least 6,000 people per square mile. (See also “Locale Code.”)

Urban Fringe of a Mid-size City

Any incorporated place, Census designated place, or non-place territory within a CBSA of a Mid-size City and defined as urban by the Census Bureau. Prior to 1994–95, defined as any incorporated place, Census designated place, or non-place territory within a CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population less than 4000,000 or a population density less than 6,000 people per square mile. (See also “Locale Code.”)

Urbanized Area

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

Vocational Education School

A public elementary/secondary school that focuses primarily on providing formal preparation for semi-skilled, skilled, technical, or professional occupations for high school-aged 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.

Appendix D

U.S. DEPARTMENT OF EDUCATION OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION RESEARCH AND IMPROVEMENT NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20208-5651 COMMON CORE OF DATA STATE NONFISCAL SURVEY OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION SCHOOL YEAR 2002-2003	FORM APPROVED OMB No. 1850-0067 EXP. DATE: 11/30/2004 <hr/> DUE DATE: MARCH 15, 2003
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This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

PLEASE complete each cell with a number, 0, N, or M

A01	NAME OF STATE EDUCATION AGENCY		
A02	MAILING ADDRESS		
A03	CITY		
A04	STATE		
A05	ZIP CODE		
A06	TELEPHONE NUMBER		
B:	INSTRUCTIONAL STAFF	2001-2002 FTE	2002-2003 FTE
B01	PREKINDERGARTEN TEACHERS		
B02	KINDERGARTEN TEACHERS		
B03	ELEMENTARY TEACHERS		
B04	SECONDARY TEACHERS		
B05	TEACHERS OF UNGRADED CLASSES		
B06	TOTAL FTE TEACHERS		
B07	INSTRUCTIONAL AIDES		
B08	INSTRUCTIONAL COORDINATORS AND SUPERVISORS		
C:	SUPPORT SERVICES STAFF	2001-2002 FTE	2002-2003 FTE
C01	ELEMENTARY GUIDANCE COUNSELORS		
C02	SECONDARY GUIDANCE COUNSELORS		
C03	TOTAL GUIDANCE COUNSELORS		
C04	LIBRARIANS/MEDIA SPECIALISTS		
C05	LIBRARY/MEDIA SUPPORT STAFF		
C06	LEA ADMINISTRATORS		
C07	ADMINISTRATIVE SUPPORT STAFF		
C08	SCHOOL ADMINISTRATORS		
C09	SCHOOL ADMINISTRATIVE SUPPORT STAFF		
C10	STUDENT SUPPORT SERVICES STAFF		
C11	ALL OTHER SUPPORT STAFF		

2001-2002 STUDENT MEMBERSHIP, RACE/ETHNIC BREAKOUT

D: STUDENTS BY GRADE	AM. INDIAN/ ALASKA NAT.	ASIAN/ PAC. ISLANDER	HISPANIC	BLACK, NOT HISPANIC	WHITE, NOT HISPANIC
D01 PK					
D02 K					
D03 GRADE 1					
D04 GRADE 2					
D05 GRADE 3					
D06 GRADE 4					
D07 GRADE 5					
D08 GRADE 6					
D09 GRADE 7					
D10 GRADE 8					
D11 GRADE 9					
D12 GRADE 10					
D13 GRADE 11					
D14 GRADE 12					
D15 UNGRADED					
D16 TOTAL					

2002-2003 STUDENT MEMBERSHIP, RACE/ETHNIC BREAKOUT

D: STUDENTS BY GRADE	AM. INDIAN/ ALASKA NAT.	ASIAN/ PAC. ISLANDER	HISPANIC	BLACK, NOT HISPANIC	WHITE, NOT HISPANIC
D01 PK					
D02 K					
D03 GRADE 1					
D04 GRADE 2					
D05 GRADE 3					
D06 GRADE 4					
D07 GRADE 5					
D08 GRADE 6					
D09 GRADE 7					
D10 GRADE 8					
D11 GRADE 9					
D12 GRADE 10					
D13 GRADE 11					
D14 GRADE 12					
D15 UNGRADED					
D16 TOTAL					

2000-2001 HIGH SCHOOL COMPLETERS, RACE/ETHNIC BREAKOUT

E:	2000-2001 HIGH SCHOOL COMPLETERS (UNDUPLICATED HEAD COUNT)	AM. INDIAN/ ALASKA NAT.	ASIAN/ PAC. ISLANDER	HISPANIC	BLACK, NOT HISPANIC	WHITE, NOT HISPANIC
E01	REGULAR DIPLOMA RECIPIENTS					
E02	OTHER DIPLOMA RECIPIENTS					
E03	H.S. EQUIVALENCY					
E04	OTHER H. S. COMPLETER					

2001-2002 HIGH SCHOOL COMPLETERS, RACE/ETHNIC BREAKOUT

E:	2001-2002 HIGH SCHOOL COMPLETERS (UNDUPLICATED HEAD COUNT)	AM. INDIAN/ ALASKA NAT.	ASIAN/ PAC. ISLANDER	HISPANIC	BLACK, NOT HISPANIC	WHITE, NOT HISPANIC
E01	DIPLOMA RECIPIENTS					
E02	OTHER DIPLOMA RECIPIENTS	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
E03	H.S. EQUIVALENCY					
E04	OTHER H.S. COMPLETER					

D:	STUDENTS BY GRADE LEVEL	2001-2002 MEMBERSHIP	2002-2003 MEMBERSHIP
D01	PREKINDERGARTEN		
D02	KINDERGARTEN		
D03	GRADE 1		
D04	GRADE 2		
D05	GRADE 3		
D06	GRADE 4		
D07	GRADE 5		
D08	GRADE 6		
D09	GRADE 7		
D10	GRADE 8		
D11	GRADE 9		
D12	GRADE 10		
D13	GRADE 11		
D14	GRADE 12		
D15	UNGRADED		
D16	TOTAL (Sum of lines D1-D15)		
E:	HIGH SCHOOL COMPLETERS	2000-2001 UNDULICATED COUNT	2001-2002 UNDULICATED COUNT
E01	DIPLOMA RECIPIENTS		
E02	OTHER DIPLOMA RECIPIENTS		XXXXX
E03	HIGH SCHOOL EQUIV. RECIPIENTS		
E04	OTHER HIGH SCHOOL COMPLETERS		

NOTE: Please review this survey form and be sure that each item is complete.

Person completing survey form

Date

CCD Coordinator

Telephone Number

Return Completed Form to:
Bureau of the Census
Governments Division, ERS Branch
Washington Plaza, Bldg. 2, Room 508
Washington, DC 20233-6800

Fax: 1-866-364-0138

If you have questions about this questionnaire, contact Census staff on 800-451-6236. Refer to Common Core of Data, State Nonfiscal Survey.

