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Institute of Education Sciences
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Documentation for the Common Core of Data State Nonfiscal Survey of Public Elementary and Secondary Education: School Year 2003-04

Version 1a

February 2006



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I. Introduction to Documentation for the 2003-04 State Nonfiscal Survey of Public Elementary and Secondary Education File 1a: February 2006

The State Nonfiscal Survey provides information about students and staff for public elementary and secondary education for the 2003-04 school year, and numbers of high school completers 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.

Responses to the *State Nonfiscal Survey of Public Elementary and Secondary Education* were due to NCES on March 15, 2004 from SEAs in the 50 states, the Bureau of Indian Affairs Schools, the Department of Defense Dependents Schools, the District of Columbia, American Samoa, Guam, the Northern Marianas Islands, Puerto Rico, and the U.S. Virgin Islands. Data collection ceased on October 1, 2004, while editing and imputations continued until January 12, 2005. The file was released electronically in preliminary form awaiting writing and approval of an accompanying release report before it could be officially published as a final file. 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.

This documentation is intended to answer questions users may have about the contents of the Common Core of Data (CCD) State Nonfiscal Survey file. It has six 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. *User guidelines for processing* explain the file version assignment system.

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.

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.

Disclosure Risk Analysis, Data Suppression, and Data Perturbation for High School Completers.

The CCD Local Education Agency Universe survey and the State Nonfiscal Survey of Public Elementary and Secondary Education data files have undergone disclosure risk analysis to remove the possibility of using the data to identify individuals who did not graduate with a diploma at the end of their 12th-grade year. Each record on the two files was examined to determine cases where the number of diplomas compared to the affiliated 12th-grade membership could be used to make a prediction with a high level of accuracy of an individual's outcome as a non-diploma recipient.

Analysis of the Local Education Agency Universe survey file resulted in the suppression of diploma data for 197 agencies and the suppression of other high school completion data for 97 agencies. Suppressed cells were set to a value of -1 (missing). No changes were made to the imputation flags for these cells and the suppressed cells are indistinguishable from missing values reported by states. Overall, there are 408 agencies with a missing or suppressed value for the diploma recipient total, and 863 agencies with a missing or suppressed value for the total number of other high school completers. Suppression of detail on the Local Education Agency Universe survey file did not directly affect aggregate values for diploma recipients and other high school completer counts on the State Nonfiscal Survey of Public Elementary and Secondary Education file.

The State Nonfiscal Survey of Public Elementary and Secondary Education file also underwent disclosure risk analysis, but no suppression of this file occurred. Rather than suppressing completion data for entire states or outlying areas, data perturbation was used to remove the risk of disclosure. Each record was examined to determine if a comparison between the 12th-grade membership and the diploma count, or the difference between the state's reported total and the aggregate total from the Local Education Agency Universe survey file, could be used to determine with a high degree of certainty a diploma nonrecipient. This analysis led to the addition of 43 extra diplomas being added to 23 states or other jurisdictions, with no state receiving more than two diplomas. These adjustments did not correspond with a change in the imputation flag and are indistinguishable from regular reported values.

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 other jurisdictions.

Appendix B, Value distribution and field frequencies, lists the minimum, maximum, and mean value of each numeric variable as well as the number of units for which data were missing or not applicable.

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 credentials, 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. It should be noted that no imputations were made to high school graduates or other high school completer categories, but that these items have been adjusted to prevent identification of any individual. No adjustments or imputations were performed on race/ethnicity data for any state. All items affected by these adjustments and imputations are indicated in the imputation flags.

The imputation process consisted of several stages and steps, and varied with the nature of the missing data. Subsection *II C, List of adjustments and imputations*, identifies all items affected by these procedures. All items (except totals and subtotals) affected by these adjustments are presented in the list. All items (including totals and subtotals) affected by the adjustments and imputations are indicated as such in the imputation flag fields 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 changes in reported data to prevent identification of an individual and 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 might not differentiate between kindergarten teachers and prekindergarten teachers, reporting M (missing) for prekindergarten teachers and a value representing the count of staff for both categories as kindergarten teachers. NCES adjusts these two responses by reducing the amount reported for

kindergarten teachers and adding that amount to prekindergarten teachers (See Imputations and adjustments section below.) 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 underreported. An imputation by NCES would assign a value to the missing item, and the subtotals containing this item would increase by the amount of the imputation.

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 adjustments and imputations*, and are described below. Please note that each item adjusted in this process has a statement line on the *List of adjustments and imputations*. Variable names can be identified by using the record layout in appendix A.

Statements with “combined with” indicate that the first item was reported as missing and the value included in the item(s) following “combined with.” These statements can be matched to statements with “contains,” where the first variable contains the value for that item plus the value for the item(s) following “contains.” At the end of the “contains” statement, the total used in calculating the ratio used in the adjustment is indicated by the word “using.” In all cases this total is total students (MEMBER). For example, “STUSUP combined with LEAADM” indicates that the value for student support services staff (STUSUP) was included in the amount reported for LEA administrators (LEAADM). The “adjustment” process (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 adjustments and imputations

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)

HAWAII

KGTC combined with ELMTCH

ELMTCH contains KGTC using MEMBER

ILLINOIS

AIDES impute/import MEMBER

LIBSUP impute/import MEMBER

LEASUP impute/import MEMBER

SCHSUP impute/import MEMBER

OTHSUP impute/import MEMBER

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
LIBSUP impute/import MEMBER

MICHIGAN

PKTCH impute/import PK
KGTCH impute/import MEMBER
ELMTCH impute/import MEMBER
SECTCH impute/import MEMBER
UGTCH impute/import MEMBER
ELMGUI supplemented by TOTGUI
SECGUI supplemented by TOTGUI
TOTGUI totals ELMGUI, SECGUI using MEMBER

MINNESOTA

SCHSUP combined with OTHSUP
OTHSUP contains SCHSUP using MEMBER

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/import PK

KGTCH impute/import MEMBER

ELMTCH impute/import MEMBER

SECTCH impute/import MEMBER

UGTCH impute/import MEMBER

AIDES impute/import MEMBER

CORSUP impute/import MEMBER

ELMGUI impute/import MEMBER

SECGUI impute/import MEMBER

TOTGUI impute/import MEMBER

LIBSPE impute/import MEMBER

SCHADM impute/import MEMBER

SOUTH CAROLINA

LEASUP impute/import MEMBER

SCHSUP impute/import MEMBER

TENNESSEE

CORSUP combined with SCHSUP

SCHSUP contains CORSUP using MEMBER

LIBSUP combined with OTHSUP

LEASUP combined with OTHSUP

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

D. Comments for users of the data file

NCES has made the following edit changes to nonfiscal data. When known, specific state reporting practices concerning missing data have been listed. All nonfiscal edits and reporting practices listed below apply to school year 2003-04. NCES does not impute data for jurisdictions other than the 50 states and the District of Columbia.

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

Ungraded student membership. Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Louisiana, Massachusetts, Minnesota, Nebraska, New Mexico, North Carolina, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Texas, Washington, Wisconsin, Wyoming, the Department of Defense Dependents Schools, Guam, and the Bureau of Indian Affairs schools reported zero or nonapplicable 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.

Total student membership. Prekindergarten student membership was imputed for California and Tennessee. These imputed values were added to their total student membership counts. Alabama, Delaware, Kansas, Kentucky, and South Dakota reported total student membership greater than the sum of the grade detail membership. Total student membership was decreased to equal the sum of the grade detail for these states.

Prekindergarten (PK) teachers. This item was missing for California, Maine, Massachusetts, Michigan, Montana, Nebraska, Pennsylvania, Rhode Island, 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 kindergarten (KG) teachers count. Imputations or adjustments were performed for all of these states, but not for the Bureau of Indian Affairs schools and the Virgin Islands.

Kindergarten (KG) teachers. This item was missing for Hawaii, Maine, Michigan, Montana, Nebraska, Pennsylvania, Rhode Island, and the Bureau of Indian Affairs schools. Hawaii, Maine, Montana, Nebraska, and Pennsylvania included these teachers with elementary and secondary teacher counts. Massachusetts included PK teachers in the KG teachers count. Imputations or adjustments were performed for all of these states, but not for the Bureau of Indian Affairs schools.

Elementary teachers. This item was missing for Michigan, Rhode Island, and the Bureau of Indian Affairs schools. Hawaii, Maine, 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, but not for the Bureau of Indian Affairs schools.

Secondary teachers. This item was missing for Michigan, Rhode Island, and the Bureau of Indian Affairs schools. Imputations were performed for Michigan and Rhode Island.

Ungraded teachers. Ungraded teachers were reported as not applicable for Alabama, Alaska, Arizona, Colorado, Delaware, Georgia, Idaho, Maine, Maryland, Minnesota, Montana, Nebraska, New Hampshire, North Dakota, Ohio, Virginia, and the Bureau of Indian Affairs schools. This item was missing for Michigan, Rhode Island, and Guam. Louisiana reported ungraded teacher counts as zero. Ungraded teacher counts were imputed for Michigan and Rhode Island.

Total teachers. Prekindergarten teachers were imputed for California. This imputed value was added to the total teachers count. Georgia, Illinois, Kentucky, North Carolina, Virginia, and Wisconsin reported total teachers greater than the sum of the teacher detail. Total teachers was decreased to equal the sum of the teacher detail for these states.

Instructional aides. This item was missing for Illinois, Rhode Island, and the Bureau of Indian Affairs schools. Instructional aides were imputed for both states, but not for the Bureau of Indian Affairs schools.

Instructional coordinators and supervisors. Alaska, New Hampshire, 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, but not for the Bureau of Indian Affairs schools.

Elementary guidance counselors. This item was missing for Michigan, Rhode Island, and the Bureau of Indian Affairs schools. Michigan reported total guidance counselors only. These counts were imputed or adjusted for both states, but not for the Bureau of Indian Affairs schools.

Secondary guidance counselors. This item was missing for Michigan, Rhode Island, and the Bureau of Indian Affairs schools. Michigan reported total guidance counselors only. These counts were imputed or adjusted for both states, but not for the Bureau of Indian Affairs schools.

Total guidance counselors. Rhode Island and the Bureau of Indian Affairs schools did not report total guidance counselors. Total guidance counselors were imputed for Rhode Island. Georgia, Nebraska, Oregon, Virginia, and Wisconsin reported total guidance counselors greater than the sum of elementary and secondary guidance counselors. Total guidance counselors was decreased to equal the sum of elementary and secondary guidance counselors for these states.

Librarians/Media Specialists. Rhode Island and the Bureau of Indian Affairs schools did not report librarians/media specialists. These counts were imputed for Rhode Island.

Library/Media support staff. This item was missing for California, Illinois, Massachusetts, Montana, Tennessee, Texas, and the Bureau of Indian Affairs Schools. The Department of Defense Dependents Schools reported zero in this category. This category was imputed or adjusted for each state, but not for the Bureau of Indian Affairs Schools and the Department of Defense Dependents Schools.

LEA Administrators. This item was missing for the Bureau of Indian Affairs schools. These counts were not imputed for the Bureau of Indian Affairs schools.

LEA administrative support staff. This item was missing for Illinois, Maine, Montana, 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, but not for the Bureau of Indian Affairs schools.

School Administrators. Rhode Island 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 both states, but not for the Bureau of Indian Affairs Schools.

School administrative support staff. This item was missing for Illinois, Maine, Minnesota, Montana, Nebraska, South Carolina, and the Bureau of Indian Affairs schools. Data for all of these states were imputed or adjusted, but not for 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. New Hampshire, 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, but not for the Bureau of Indian Affairs schools.

All other support staff. The category of all other support staff was missing for Illinois, Montana, and the Bureau of Indian Affairs schools. California, Maine, Minnesota, Tennessee, and Texas included other staff counts in all other support staff. These counts were imputed or adjusted for all states, but not for the Bureau of Indian Affairs schools.

Regular diploma recipients. The Bureau of Indian Affairs schools reported regular diploma recipients as missing. See *Section II. User's Guide, Disclosure Risk Analysis, Data Suppression, and Data Perturbation for High School Completers* for a discussion of data perturbation to remove disclosure risk of 12th-grade students who did not receive regular diplomas.

High school equivalency recipients. The General Educational Development (GED) Testing Service was the source for the numbers of individuals 19 or younger who passed the GED examination between October 1, 2002 and September 30, 2003. GED Testing Service data are published here because they are available for every state and are comparable from state to state. However, these numbers are an approximation of the number of high school equivalencies awarded in that year. Not every individual who meets the GED Testing Service's passing score applies for and is awarded an equivalency diploma. A state may also grant an equivalency diploma on the basis of some test other than the GED, and those degrees would not be reflected in this count. Also, the state or jurisdiction in which an individual takes the GED is not necessarily the state in which he or she was last enrolled in school. GED data are missing for the Bureau of Indian Affairs schools and the Department of Defense Dependents Schools.

Other high school completers. California, Illinois, Kansas, Minnesota, Missouri, Montana, New Jersey, North Dakota, Ohio, Oklahoma, Pennsylvania, South Dakota, Texas, the Bureau of Indian Affairs schools, the Commonwealth of the Northern Marianas, the Department of Defense Dependents Schools, Guam, and the Virgin Islands reported other high school completers as not applicable. New Hampshire and Wisconsin reported other high school completers as missing. Other high school completers counts were not imputed. See *Section II. User's Guide, Disclosure Risk Analysis, Data Suppression, and Data Perturbation for High School Completers* for a discussion of data perturbation to remove disclosure risk of 12th-grade students who did not receive regular diplomas.

Race/ethnicity student by grade data. District of Columbia reported student by grade, race/ethnicity data as missing. NCES does not impute race/ethnicity data.

Race/ethnicity diploma data. New Hampshire, South Carolina, and the Bureau of Indian Affairs schools reported race/ethnicity diploma data as missing. NCEs does not impute race/ethnicity data. See *Section II. User's Guide, Disclosure Risk Analysis, Data Suppression, and Data Perturbation for High School Completers* for a discussion of data perturbation to remove disclosure risk of 12th-grade students who did not receive regular diplomas.

Race/ethnicity high school equivalency data. Race/ethnicity high school equivalency data are missing for all states. NCEs does not impute race/ethnicity data.

Race/ethnicity other high school completer data. New Hampshire, South Carolina, and Wisconsin reported race/ethnicity other high school completer data as missing. NCEs does not impute race/ethnicity data. See *Section II. User's Guide, Disclosure Risk Analysis, Data Suppression, and Data Perturbation for High School Completers* for a discussion of data perturbation to remove disclosure risk of 12th-grade students who did not receive regular diplomas.

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	North Carolina	37	NC
Alaska	02	AK	North Dakota	38	ND
Arizona	04	AZ	Ohio	39	OH
Arkansas	05	AR	Oklahoma	40	OK
California	06	CA	Oregon	41	OR
Colorado	08	CO	Pennsylvania	42	PA
Connecticut	09	CT	Rhode Island	44	RI
Delaware	10	DE	South Carolina	45	SC
District of Columbia	11	DC	South Dakota	46	SD
Florida	12	FL	Tennessee	47	TN
Georgia	13	GA	Texas	48	TX
Hawaii	15	HI	Utah	49	UT
Idaho	16	ID	Vermont	50	VT
Illinois	17	IL	Virginia	51	VA
Indiana	18	IN	Washington	53	WA
Iowa	19	IA	West Virginia	54	WV
Kansas	20	KS	Wisconsin	55	WI
Kentucky	21	KY	Wyoming	56	WY
Louisiana	22	LA			
Maine	23	ME	<u>Other Jurisdictions</u>		
Maryland	24	MD	Department of Defense		
Massachusetts	25	MA	Dependents Schools		
Michigan	26	MI	(overseas)	58 ³	DO
Minnesota	27	MN	Department of Defense		
Mississippi	28	MS	Dependents Schools		
Missouri	29	MO	(domestic)	61 ³	DD
Montana	30	MT	Bureau of		
Nebraska	31	NE	Indian Affairs	59 ³	BI
Nevada	32	NV	American Samoa	60	AS
New Hampshire	33	NH	Guam	66	GU
New Jersey	34	NJ	Northern Marianas	69	MP
New Mexico	35	NM	Puerto Rico	72	PR
New York	36	NY	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 2003-04 State Nonfiscal Survey of Public Elementary and Secondary Education Excel file is called ST031A.XLS and the flat ASCII file is called ST031A.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 (03 = 2003-04 CCD collection), and the fifth and sixth characters indicate the version number (1 = Public File, A = first version). Note that the preliminary files are identified by a version number beginning with 0 (zero). The final files are assigned a version number beginning with 1 (one).

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

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 2003-04**

APPENDIX A—Record Layout for Common Core of Data State Nonfiscal Survey of
PublicElementary/Secondary Education: School Year 2003-04

Variable name	Field length	Record position	Data type	Description
SURVYEAR	4	001–004	AN	STARTING YEAR OF SURVEY (2003)
FIPST	2	005–006	AN	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
KG TCH	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
MEMBER	8	320–327	N	TOTAL STUDENTS

APPENDIX A—Record Layout for Common Core of Data State Nonfiscal Survey of
PublicElementary/Secondary Education: School Year 2003-04

Variable name	Field length	Record position	Data type	Description
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
AM07	6	586–591	N	GRADE 7 STUDENTS - AMERICAN INDIAN

APPENDIX A—Record Layout for Common Core of Data State Nonfiscal Survey of
PublicElementary/Secondary Education: School Year 2003-04

Variable name	Field length	Record position	Data type	Description
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

APPENDIX A—Record Layout for Common Core of Data State Nonfiscal Survey of
PublicElementary/Secondary Education: School Year 2003-04

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
IUG	1	959–959	AN	IMP FLAG UNGRADED STUDENTS
IMEMBER	1	960–960	AN	IMP FLAG TOTAL STUDENTS

**Appendix B—Value Distribution and Field Frequencies for Common Core
of Data State Nonfiscal Survey of Public Elementary/Secondary Education:
School Year 2003-04**

APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State Nonfiscal Survey of Public
Elementary/Secondary Education: School Year 2003-04

Variable	Label	Minimum	Maximum	Mean	-1	-2
PKTCH	Prekindergarten Teachers	4	7,676	764.8	2	0
KGTCH	Kindergarten Teachers	24	38,256	3,400.4	1	0
ELMTCH	Elementary Teachers	273	187,332	25,644.2	1	0
SECTCH	Secondary Teachers	242	112,426	19,463.4	1	0
UGTCH	Teachers Of Ungraded Classes	0	33,831	5,994.5	1	17
TOTTCH	Total FTE Of Teachers	550	304,311	53,497.1	1	0
AIDES	Instructional Aides	116	69,201	11,854.9	1	0
CORSUP	Instructional Coordinators & Supervisors	12	6,589	770.0	1	0
ELMGUI	Elementary Guidance Counselors/Directors	5	3,831	722.5	1	0
SECGUI	Secondary Guidance Counselors/Directors	13	6,106	1,018.5	1	0
TOTGUI	Total Guidance Counselors/Directors	18	9,937	1,740.9	1	0
LIBSPE	Librarians	1	4,864	960.7	1	0
LIBSUP	Library Support Staff	4	6,704	825.3	3	0
LEAADM	LEA Administrators	7	7,833	1,127.0	1	0
LEASUP	Administrative Support Staff	21	26,934	3,092.4	1	0
SCHADM	School Administrators	32	29,621	2,890.8	1	0
SCHSUP	School Administrative Support Staff	65	31,983	4,334.1	1	0
STUSUP	Student Support Services	36	15,076	3,339.6	1	0
OTHSUP	All Other Support Services Staff	109	152,975	19,800.6	1	0
PK	Prekindergarten Students	232	194,150	16,798.1	2	0
KG	Kindergarten Students	672	456,941	60,392.7	0	0
G01	Grade 1 Students	897	481,035	62,338.7	0	0
G02	Grade 2 Students	970	482,626	61,142.9	0	0
G03	Grade 3 Students	883	489,642	62,279.4	0	0
G04	Grade 4 Students	841	493,415	62,431.8	0	0
G05	Grade 5 Students	875	492,523	63,545.4	0	0
G06	Grade 6 Students	807	490,081	64,996.5	0	0
G07	Grade 7 Students	808	500,404	66,174.2	0	0
G08	Grade 8 Students	776	500,143	65,614.9	0	0
G09	Grade 9 Students	929	528,564	72,081.4	0	0
G10	Grade 10 Students	802	490,214	63,273.1	0	0
G11	Grade 11 Students	660	440,546	56,377.0	0	0
G12	Grade 12 Students	584	395,194	52,353.0	0	0
UG	Ungraded Students	0	132,533	12,878.7	0	26
MEMBER	Total Students	11,244	6,413,862	836,433.1	0	0

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

APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary
Education: School Year 2003-04

Variable	Label	Minimum	Maximum	Mean	-1	-2
REGDIP	Regular Diploma H.S. Completers	442	341,097	47,555.7	1	0
EQUIV	H.S. Equivalency Recipients	2	14,700	3,267.9	4	0
OTHCOM	Other H.S. Completers	1	7,545	1328.8	2	19
AMPK	Prekindergarten Students - Amer. Indian	0	5,302	219.5	6	0
ASPK	Prekindergarten Students - Asian	0	5,667	511.2	6	0
HIPK	Prekindergarten Students - Hispanic	0	117,646	3,959.6	6	0
BLPK	Prekindergarten Students - Black	0	31,248	3,252.6	6	0
WHPK	Prekindergarten Students - White	0	39,113	6,788.6	6	0
AMKG	Kindergarten Students - American Indian	0	8,350	802.2	1	0
ASKG	Kindergarten Students - Asian	0	45,940	2,652.8	1	0
HIKG	Kindergarten Students - Hispanic	0	233,769	13,489.7	1	0
BLKG	Kindergarten Students - Black	0	46,883	10,058.3	1	0
WHKG	Kindergarten Students - White	0	130,698	33,931.6	1	0
AM01	Grade 1 Students - American Indian	0	9,107	816.9	1	0
AS01	Grade 1 Students - Asian	0	50,492	2,848.5	1	0
HI01	Grade 1 Students - Hispanic	0	244,450	13,935.8	1	0
BL01	Grade 1 Students - Black	0	46,416	10,592.6	1	0
WH01	Grade 1 Students - White	0	137,466	34,782.3	1	0
AM02	Grade 2 Students - American Indian	0	8,230	776.3	1	0
AS02	Grade 2 Students - Asian	0	51,594	2,854.9	1	0
HI02	Grade 2 Students - Hispanic	0	241,719	13,377.9	1	0
BL02	Grade 2 Students - Black	0	44,406	10,271.5	1	0
WH02	Grade 2 Students - White	0	141,043	34,519.1	1	0
AM03	Grade 3 Students - American Indian	0	8,435	785.5	1	0
AS03	Grade 3 Students - Asian	0	52,726	2,849.4	1	0
HI03	Grade 3 Students - Hispanic	0	240,816	13,308.7	1	0
BL03	Grade 3 Students - Black	0	53,532	10,841.7	1	0
WH03	Grade 3 Students - White	0	147,301	35,206.8	1	0
AM04	Grade 4 Students - American Indian	0	8,490	812.0	1	0
AS04	Grade 4 Students - Asian	0	53,371	2,831.3	1	0
HI04	Grade 4 Students - Hispanic	0	239,775	12,921.9	1	0
BL04	Grade 4 Students - Black	0	45,879	10,980.5	1	0
WH04	Grade 4 Students - White	0	150,426	35,616.5	1	0
AM05	Grade 5 Students - American Indian	0	8,839	837.8	1	0
AS05	Grade 5 Students - Asian	0	54,112	2,836.5	1	0

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

APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary
Education: School Year 2003-04

Variable	Label	Minimum	Maximum	Mean	-1	-2
HI05	Grade 5 Students - Hispanic	0	234,879	12,808.0	1	0
BL05	Grade 5 Students - Black	0	48,430	11,204.3	1	0
WH05	Grade 5 Students - White	0	153,541	36,621.7	1	0
AM06	Grade 6 Students - American Indian	0	9,246	876.2	1	0
AS06	Grade 6 Students - Asian	0	54,414	2,824.1	1	0
HI06	Grade 6 Students - Hispanic	0	226,357	12,563.1	1	0
BL06	Grade 6 Students - Black	0	51,652	11,602.6	1	0
WH06	Grade 6 Students - White	0	159,366	37,928.1	1	0
AM07	Grade 7 Students - American Indian	0	9,242	892.7	1	0
AS07	Grade 7 Students - Asian	0	55,210	2,839.5	1	0
HI07	Grade 7 Students - Hispanic	0	226,131	12,478.6	1	0
BL07	Grade 7 Students - Black	0	51,284	11,688.7	1	0
WH07	Grade 7 Students - White	0	167,178	39,100.9	1	0
AM08	Grade 8 Students - American Indian	0	8,897	877.3	1	0
AS08	Grade 8 Students - Asian	0	55,893	2,867.3	1	0
HI08	Grade 8 Students - Hispanic	0	218,627	11,966.0	1	0
BL08	Grade 8 Students - Black	0	49,040	11,189.8	1	0
WH08	Grade 8 Students - White	0	173,455	39,554.5	1	0
AM09	Grade 9 Students - American Indian	0	9,005	1,036.5	1	0
AS09	Grade 9 Students - Asian	0	59,752	3,145.7	1	0
HI09	Grade 9 Students - Hispanic	0	232,369	13,493.6	1	0
BL09	Grade 9 Students - Black	0	66,651	13,268.4	1	0
WH09	Grade 9 Students - White	0	178,259	42,041.9	1	0
AM10	Grade 10 Students - American Indian	0	7,983	845.6	1	0
AS10	Grade 10 Students - Asian	0	59,912	3,041.8	1	0
HI10	Grade 10 Students - Hispanic	0	205,062	11,092.9	1	0
BL10	Grade 10 Students - Black	0	45,470	10,294.5	1	0
WH10	Grade 10 Students - White	0	173,717	38,824.5	1	0
AM11	Grade 11 Students - American Indian	0	7,386	713.5	1	0
AS11	Grade 11 Students - Asian	0	55,836	2,783.5	1	0
HI11	Grade 11 Students - Hispanic	0	173,790	9,014.3	1	0
BL11	Grade 11 Students - Black	0	37,636	8,356.3	1	0
WH11	Grade 11 Students - White	0	165,914	36,262.2	1	0
AM12	Grade 12 Students - American Indian	0	6,604	643.6	1	0
AS12	Grade 12 Students - Asian	0	52,581	2,625.5	1	0

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

APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary
Education: School Year 2003-04

Variable	Label	Minimum	Maximum	Mean	-1	-2
HI12	Grade 12 Students - Hispanic	0	145,639	7,685.6	1	0
BL12	Grade 12 Students - Black	0	32,837	7,378.8	1	0
WH12	Grade 12 Students - White	0	157,545	34,740.6	1	0
AMUG	Ungraded Students - American Indian	0	880	120.9	1	26
ASUG	Ungraded Students - Asian	0	4,045	340.9	1	26
HIUG	Ungraded Students - Hispanic	0	41,163	3,821.6	1	26
BLUG	Ungraded Students - Black	0	46,029	3,525.3	1	26
WHUG	Ungraded Students - White	0	40,416	5,299.9	1	26
AM	Total Students - American Indian	0	115,772	10,983.4	1	0
AS	Total Students - Asian	0	704,678	37,656.0	1	0
HI	Total Students - Hispanic	0	2,898,328	163,862.8	1	0
BL	Total Students - Black	0	629,123	142,645.4	1	0
WH	Total Students - White	0	2,046,283	488,258.2	1	0
AMREGDIP	Reg. Dipl. H.S. Complet. - Amer. Indian	0	6,124	493.9	3	0
ASREGDIP	Regular Dipl. H.S. Completers - Asian	0	48,728	2,456.5	3	0
HIREGDIP	Regular Dipl. H.S. Completers - Hispanic	0	116,724	6,602.0	3	0
BLREGDIP	Regular Dipl. H.S. Completers - Black	0	31,801	6,200.7	3	0
WHREGDIP	Regular Dipl. H.S. Completers - White	0	144,664	32,599.1	3	0
AMEQUIV	H.S. Equiv. Recipients - Amer. Indian	†	†	†	59	0
ASEQUIV	H.S. Equivalency Recipients - Asian	†	†	†	59	0
HIEQUIV	H.S. Equivalency Recipients - Hispanic	†	†	†	59	0
BLEQUIV	H.S. Equivalency Recipients - Black	†	†	†	59	0
WHEQUIV	H.S. Equivalency Recipients - White	†	†	†	59	0
AMOHC	Other H.S. Completers - American Indian	0	101	11.1	3	19
ASOHC	Other H.S. Completers - Asian	0	209	31.5	3	19
HIOHC	Other H.S. Completers - Hispanic	0	3,605	255.6	3	19
BLOHC	Other H.S. Completers - Black	0	4,672	461.2	3	19
WHOHC	Other H.S. Completers - White	0	2,739	532.8	3	19

† Not applicable.

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

APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State
 Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2003-04

IPKTCH

IPKTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	5	8.47	5	8.47
I	3	5.08	8	13.56
R	51	86.44	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
I	2	3.39	8	13.56
R	51	86.44	59	100.00

IELMTCH

IELMTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5	8.47	5	8.47
I	2	3.39	7	11.86
R	52	88.14	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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APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State
 Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2003-04

I SECTCH

I SECTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	2	3.39	2	3.39
R	57	96.61	59	100.00

IUGTCH

IUGTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	2	3.39	2	3.39
R	57	96.61	59	100.00

ITOTTCH

ITOTTCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	52	88.14	52	88.14
T	7	11.86	59	100.00

IAIDES

IAIDES	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	2	3.39	2	3.39
R	57	96.61	59	100.00

Imputation Flags:

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APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State
 Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2003-04

ICORSUP

ICORSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	2	3.39	2	3.39
I	2	3.39	4	6.78
R	55	93.22	59	100.00

IELMGUI

IELMGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	1	1.69	1	1.69
I	1	1.69	2	3.39
R	57	96.61	59	100.00

ISECGUI

ISECGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	1	1.69	1	1.69
I	1	1.69	2	3.39
R	57	96.61	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
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APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State
 Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2003-04

ITOTGUI

ITOTGUI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	1	1.69	1	1.69
R	53	89.83	54	91.53
T	5	8.47	59	100.00

ILIBSPE

ILIBSPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	1	1.69	1	1.69
R	58	98.31	59	100.00

ILIBSUP

ILIBSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	3	5.08	3	5.08
I	3	5.08	6	10.17
R	53	89.83	59	100.00

ILEAADM

ILEAADM	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
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APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State
 Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2003-04

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
R	53	89.83	59	100.00

ISCHADM

ISCHADM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.69	1	1.69
I	1	1.69	2	3.39
R	57	96.61	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
R	51	86.44	59	100.00

Imputation Flags:

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APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State
 Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2003-04

ISTUSUP

ISTUSUP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	2	3.39	2	3.39
R	57	96.61	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
R	52	88.14	59	100.00

IPK

IPK	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	2	3.39	2	3.39
R	57	96.61	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
- P - Imputation Based on Prior Year's Data
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APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State
 Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2003-04

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
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APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State
 Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2003-04

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
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APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State
 Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2003-04

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
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APPENDIX B—Value Distribution and Field Frequencies for Common Core of Data State
 Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2003-04

IUG

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

IMEMBER

IMEMBER	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	52	88.14	52	88.14
T	7	11.86	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 for the Common Core of Data State Nonfiscal
Survey of Public Elementary/Secondary Education:
School Year 2003-04**

APPENDIX C—Glossary for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2003-04

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 that typically cannot be met in a regular school; provides nontraditional education; serves as an adjunct to a regular school; and falls outside of the categories of regular, special education, or vocational education.

American Indian/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 (or 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 consolidated statistical area (CSA). CSAs and CBSAs are established only where local governments favor such designations for a large MA.

APPENDIX C—Glossary for the Common Core of Data State Nonfiscal Survey of Public
Elementary/Secondary Education: School Year 2003-04

Core Based Statistical Area (CBSA)

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

Diploma, High School

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

Diploma Recipient

A student who has received a diploma during the previous school year or subsequent summer school. 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 a Large City,” “Urban Fringe of a 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 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

APPENDIX C—Glossary for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2003-04

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 composed of ungraded students, and in this case the grade span is reported as UGUG. "Grade span" was calculated from school membership through 1997-98, and first collected as a separate item in 1998-99.

Graduate, High School

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

Guidance Counselor/Director

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

APPENDIX C—Glossary for the Common Core of Data State Nonfiscal Survey of Public
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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. Beginning with the 2002-03 school year this item was replaced with data from the GED Testing Service, reporting the number of persons ages 19 or younger passing the GED test.

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.

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Instructional Aide

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

Instructional Coordinators and Supervisors

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

Kindergarten

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

Large City

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

Large Town

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

Latitude

Latitude is the north or south angular distance from the equator that, when combined with longitude, reflects an estimation of where the school is physically situated on the street segment to which it was coded. 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; and other persons with districtwide responsibilities (e.g., business managers, administrative assistants, and professional instructional support staff.) Excludes supervisors of instructional or student support staff.

Librarian

A professional staff member or supervisor assigned specific duties and school time for professional library services activities. These include selecting, acquiring, preparing, 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 for the Common Core of Data State Nonfiscal Survey of Public
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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 audiovisual center, TV studio, related work-study areas, and services provided by audiovisual personnel.

Limited-English Proficient (LEP)

See “English Language Learner (ELL).”

Locale Code

Locale code is based on how the school is situated in a particular location relative to populous areas, using the school’s address. (See also, “Large City,” “Mid-Size City,” “Urban Fringe of a Large City,” “Urban Fringe of a 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. Negative values indicate locations west of the prime meridian and positive values indicate values east of the prime meridian. 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 (e.g., 50 percent or more minority enrollment); and/or to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). Item was first collected in 1998-99.

Media Specialist

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

Membership

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

Metropolitan Status (Metro Status)

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 (or 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.

Micropolitan Statistical Area

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

Officials and Administrators

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

Operational Status, Agency

Classification of changes in an education agency’s boundaries or jurisdiction. Classifications include no change; 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 three years; and 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; and scheduled to be operational within two 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.”

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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 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 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 that is ungraded; has one or more teachers to give instruction; is located in one or more buildings; has an assigned administrator; receives public funds as primary support; and is operated by an education agency.

Reduced-Price-Lunch Student

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

Regular School

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

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Rural

Any incorporated place, Census-designated place, or non-place territory not within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau. From 1998-99 onward, the category was separated into “Rural, Inside CBSA” and “Rural, Outside CBSA.”

Rural, inside CBSA

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

Rural, outside CBSA

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

School Administrative Support Staff

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

School Administrator

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

School District

An 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 (CDP) with population less than 25,000 and greater than or equal to 2,500 and located outside a CBSA or CSA. (See also “Locale Code.”)

Special Education School

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

State Education Agency (SEA)

An agency of the state charged with primary responsibility for coordinating and supervising public instruction, including setting 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 Schoolwide Program

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

Ungraded Student

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

Urban Fringe

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

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Urban Fringe of a Large City

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

Urban Fringe of a Mid-Size City

Any incorporated place, Census Designated Place (CDP), 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 400,000 or a population density less than 6,000 people per square mile. (See also “Locale Code.”)

Urbanized Area

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

Vocational Education School

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