

Public Elementary and Secondary School Non-Fiscal Data, by State: School Year 1992-93

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Survey Summary

- A. **Title:** Public Elementary and Secondary School Membership, Graduates, and Staff by State: School year 1992-93.
- B. **Description:** This report presents nonfiscal information on public elementary and secondary schools for the 1992-93 school year. The statistics are based on data collected through one of the three surveys of the Common Core of Data (CCD) conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES).
- C. **Survey Methodology--**
1. **Universe or sample:** All public elementary and secondary education agencies in the 50 states, District of Columbia, United States territories (American Samoa, Guam, Puerto Rico, the Virgin Islands, and the Marshall Islands), and Department of Defense schools outside of the United States.
 2. **Respondents:** Data for this report 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. Responses to these surveys were due from SEAs to NCES on March 15, 1992. Data collection ceased on November 27, 1992, while editing and imputation continued into March 1994.
 3. **Source:** The source of data for this report is the State Nonfiscal Survey of Public Elementary and Secondary Education of the CCD series. A copy of this survey is included in appendix C.
 4. **Date of Coverage:** School Year 1992-93
 5. **Frequency of Survey:** Annual
 6. **Miscellaneous:** 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.
- D. **Related Studies--**
- Surveys:** State Nonfiscal Report School Years 1983-84, through 1986-87; State Nonfiscal Survey of Public Elementary and Secondary Education, School Years 1987-88 through 1991-92.

II. User's Guide

A. Methodology

NCES has imputed and adjusted some reported values in order to create a data file that more accurately reflects students and staff counts and improves comparability between states. Imputations and adjustments were performed on the 50 states and Washington, D.C. only. All states and Washington, DC reported data in this survey, so these imputations and adjustments were implemented to correct for item nonresponse only. No adjustments or imputations were made to high school graduates or other high school completer categories; nor were any adjustments or imputations performed on the race-ethnicity data.

This process consisted of several stages and steps, and varied as to the nature of the missing data. Following these notes are a list of all items affected by these imputations and adjustments. All items (except totals and subtotals) affected by these adjustments are listed along the left side of the list. All items (including totals and subtotals) affected by these adjustments and imputations are indicated as such in the "imputation flag" 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 defined as correcting 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 for prekindergarten teachers and a value representing the count of staff for both categories as kindergarten teachers. NCES would adjust 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 are defined as cases where 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.

The method used for imputing prekindergarten students was to 1) calculate the ratio of the missing item to Total Students (D16) minus Prekindergarten Students (D01), for all states reporting these items strictly by the definition; 2) calculate the average of these ratios, and 3) multiply the Total Student count (D16) 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 those values are affected by another "contains" or "combined with" adjustment.

The method used for imputing missing staff counts was to 1) calculate the ratio of the missing item to Total Students (D16) for all states reporting these items strictly by the definition; 2) calculate the average of these ratios, and 3) multiply the Total Student count (D16) 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 are described below.

Statements with "combined" indicate that the first item was reported as missing and the value included in the item(s) following "combined in." 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 (D16).

The method used for this adjustment was to 1) calculate the ratios of each missing item and the item containing the missing values 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 items to be imputed 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 reporting values greater than 0 for each of the items involved in the adjustment, and none of those values are affected by another "contains" or "combined with" adjustment.

Adjustment statements with "totals" are used only for the distribution of total guidance counselors into elementary and secondary counselors in those states not reporting this detail. In these cases the total number of counselors is not affected by the adjustment operation. It is similar to the "contains adjustment described above. 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, 3) calculate the ratio of each average ratio to the sum of the average ratios for the items to be imputed 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.

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

B. Comments for users of the data file

Nonfiscal edits to missing data: 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 1995-96. NCES does not impute for outlying areas or the Department of Defense dependent schools.

Pre-kindergarten (PK) student membership. Alabama, California, South Carolina Tennessee, Wyoming and the Virgin Islands reported PK membership as non-applicable or missing. Data was imputed for Alabama, California, South Carolina and Tennessee. NCES accepts Wyoming's assertion that the state does not have any prekindergarten students or teachers.

Ungraded student membership. Alabama, Alaska, Delaware, Florida, Georgia, Idaho, Minnesota, Nebraska, North Dakota, South Carolina, Texas, Washington, Wisconsin, Guam, the Commonwealth of Northern Marianas and the Department of Defense Dependents schools reported zero on non-applicable for ungraded student membership. Wyoming reported ungraded student membership as missing. 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 these counts.

Pre-kindergarten (PK) teachers. Alabama, California, Hawaii, Maine, Massachusetts, Montana, Nebraska, Pennsylvania, Virginia, Wyoming and the Virgin Islands did not report PK teachers. Hawaii, Maine, Montana, Nebraska and Pennsylvania include PK teachers in their elementary and secondary teacher counts. Massachusetts includes PK teachers with their kindergarten teacher count. Imputations and adjustments were performed for all of these states except for Wyoming and the Virgin Islands.

Kindergarten teachers. Hawaii, Louisiana, Maine, Montana, Nebraska, Pennsylvania and Virginia did not report kindergarten teachers. Hawaii, Maine, Montana, Nebraska, Pennsylvania and Virginia include these teachers with elementary and secondary teacher counts. Imputations and adjustments were performed for all these states.

Elementary Teachers. Louisiana reported elementary teacher count as missing. Elementary teachers were included in total teacher count. This count was imputed for Louisiana.

Secondary Teachers. Louisiana reported secondary teacher count as missing. Secondary teachers were included in total teacher count. This count was imputed for Louisiana.

Ungraded teachers. Alabama, Alaska, Arizona, Colorado, Delaware, Georgia, Kentucky, Louisiana, Maine, Maryland, Montana, Nebraska, New Hampshire, North Dakota, South Carolina, Virginia, Wisconsin, Wyoming and the commonwealth of Northern Marianas did not report ungraded teachers. Ungraded teacher counts were not imputed for any of these states.

Instructional aids. Montana, South Carolina and Puerto Rico did not report instructional aids. Instructional aids were imputed for Montana and South Carolina.

Instructional coordinators and supervisors. Alaska, New Hampshire, Tennessee and Washington did not report instructional coordinators and supervisors. These counts were imputed for all four states.

Elementary guidance counselors. Hawaii, Louisiana, Massachusetts, Michigan, North Carolina and Texas did not report elementary guidance counselors. These states reported total guidance counselors only. These figures were imputed for all six states.

Secondary guidance counselors. Hawaii, Louisiana, Massachusetts, Michigan, North Carolina and Texas did not report secondary guidance counselors. These states reported total guidance counselors only. These figures were imputed for all six states.

Library/Media support staff. California, Georgia, Missouri, Montana, North Carolina, Oklahoma, South Carolina, South Dakota, Tennessee and Texas did not report library/media support staff. This category was imputed for all 10 states that did not report it.

Administrative support staff. Illinois, Maine, Missouri, Montana, North Carolina, South Carolina, Tennessee and the Department of Defense Dependents Schools did not report administrative support staff. Administrative support staff counts were imputed for Illinois, Maine, Missouri, Montana, North Carolina, South Carolina, and Tennessee.

School administrative support staff. Illinois, Maine, Missouri, Montana, Nebraska, North Carolina and South Carolina did not report school administrative support staff. Data for all seven of the states were imputed.

Student support services staff. Alaska, New Hampshire, South Carolina, Tennessee and Washington did not report student support services staff. Data for all five of the states were imputed.

All other support staff. Montana and South Carolina did not report all other support staff and so their counts were imputed.

Other diploma recipients. Alabama, Alaska, Arizona, Colorado, Illinois, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Minnesota, Missouri, Montana, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Virginia, West Virginia, Wisconsin, American Samoa, the District of Columbia, Guam, the commonwealth of Northern Marianas and the Department of Defense Dependents schools did not report other diploma recipients. No other diploma recipient counts were imputed.

High school equivalency recipients. Arizona, Arkansas, California, Georgia, Illinois, Kansas, Kentucky, Maryland, Massachusetts, South Dakota, Texas, Vermont, Virginia, Wyoming, Guam, the commonwealth of Northern Marianas and the Department of Defense Dependents schools did not report high school equivalency recipients. The variable for all of the states was adjusted to an "M."

Other high school completers. California, Connecticut, Illinois, Kansas, Kentucky, Louisiana, Massachusetts, Minnesota, Missouri, Montana, New Hampshire, New Jersey, North Dakota, Ohio, Oklahoma, Oregon, Texas, Washington, Wisconsin, Guam, the commonwealth of Northern Marianas, Puerto Rico, the Virgin Islands and the Department of Defense Dependents schools did not report other high school completers. No other high school completer count was imputed.

Race/ethnicity student data. Idaho, Kentucky and Utah did not report race/ethnicity student data by grade. NCES does not impute race/ethnicity data by state.

Race/ethnicity graduate data. Arkansas, Kentucky, New Hampshire, South Carolina and Washington did not report race/ethnicity graduate data. NCES does not impute race/ethnicity data by state.

C. State Codes and Abbreviations Used in the Dataset

STATE NAME	STED	NEW FIPS	OLD FIPS	STABR
ALABAMA	10	01	01	AL
ALASKA	11	02	02	AK
ARIZONA	12	04	04	AZ
ARKANSAS	13	05	05	AR
CALIFORNIA	14	06	06	CA
COLORADO	15	08	08	CO
CONNECTICUT	16	09	09	CT
DELAWARE	17	10	10	DE
DISTRICT OF COLUMBIA	18	11	11	DC
FLORIDA	19	12	12	FL
GEORGIA	20	13	13	GA
HAWAII	21	15	15	HI
IDAHO	22	16	16	ID
ILLINOIS	23	17	17	IL
INDIANA	24	18	18	IN
IOWA	25	19	19	IA
KANSAS	26	20	20	KS
KENTUCKY	27	21	21	KY
LOUISIANA	28	22	22	LA
MAINE	29	23	23	ME
MARYLAND	30	24	24	MD
MASSACHUSETTS	31	25	25	MA
MICHIGAN	32	26	26	MI
MINNESOTA	33	27	27	MN
MISSISSIPPI	34	28	28	MS
MISSOURI	35	29	29	MO
MONTANA	36	30	30	MT
NEBRASKA	37	31	31	NE
NEVADA	38	32	32	NV
NEW HAMPSHIRE	39	33	33	NH
NEW JERSEY	40	34	34	NJ
NEW MEXICO	41	35	35	NM
NEW YORK	42	36	36	NY
NORTH CAROLINA	43	37	37	NC
NORTH DAKOTA	44	38	38	ND
OHIO	45	39	39	OH
OKLAHOMA	46	40	40	OK
OREGON	47	41	41	OR
PENNSYLVANIA	48	42	42	PA
RHODE ISLAND	49	44	44	RI
SOUTH CAROLINA	50	45	45	SC
SOUTH DAKOTA	51	46	46	SD
TENNESSEE	52	47	47	TN
TEXAS	53	48	48	TX

C. State Codes and Abbreviations Used in the Dataset (Cont.)

STATE NAME	STED	NEW FIPS	OLD FIPS	STABR
UTAH	54	49	49	UT
VERMONT	55	50	50	VT
VIRGINIA	56	51	51	VA
WASHINGTON	57	53	53	WA
WEST VIRGINIA	58	54	54	WV
WISCONSIN	59	55	55	WI
WYOMING	60	56	56	WY
 <u>OUTLYING AREAS</u>				
TRUST TERRITORY	65	59	59	TT
AMERICAN SAMOA	61	60	03	AS
GUAM	63	66	14	GU
NO. MARIANAS	69	69	60	CM
PUERTO RICO	64	72	43	PR
VIRGIN ISLANDS	66	78	52	VI

***** NOTE *****

The State Non-Fiscal data files for this year use the "NEW" FIPS codes.

Appendix A-1 Record Layout

Public Elementary and Secondary School Non-Fiscal Data, by State
School Year 1992-93 (Imputed File)

This is a layout of the flat file having the following attributes
(RECFM=V, LRECL=1525, 56 PHYSICAL RECORDS)

The file contains imputed data for school year 1992-93

Variable	Type	Position	Length	Description
STED	N	001 - 002	2	ED STATE CODES (10-69)
SURVYEAR	N	003 - 004	2	STARTING YEAR OF SURVEY
FIPS	AN	005 - 006	2	FIPS STATE CODE
STABR	AN	007 - 008	2	POSTAL STATE ABBREVIATION CODES
SEANAME	AN	009 - 043	35	NAME OF STATE EDUCATION AGENCY
STREET	AN	044 - 068	25	MAILING ADDRESS
CITY	AN	069 - 086	18	CITY
STNAME	AN	087 - 111	25	NAME OF THE STATE
ZIP	AN	112 - 116	5	FIRST FIVE DIGITS OF THE ZIP CODE
ZIP4	AN	117 - 121	5	A DASH AND FOUR DIGITS
PHONE	AN	122 - 135	14	AREA CODE AND LOCAL PHONE NUMBER
B01	N	136 - 145	10	PREKINDERGARTEN TEACHERS
B02	N	146 - 155	10	KINDERGARTEN TEACHERS
B03	N	156 - 165	10	ELEMENTARY TEACHERS
B04	N	166 - 175	10	SECONDARY TEACHERS
B05	N	176 - 185	10	TEACHERS OF UNGRADED CLASSES
B06	N	186 - 195	10	TOTAL FTE OF TEACHERS
B07	N	196 - 205	10	INSTRUCTIONAL AIDES
B08	N	206 - 215	10	INSTRUCTIONAL COORDINATORS & SUPERVISORS
C01	N	216 - 225	10	ELEMENTARY GUIDANCE COUNSELORS/DIRECTORS
C02	N	226 - 235	10	SECONDARY GUIDANCE COUNSELORS/DIRECTORS
C03	N	236 - 245	10	TOTAL GUIDANCE COUNSELORS/DIRECTORS
C04	N	246 - 255	10	LIBRARIANS
C05	N	256 - 265	10	LIBRARY SUPPORT STAFF
C06	N	266 - 275	10	LEA ADMINISTRATORS
C07	N	276 - 285	10	ADMINISTRATIVE SUPPORT STAFF
C08	N	286 - 295	10	SCHOOL ADMINISTRATORS
C09	N	296 - 305	10	SCHOOL ADMINISTRATIVE SUPPORT STAFF
C10	N	306 - 315	10	STUDENT SUPPORT SERVICES
C11	N	316 - 325	10	ALL OTHER SUPPORT SERVICES STAFF
D01	N	326 - 335	10	PREKINDERGARTEN STUDENTS
D02	N	336 - 345	10	KINDERGARTEN STUDENTS
D03	N	346 - 355	10	GRADE 1 STUDENTS
D04	N	356 - 365	10	GRADE 2 STUDENTS
D05	N	366 - 375	10	GRADE 3 STUDENTS
D06	N	376 - 385	10	GRADE 4 STUDENTS
D07	N	386 - 395	10	GRADE 5 STUDENTS
D08	N	396 - 405	10	GRADE 6 STUDENTS
D09	N	406 - 415	10	GRADE 7 STUDENTS
D10	N	416 - 425	10	GRADE 8 STUDENTS
D11	N	426 - 435	10	GRADE 9 STUDENTS
D12	N	436 - 445	10	GRADE 10 STUDENTS
D13	N	446 - 455	10	GRADE 11 STUDENTS
D14	N	456 - 465	10	GRADE 12 STUDENTS
D15	N	466 - 475	10	UNGRADED STUDENTS
D16	N	476 - 485	10	TOTAL STUDENTS
E01	N	486 - 495	10	REGULAR DIPLOMA H.S. COMPLETERS
E02	N	496 - 505	10	OTHER DIPLOMA RECIPIENTS
E03	N	506 - 515	10	EQUIVALENCY RECIPIENTS
E04	N	516 - 525	10	OTHER H.S. COMPLETERS
D01AIAN	N	526 - 535	10	PREKINDERGARTEN STUDENTS - AM. INDIAN
D01ASPI	N	536 - 545	10	PREKINDERGARTEN STUDENTS - ASIAN

D01HISP	N	546 - 555	10	PREKINDERGARTEN STUDENTS - HISPANIC
D01BLAC	N	556 - 565	10	PREKINDERGARTEN STUDENTS - BLACK
D01WHIT	N	566 - 575	10	PREKINDERGARTEN STUDENTS - WHITE
D02AIAN	N	576 - 585	10	KINDERGARTEN STUDENTS - AMERICAN INDIAN
D02ASPI	N	586 - 595	10	KINDERGARTEN STUDENTS - ASIAN
D02HISP	N	596 - 605	10	KINDERGARTEN STUDENTS - HISPANIC
D02BLAC	N	606 - 615	10	KINDERGARTEN STUDENTS - BLACK
D02WHIT	N	616 - 625	10	KINDERGARTEN STUDENTS - WHITE
D03AIAN	N	626 - 635	10	GRADE 1 STUDENTS - AMERICAN INDIAN
D03ASPI	N	636 - 645	10	GRADE 1 STUDENTS - ASIAN
D03HISP	N	646 - 655	10	GRADE 1 STUDENTS - HISPANIC
D03BLAC	N	656 - 665	10	GRADE 1 STUDENTS - BLACK
D03WHIT	N	666 - 675	10	GRADE 1 STUDENTS - WHITE
D04AIAN	N	676 - 685	10	GRADE 2 STUDENTS - AMERICAN INDIAN
D04ASPI	N	686 - 695	10	GRADE 2 STUDENTS - ASIAN
D04HISP	N	696 - 705	10	GRADE 2 STUDENTS - HISPANIC
D04BLAC	N	706 - 715	10	GRADE 2 STUDENTS - BLACK
D04WHIT	N	716 - 725	10	GRADE 2 STUDENTS - WHITE
D05AIAN	N	726 - 735	10	GRADE 3 STUDENTS - AMERICAN INDIAN
D05ASPI	N	736 - 745	10	GRADE 3 STUDENTS - ASIAN
D05HISP	N	746 - 755	10	GRADE 3 STUDENTS - HISPANIC
D05BLAC	N	756 - 765	10	GRADE 3 STUDENTS - BLACK
D05WHIT	N	766 - 775	10	GRADE 3 STUDENTS - WHITE
D06AIAN	N	776 - 785	10	GRADE 4 STUDENTS - AMERICAN INDIAN
D06ASPI	N	786 - 795	10	GRADE 4 STUDENTS - ASIAN
D06HISP	N	796 - 805	10	GRADE 4 STUDENTS - HISPANIC
D06BLAC	N	806 - 815	10	GRADE 4 STUDENTS - BLACK
D06WHIT	N	816 - 825	10	GRADE 4 STUDENTS - WHITE
D07AIAN	N	826 - 835	10	GRADE 5 STUDENTS - AMERICAN INDIAN
D07ASPI	N	836 - 845	10	GRADE 5 STUDENTS - ASIAN
D07HISP	N	846 - 855	10	GRADE 5 STUDENTS - HISPANIC
D07BLAC	N	856 - 865	10	GRADE 5 STUDENTS - BLACK
D07WHIT	N	866 - 875	10	GRADE 5 STUDENTS - WHITE
D08AIAN	N	876 - 885	10	GRADE 6 STUDENTS - AMERICAN INDIAN
D08ASPI	N	886 - 895	10	GRADE 6 STUDENTS - ASIAN
D08HISP	N	896 - 905	10	GRADE 6 STUDENTS - HISPANIC
D08BLAC	N	906 - 915	10	GRADE 6 STUDENTS - BLACK
D08WHIT	N	916 - 925	10	GRADE 6 STUDENTS - WHITE
D09AIAN	N	926 - 935	10	GRADE 7 STUDENTS - AMERICAN INDIAN
D09ASPI	N	936 - 945	10	GRADE 7 STUDENTS - ASIAN
D09HISP	N	946 - 955	10	GRADE 7 STUDENTS - HISPANIC
D09BLAC	N	956 - 965	10	GRADE 7 STUDENTS - BLACK
D09WHIT	N	966 - 975	10	GRADE 7 STUDENTS - WHITE
D10AIAN	N	976 - 985	10	GRADE 8 STUDENTS - AMERICAN INDIAN
D10ASPI	N	986 - 995	10	GRADE 8 STUDENTS - ASIAN
D10HISP	N	996 - 1005	10	GRADE 8 STUDENTS - HISPANIC
D10BLAC	N	1006 - 1015	10	GRADE 8 STUDENTS - BLACK
D10WHIT	N	1016 - 1025	10	GRADE 8 STUDENTS - WHITE
D11AIAN	N	1026 - 1035	10	GRADE 9 STUDENTS - AMERICAN INDIAN
D11ASPI	N	1036 - 1045	10	GRADE 9 STUDENTS - ASIAN
D11HISP	N	1046 - 1055	10	GRADE 9 STUDENTS - HISPANIC
D11BLAC	N	1056 - 1065	10	GRADE 9 STUDENTS - BLACK
D11WHIT	N	1066 - 1075	10	GRADE 9 STUDENTS - WHITE
D12AIAN	N	1076 - 1085	10	GRADE 10 STUDENTS - AMERICAN INDIAN
D12ASPI	N	1086 - 1095	10	GRADE 10 STUDENTS - ASIAN
D12HISP	N	1096 - 1105	10	GRADE 10 STUDENTS - HISPANIC
D12BLAC	N	1106 - 1115	10	GRADE 10 STUDENTS - BLACK
D12WHIT	N	1116 - 1125	10	GRADE 10 STUDENTS - WHITE
D13AIAN	N	1126 - 1135	10	GRADE 11 STUDENTS - AMERICAN INDIAN
D13ASPI	N	1136 - 1145	10	GRADE 11 STUDENTS - ASIAN
D13HISP	N	1146 - 1155	10	GRADE 11 STUDENTS - HISPANIC
D13BLAC	N	1156 - 1165	10	GRADE 11 STUDENTS - BLACK
D13WHIT	N	1166 - 1175	10	GRADE 11 STUDENTS - WHITE
D14AIAN	N	1176 - 1185	10	GRADE 12 STUDENTS - AMERICAN INDIAN
D14ASPI	N	1186 - 1195	10	GRADE 12 STUDENTS - ASIAN
D14HISP	N	1196 - 1205	10	GRADE 12 STUDENTS - HISPANIC
D14BLAC	N	1206 - 1215	10	GRADE 12 STUDENTS - BLACK

D14WHIT	N	1216-	1225	10	GRADE 12 STUDENTS - WHITE
D15AIAN	N	1226-	1235	10	UNGRADED STUDENTS - AMERICAN INDIAN
D15ASPI	N	1236-	1245	10	UNGRADED STUDENTS - ASIAN
D15HISP	N	1246-	1255	10	UNGRADED STUDENTS - HISPANIC
D15BLAC	N	1256-	1265	10	UNGRADED STUDENTS - BLACK
D15WHIT	N	1266-	1275	10	UNGRADED STUDENTS - WHITE
D16AIAN	N	1276-	1285	10	TOTAL STUDENTS - AMERICAN INDIAN
D16ASPI	N	1286-	1295	10	TOTAL STUDENTS - ASIAN
D16HISP	N	1296-	1305	10	TOTAL STUDENTS - HISPANIC
D16BLAC	N	1306-	1315	10	TOTAL STUDENTS - BLACK
D16WHIT	N	1316-	1325	10	TOTAL STUDENTS - WHITE
E01AIAN	N	1326-	1335	10	REG. DIPLOMA HS COMPLETERS - AM. INDIAN
E01ASPI	N	1336-	1345	10	REG. DIPLOMA H.S COMPLETERS - ASIAN
E01HISP	N	1346-	1355	10	REG. DIPLOMA H.S. COMPLETERS - HISPANIC
E01BLAC	N	1356-	1365	10	REG. DIPLOMA H.S. COMPLETERS - BLACK
E01WHIT	N	1366-	1375	10	REG. DIPLOMA H.S. COMPLETERS - WHITE
E02AIAN	N	1376-	1385	10	OTHER DIPLOMA RECIPIENTS - AM. INDIAN
E02ASPI	N	1386-	1395	10	OTHER DIPLOMA RECIPIENTS - ASIAN
E02HISP	N	1396-	1405	10	OTHER DIPLOMA RECIPIENTS - HISPANIC
E02BLAC	N	1406-	1415	10	OTHER DIPLOMA RECIPIENTS - BLACK
E02WHIT	N	1416-	1425	10	OTHER DIPLOMA RECIPIENTS - WHITE
E03AIAN	N	1426-	1435	10	H.S. EQUIVALENCY RECIPIENTS - AM. INDIAN
E03ASPI	N	1436-	1445	10	H.S. EQUIVALENCY RECIPIENTS - ASIAN
E03HISP	N	1446-	1455	10	H.S. EQUIVALENCY RECIPIENTS - HISPANIC
E03BLAC	N	1456-	1465	10	H.S. EQUIVALENCY RECIPIENTS - BLACK
E03WHIT	N	1466-	1475	10	H.S. EQUIVALENCY RECIPIENTS - WHITE
E04AIAN	N	1476-	1485	10	OTHER H.S. COMPLETERS - AM. INDIAN
E04ASPI	N	1486-	1495	10	OTHER H.S. COMPLETERS - ASIAN
E04HISP	N	1496-	1505	10	OTHER H.S. COMPLETERS - HISPANIC
E04BLAC	N	1506-	1515	10	OTHER H.S. COMPLETERS - BLACK
E04WHIT	N	1516-	1525	10	OTHER H.S. COMPLETERS - WHITE

APPENDIX A-2
Data Element Description, 1992-93

Some of the data in this section may differ from Record Layout in the previous section--this section is only to be used as a description of the data.

Variable Name	Description
STED	ED State Codes (10-69)
SURVYEAR	Starting year of survey
FIPS	Federal Information Processing Standard code for states. A list of state FIPS codes is attached. (The attachment includes a crosswalk between old and new FIPS codes.)
STABR	Postal state abbreviation codes
SEANAME	Name of the state education agency
STREET	Mailing address
CITY	Name of the mailing address city.
STNAME	Name of the state
ZIP	Five-digit U.S.P.S. ZIP Code for mailing address.
ZIP4	Four-digit ZIP+4, if assigned; if none, field is blank.
PHONE	Area code and local phone number
B01	Full-time equivalent instructional staff - prekindergarten teachers
B02	Full-time equivalent instructional staff - kindergarten teachers
B03	Full-time equivalent instructional staff - elementary teachers
B04	Full-time equivalent instructional staff - secondary teachers
B05	Full-time equivalent instructional staff - teachers of ungraded classes

B06	Total full-time equivalent instructional staff (sum of A01-A05)
B07	Full-time equivalent instructional staff - instructional aides
B08	Full-time equivalent instructional staff - instructional coordinators and supervisors
C01	Full-time equivalent support services staff - elementary guidance counselors / directors
C02	Full-time equivalent support services staff - secondary guidance counselors / directors
C03	Full-time equivalent support services staff - total guidance (sum of B01 and B02)
C04	Full-time equivalent support services staff - Librarians
C05	Full-time equivalent support services staff - library support staff
C06	Full-time equivalent support services staff - officials and administrators
C07	Full-time equivalent support services staff - administrative support staff
C08	Full-time equivalent support services staff - school administrators
C09	Full-time equivalent support services staff - school administrative support staff
C10	Full-time equivalent support services staff - student support services
C11	Full-time equivalent support services staff - all other support staff
D01	Students by grade level - prekindergarten
D02	Students by grade level - kindergarten
D03	Students by grade level - Grade 1
D04	Students by grade level - Grade 2
D05	Students by grade level - Grade 3

D06	Students by grade level - Grade 4
D07	Students by grade level - Grade 5
D08	Students by grade level - Grade 6
D09	Students by grade level - Grade 7
D10	Students by grade level - Grade 8
D11	Students by grade level - Grade 9
D12	Students by grade level - Grade 10
D13	Students by grade level - Grade 11
D14	Students by grade level - Grade 12
D15	Students by grade level - Ungraded
D16	Students by grade level - total (sum of D01 - D15)
E01	High school completers - regular diploma
E02	High school completers - other diploma
E03	High school completers - high school equivalency recipients
E04	High school completers - other high school completers
D01AIAN	Student membership by race/ethnic breakout - American Indian/Alaskan National - prekindergarten
D01ASPI	Student membership by race/ethnic breakout - Asian Pacific Islander - prekindergarten
D01HISP	Student membership by race/ethnic breakout - Hispanic - prekindergarten
D01BLAC	Student membership by race/ethnic breakout - Black - prekindergarten
D01WHIT	Student membership by race/ethnic breakout - White - prekindergarten
D02AIAN	Student membership by race/ethnic breakout - American Indian/Alaskan National - kindergarten
D02ASPI	Student membership by race/ethnic breakout - Asian Pacific Islander - kindergarten

D02HISP	Student membership by race/ethnic breakout - Hispanic - kindergarten
D02BlAC	Student membership by race/ethnic breakout - Black - kindergarten
D02WHIT	Student membership by race/ethnic breakout - White - kindergarten
D03AIAN	Student membership by race/ethnic breakout - American Indian/Alaskan National - first grade
D03ASPI	Student membership by race/ethnic breakout - Asian Pacific Islander - first grade
D03HISP	Student membership by race/ethnic breakout - Hispanic - first grade
D03BlAC	Student membership by race/ethnic breakout - Black - first grade
D03WHIT	Student membership by race/ethnic breakout - White - first grade
D04AIAN	Student membership by race/ethnic breakout - American Indian/Alaskan National - second grade
D04ASPI	Student membership by race/ethnic breakout - Asian Pacific Islander - second grade
D04HISP	Student membership by race/ethnic breakout - Hispanic - second grade
D04BlAC	Student membership by race/ethnic breakout - Black - second grade
D04WHIT	Student membership by race/ethnic breakout - White - second grade
D05AIAN	Student membership by race/ethnic breakout - American Indian/Alaskan National - third grade
D05ASPI	Student membership by race/ethnic breakout - Asian Pacific Islander - third grade
D05HISP	Student membership by race/ethnic breakout - Hispanic - third grade
D05BlAC	Student membership by race/ethnic breakout - Black - third grade

D05WHIT Student membership by race/ethnic breakout - White - third grade

D06AIAN Student membership by race/ethnic breakout - American Indian/Alaskan National - fourth grade

D06ASPI Student membership by race/ethnic breakout - Asian Pacific Islander - fourth grade

D06HISP Student membership by race/ethnic breakout - Hispanic - fourth grade

D06BlAC Student membership by race/ethnic breakout - Black - fourth grade

D06WHIT Student membership by race/ethnic breakout - White - fourth grade

D07AIAN Student membership by race/ethnic breakout - American Indian/Alaskan National - fifth grade

D07ASPI Student membership by race/ethnic breakout - Asian Pacific Islander - fifth grade

D07HISP Student membership by race/ethnic breakout - Hispanic - fifth grade

D07BlAC Student membership by race/ethnic breakout - Black - fifth grade

D07WHIT Student membership by race/ethnic breakout - White - fifth grade

D08AIAN Student membership by race/ethnic breakout - American Indian/Alaskan National - sixth grade

D08ASPI Student membership by race/ethnic breakout - Asian Pacific Islander - sixth grade

D08HISP Student membership by race/ethnic breakout - Hispanic - sixth grade

D08BlAC Student membership by race/ethnic breakout - Black - sixth grade

D08WHIT Student membership by race/ethnic breakout - White - sixth grade

D09AIAN Student membership by race/ethnic breakout - American Indian/Alaskan National - seventh grade

D09ASPI Student membership by race/ethnic breakout - Asian

Pacific Islander - seventh grade

D09HISP Student membership by race/ethnic breakout - Hispanic - seventh grade

D09BlAC Student membership by race/ethnic breakout - Black - seventh grade

D09WHIT Student membership by race/ethnic breakout - White - seventh grade

D010AIAN Student membership by race/ethnic breakout - American Indian/Alaskan National - eighth grade

D010ASPI Student membership by race/ethnic breakout - Asian Pacific Islander - eighth grade

D010HISP Student membership by race/ethnic breakout - Hispanic - eighth grade

D010BlAC Student membership by race/ethnic breakout - Black - eighth grade

D010WHIT Student membership by race/ethnic breakout - White - eighth grade

D11AIAN Student membership by race/ethnic breakout - American Indian/Alaskan National - ninth grade

D11ASPI Student membership by race/ethnic breakout - Asian Pacific Islander - ninth grade

D11HISP Student membership by race/ethnic breakout - Hispanic - ninth grade

D11BlAC Student membership by race/ethnic breakout - Black - ninth grade

D11WHIT Student membership by race/ethnic breakout - White - ninth grade

D12AIAN Student membership by race/ethnic breakout - American Indian/Alaskan National - tenth grade

D12ASPI Student membership by race/ethnic breakout - Asian Pacific Islander - tenth grade

D12HISP Student membership by race/ethnic breakout - Hispanic - tenth grade

D12BlAC Student membership by race/ethnic breakout - Black - tenth grade

D12WHIT	Student membership by race/ethnic breakout - White - tenth grade
D13AIAN	Student membership by race/ethnic breakout - American Indian/Alaskan National - eleventh grade
D13ASPI	Student membership by race/ethnic breakout - Asian Pacific Islander - eleventh grade
D13HISP	Student membership by race/ethnic breakout - Hispanic - eleventh grade
D13BlAC	Student membership by race/ethnic breakout - Black - eleventh grade
D14WHIT	Student membership by race/ethnic breakout - White - eleventh grade
D14AIAN	Student membership by race/ethnic breakout - American Indian/Alaskan National - twelfth grade
D14ASPI	Student membership by race/ethnic breakout - Asian Pacific Islander - twelfth grade
D14HISP	Student membership by race/ethnic breakout - Hispanic - twelfth grade
D14BlAC	Student membership by race/ethnic breakout - Black - twelfth grade
D14WHIT	Student membership by race/ethnic breakout - White - twelfth grade
D15AIAN	Student membership by race/ethnic breakout - American Indian/Alaskan National - ungraded grade
D15ASPI	Student membership by race/ethnic breakout - Asian Pacific Islander - ungraded grade
D15HISP	Student membership by race/ethnic breakout - Hispanic - ungraded grade
D15BlAC	Student membership by race/ethnic breakout - Black - ungraded grade
D15WHIT	Student membership by race/ethnic breakout - White - ungraded grade
D16AIAN	Student membership by race/ethnic breakout - American Indian/Alaskan National - total student

D16ASPI Student membership by race/ethnic breakout - Asian Pacific Islander - total student

D16HISP Student membership by race/ethnic breakout - Hispanic - total student

D16BlAC Student membership by race/ethnic breakout - Black - total student

D16WHIT Student membership by race/ethnic breakout - White - total student

E01AIAN High school completers, race/ethnic breakout - American Indian/Alaskan National - Regular Diploma

E01ASPI High school completers, race/ethnic breakout - Asian/Pacific Islander - Regular Diploma

E01HISP High school completers, race/ethnic breakout - Hispanic - Regular Diploma

E01BlAC High school completers, race/ethnic breakout - Black Non-Hispanic - Regular Diploma

E01WHIT High school completers, race/ethnic breakout - White - Regular Diploma

E02AIAN High school completers, race/ethnic breakout - American Indian/Alaskan National - Other Diploma

E02ASPI High school completers, race/ethnic breakout - Asian/Pacific Islander - Other Diploma

E02HISP High school completers, race/ethnic breakout - Hispanic - Other Diploma

E02BlAC High school completers, race/ethnic breakout - Black Non-Hispanic - Other Diploma

E02WHIT High school completers, race/ethnic breakout - White - Other Diploma

E03AIAN High school completers, race/ethnic breakout - American Indian/Alaskan National - High School Equivalent

E03ASPI High school completers, race/ethnic breakout - Asian/Pacific Islander - High School Equivalent

E03HISP High school completers, race/ethnic breakout - Hispanic - High School Equivalent

E03BlAC High school completers, race/ethnic breakout - Black

Non-Hispanic - High School Equivalent

E03WHIT	High school completers, race/ethnic breakout - White - High School Equivalent
E04AIAN	High school completers, race/ethnic breakout - American Indian/Alaskan National - Other Completer
E04ASPI	High school completers, race/ethnic breakout - Asian/Pacific Islander - Other Completer
E04HISP	High school completers, race/ethnic breakout - Hispanic - Other Completer
E04BLAC	High school completers, race/ethnic breakout - Black Non-Hispanic - Other Completer
E04WHIT	High school completers, race/ethnic breakout - White - Other Completer

Appendix B - Glossary

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.

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.

Average Daily Attendance (ADA)

Average Daily Attendance is defined as the aggregate days of attendance by students of a given school during a given reporting period, divided by the number of days in session during this period; or attendance determined in accordance with state law. Since some States use their own definition and others use the NCES definition, the data on average daily attendance are not completely comparable across States. As a result, the expenditures per pupil in attendance may not be comparable.

Central City

A central city is defined as a city within a Metropolitan Statistical Area (MSA) with a minimum population of 50,000; and has a Census Urbanized Area Code.

Classroom Teachers

See “Teachers”

Community Services Expenditures

Expenditures for community services are defined as expenditures for community services to students, staff and community residents, such as community swimming pools, day care centers or recreation or transportation programs for the elderly; although property expenditures (e.g., vehicles, equipment, furniture, etc.) are not included.

These services are provided by a governmental entity as a service, and are not run as a business.

Consolidated Metropolitan Statistical Area (CMSA)

CMSA is defined as an area of greater than 1,000,000 population, totality of the PMSAs in a single geographical area.

Current Expenditures

Current expenditures for the categories of instruction, support services, and non-instructional services include fixed charges (employee benefits, rent, interest). They do not include expenditures for debt service and capital outlay.

Instructional expenditures include those for activities dealing directly with the interaction between students and teachers (salaries, including sabbatical leave, employee benefits, and purchased instructional services).

Support services current expenditures include-support services (attendance, guidance, health, speech, psychological); staff support services (improvement of instruction, educational media, including librarians); general administration

(board of education, central office); school administration (principal); business (fiscal services, purchasing, warehousing, printing); operation and maintenance of plant; student transportation services; and central expenditures (research, information services, data processing).

Non-instructional services current expenditures include food service operations, and other auxiliary enterprise operations (bookstore, interscholastic athletics) and exclude community services (child care, swimming pool).

Current Expenditures

Current expenditures are defined as expenditures for the categories of instruction, support services, and non-instructional services for salaries, employee benefits, purchased services and supplies; and payments by the state made for or on behalf of school systems. This does not include expenditures for debt service and capital outlay, and property (i.e., equipment); or direct costs (e.g., Head Start, adult education, community colleges, etc.) and community services expenditures.

Diploma, High School

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

Direct Cost Expenditures

Direct cost expenditures are expenditures made by LEAs for programs that are not considered part of the public pre-kindergarten through grade 12 educational programs, such as expenditures for: adult education, community colleges, and non-public school programs, such as compensatory education programs for both public and private students.

Direct Support Expenditures

Direct support expenditures are expenditures made by a state for the benefit of the LEA, or contributions of equipment or supplies; including those expenditures for the employer's contribution to LEA staff state pension funds, and contributions of property (equipment) and supplies such as school buses and textbooks.

Dropout

A dropout is 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.

Education Agency

An education agency is defined as a government agency administratively responsible for providing public elementary and/or secondary instruction or educational support services.

Elementary

Elementary is defined as 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.

Employee Benefits

Employee benefits include amounts paid by school districts on behalf of employees.

Examples include: group insurance, social security and retirement contributions, and employee reimbursement for unused sick leave.

Facilities Acquisition and Construction

Facilities acquisition and construction is defined as expenditures for equipment for facilities, facilities acquisition and construction services, both property and non-property-including expenditures for buildings built and alterations performed by LEA staff or contracted out by the LEA; the purchase of land and land improvements; the initial, additional, and replacement items of equipment, such as machinery, furniture and fixtures, and vehicles.

Federally Operated Education Agency

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

Fiscal Year

A fiscal year is defined as the 12-month period beginning July 1 and ending June 30.

Fixed Charges

Fixed charges include employee benefits paid on behalf of employees, including employer contributions to retirement systems, FICA, health and life insurance premiums, workman's compensation, and other personnel benefits; and other fixed charges, such as, payments for liability and casualty insurance premiums, rental, interest on short-term current loans, and judgments against local agencies.

Free Lunch Program

The free lunch program is defined as 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)

FTE is defined as the amount of time required to perform an assignment stated as a proportion of 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

General education development test is defined as 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.

Graduate, High School

A high school graduate is defined as a person who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed course of studies in a secondary level school.

This term does not include other completers, or high school equivalency recipients, or GED recipients.

Graduate, Regular High School

A regular high school graduate is defined as individuals who received a regular diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school.

It excludes high school equivalency and other diploma recipients, and other high school completers (e.g., those granted a certificate of attendance).

Guidance Counselors/Directors

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 should apply its own standards in apportioning the aggregate of guidance counselors/ directors into the elementary and secondary level components.

Head Start Program

A Federally funded program that provides comprehensive educational, social, health, and nutritional services to low-income preschool children and their families, and children from ages 3 to school entry age (i.e., the age of compulsory school attendance).

Head Start students and teachers are reported on the CCD only when the program is administered by a local education agency.

High School Completion Count

A count of graduates and other high school completers including regular diploma recipients, other diploma recipients, other high school completers, and high school equivalency recipients (State Nonfiscal Survey only).

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 Recipients

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

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)

IEP is a written instructional plan for students with disabilities designated as special education students under IDEA-Part B. This includes 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; projected date for initiation and anticipated duration of services; appropriate objectives, criteria and evaluation procedures; and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Instructional Aides

Instruction aides is defined as staff members 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

Instruction coordinators and supervisors supervise instructional programs at the school district or subdistrict level and are defined as educational television staff; coordinators and supervisors of audio-visual services; and curriculum coordinators and in-service training staff; Chapter 1 and home economics supervisors; staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

Instructional Expenditures

Instructional expenditures are expenditures for activities dealing directly with the interaction between students and teachers (salaries, including sabbatical leave, employee benefits, and purchased instructional services).

Interest on Debt

Interest on debt is defined as debt services payments for interest on bonds and notes for obligations exceeding one year. This does not include payments on the redemption of principle.

Kindergarten

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

Large City

A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000.

Large Town

An incorporated place or CDP with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

LEA Administrative Support Staff

LEA administrative support staff is defined as all staff members who provide direct support to LEA administrators, business office support, and data processing.

Local Education Agency (LEA) Administrative Support Staff

Staff members who provide direct support to LEA administrators, *including secretarial and other clerical staff.*

LEA Administrators

LEA administrators are chief executive officers of the education agencies, including superintendents, deputies, and assistant superintendents; other persons with district-wide responsibilities: e.g., business managers, administrative assistants, professional instructional support staff, Chapter I coordinators, and home economics supervisors.

Exclude supervisors of instructional or student support staff.

Librarians

Librarians are defined as professional staff members and supervisors 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.

Library and Media Support Staff

Library and media support staff are defined as staff members who render other professional library and media services; also includes library aides and those involved in library/media support.

Their 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.

Media Specialists

Media specialists are defined as directors, coordinators, and supervisors of media centers.

See point under Librarians.

Membership

Membership is defined as 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.

Metro Status (Metropolitan Status)

Metro status is defined as the classification of an education agency's service area relative to a Metropolitan Statistical Area.

Metropolitan Areas

The term Metropolitan Area (MA) refers collectively to Metropolitan Statistical Areas, Consolidated Metropolitan Statistical Areas, Primary Metropolitan Statistical Areas, and New England County Metropolitan Areas. The Office of Management and Budget (OMB) defines new MA's and revised definitions of existing MAs by applying published standards to decennial census data.

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. An area is defined as MSA if: It is the only MSA in the immediate area and it has a city of at least 50,000 population; or it is an urbanized area of at least 50,000 with a total metropolitan population of at least 100,000 (75,000 in New England).

Mid-size City

A central city of a CMSA or MSA, with the city having a population less than 250,000.

Non-instructional Expenditures

Non-instructional expenditures are defined as expenditures for food service operations and other auxiliary enterprise operations (bookstore and interscholastic athletics), excluding community services (e.g., child care or swimming pool).

Non-MSA City

A Non-MSA city is a city or place not in an MSA with a minimum population of 25,000 inhabitants and a population density of at least 1,000 per square mile; and does not have a Census Urbanized Area Code.

Officials and Administrators

Officials and administrators are 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

Classification of the operational condition of a school. Classifications include currently operational, closed, and opened.

Other Diploma Recipients

Other diploma recipients are individuals who received a diploma from other than a regular school program during the previous school year and subsequent summer school.

Other High School Completers

Other high school completers are individuals who have 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

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

Outside Urbanized Area

Outside urbanized area is defined as an area not contiguous to any city or urban fringe area with a minimum population of 2,500 inhabitants; an area with a population density of at least 1,000 per square mile; and without a Census Urbanized Area Code.

Prekindergarten Students

Prekindergarten students are defined as students who are 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.

Prekindergarten Teachers

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

Primary Metropolitan Statistical Area (PMSA)

If an area meets the requirements to qualify as a MSA and has a population of one million or more, one or more PMSAs may be defined within it if statistical criteria are met and local opinion also is in favor. A PMSA consists of a large urbanized county, or a cluster of such counties (cities and towns in New England) that have substantial commuting interchange. When one or more PMSAs have been recognized the larger area of which they are component parts then is designated a CMSA.

Property Expenditures

Property expenditures, not included in current expenditures, are defined as expenditures for property, machinery, and equipment; for items that are not consumed or worn out through use; and for all public education functions.

Supplies such as textbooks, periodicals, teaching, medical and audio-visual supplies, oil, gasoline, and property maintenance are NOT included as property expenditures, but as current expenditures. For example, buildings, computers, desks, furniture, furnishings, land tools, typewriters and vehicles.

Public School

Public schools are defined as institutions that provide educational services and have one or more grade groups (PK-12); or which is ungraded; and 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.

Regional Education Service Agency

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

Regular Diploma Recipients

Graduates who received a regular diploma during the previous school year and subsequent summer school.

Regular School

A regular school is defined as a public elementary/secondary school that does not focus primarily on vocational, special, or alternative education.

Revenues

Increases in the net current assets of a government fund type from other than expenditure refunds and residual equity transfers.

Revenues are reported from local, intermediate, state and federal sources.

Revenues, Exclusions

Excluded are proceeds from bond sales; cash received from sale of assets; other non-revenue receipts; intergovernmental transfers among LEAs; and revenues from community services.

Revenues from Federal Sources

Revenues from federal sources include direct grants-in-aid from the federal government; federal grants-in-aid through the state or an intermediate agency; and other revenue that, in lieu of taxes, had the tax base been subject to taxation.

Revenues from Intermediate Sources

Revenues from an educational government agency, which should have independent fund-raising capability; that is, not a local education agency or state agency, e.g., New York's Board of Cooperative Educational Services (BOCES).

Revenues from Local Sources

Revenues from a local sources include revenues from a local education agency, including local property and non-property tax revenues; local government; tuition; transportation; food services; student activities; textbook sales; donations; and property rentals.

Revenues from local sources include:

Taxes levied or assessed by an LEA; revenues from a local government to the LEA; tuition received; transportation fees; earnings on investments from LEA holdings; net revenues from food services (gross receipts less gross expenditures); net revenues from student activities (gross receipts less gross expenditures); and other revenues (textbook sales, donations, property rentals).

Revenues from State Sources

Revenues from a state government source; including those that can be used without restriction; those for categorical purposes; and revenues in lieu of taxation.

Revenues from the State for/on Behalf of School Districts

Revenues from payments made by a state for the benefit of the LEA; or contributions of equipment or supplies. Such revenues include: the payment of a pension fund by the state on behalf of an LEA employee for services rendered to the LEA; contributions of fixed assets (property, plant, and equipment) such as school buses and textbooks.

Rural

An area designated as rural is an area with 2,500 inhabitants or fewer; and/or a population density of less than 1,000 per square mile; and/or does not have a Census Urbanized Area Code.

Salaries for Instruction

Salaries for instruction include gross salary of regular and part-time teachers, teachers' aides, homebound teachers, hospital based teachers, substitute teachers and teachers on sabbatical leave who are on LEA payrolls.

Salaries for Support Services

Salaries for support services include salaries for all LEA employees providing administrative, technical (such as guidance and health), operation, maintenance and transportation services that facilitate and enhance instruction.

School Administrative Support Staff

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

School Administrators

Staff members 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

A school district is an educational agency or administrative unit that operates under a public board of education.

Secondary

Secondary is defined as 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 CDP with population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.

Special Education School

A special education school is defined as a public elementary/secondary school that focuses primarily on special education; including instruction for any of the following: hard of hearing, deaf, speech-impaired, health-impaired, orthopedically impaired, mentally retarded, seriously emotionally disturbed, multi-handicapped, visually handicapped, deaf and blind, and adapts curriculum, materials or instruction for students served.

State Education Agency

State education agency is defined as 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

A State-operated agency is defined as a state-operated agency 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

A student is 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

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

Supervisory Union

Supervisory Union is defined as an educational agency where administrative services are performed for more than one school district, by a common superintendent.

Support Services Expenditures

Expenditures for student support services (attendance, guidance, health, speech, and psychological), staff support services (improvement of instruction, and educational media, including librarians), general administration (board of education and central office), school administration (principal), business (fiscal services, purchasing, warehousing, and printing), operation and plant maintenance, student transportation services, and central expenditures (research, information services, and data processing).

Teachers

Teachers are defined as individuals who provide instruction to pre-kindergarten, kindergarten, grades 1 through 12, or ungraded classes; or individuals who teach in an environment other than a classroom setting; and maintains daily student attendance records.

Total Education Expenditures

They include increases in net financial resources for the purposes of public education. These consist of current, property, and facilities acquisition expenditures, and other current expenditures directly related to pre-K through 12 programs. These "other current expenditures" are reported as community services and direct cost expenditures.

Ungraded Students

Ungraded students are defined as individuals assigned to classes or programs that do not have standard grade designations.

Urban Fringe

Urban fringe is defined as a closely settled area, contiguous to a central city outside a central 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.

Urban Fringe of a Large City

Any incorporated place, CDP, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

Urban Fringe of a Mid-size City

Any incorporated place, CDP, or non-place territory within a CMSA or MSA of a Mid-Size City and defined as urban by the Census Bureau.

Urbanized Area

An urbanized area is defined as an area with a population concentration of at least 50,000; generally consisting of a central city and the surrounding, closely settled, contiguous territory and with a population density of at least 1,000 per square mile.

Vocational Education School

A vocational educational school is defined as a public elementary/secondary school that focuses primarily on vocational education; and provides education and training in one or more semi-skilled or technical occupations.

White

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

Appendix C: Survey Form

U.S. DEPARTMENT OF EDUCATION OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATIONAL 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 1992-93	FORM APPROVED O.M.B. No. 1850-0067 EXP. DATE: 12/31/94	
DUE DATE: MARCH 15, 1993		
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	1991-92 FTE	1992-93 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	1991-92 FTE	1992-93 FTE
C01 ELEMENTARY GUIDANCE COUNSELORS		
C02 SECONDARY GUIDANCE COUNSELORS		
C03 TOTAL GUIDANCE		
C04 LIBRARIANS/MEDIA SPECIALISTS		
C05 LIBRARY/MEDIA SUPPORT STAFF		
C06 LEA ADMINISTRATORS		
C07 LEA ADMIN. SUPPORT STAFF		
C08 SCHOOL ADMINISTRATORS		
C09 SCHOOL ADMIN. SUPPORT STAFF		
C10 STUDENT SUPPORT SERVICES		
C11 ALL OTHER SUPPORT STAFF		

1992-93 STUDENT MEMBERSHIP, RACE/ETHNIC BREAKOUT

D: STUDENTS BY GRADE	AM. INDIAN ALASKA NAT.	ASIAN/PAC. ISLANDER	HISPANIC	BALCK NON-HISP.	WHITE NON-HISP.
D01 PK					
D02 K					
D03 1					
D04 2					
D05 3					
D06 4					
D07 5					
D08 6					
D09 7					
D10 8					
D11 9					
D12 10					
D13 11					
D14 12					
D15 UG					
D16 TOTAL					

1991-92 HIGH SCHOOL COMPLETERS, RACE/ETHNIC BREAKOUT

E. 1991-92 HIGH SCHOOL COMPETERS (UNDUPLI- CATED HEAD COUNT)	AM. INDIAN ALASKA NAT.	ASIAN/PAC. ISLANDER	HISPANIC	BALCK NON-HISP.	WHITE NON-HISP.
E01 REGULAR DIPLOMA					
E02 OTHER DIPLOMA					
E03 H.S. EQUIVALENT					
E04 OTHER COMPLETER					

D: STUDENTS BY GRADE LEVEL	1991-92 MEMBERSHIP	1992-93 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	1990-91 UNDUPLICATED COUNT	1991-92 UNDUPLICATED COUNT
E01	REGULAR DIPLOMA	
E02	OTHER DIPLOMA	
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:

U.S. Department of Education
National Center for Education Statistics
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5651

If you have questions about this questionnaire, contact NCES staff at (202) 219-1618. Refer to Common Core of Data, State Nonfiscal Survey.