

**Documentation for the State Nonfiscal Survey:  
1995-96**

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### **I. Introduction to documentation for the 1995-96 State Nonfiscal Survey**

The State Nonfiscal Survey of Public Elementary and Secondary Education provides information about public elementary and secondary education for the 1995-96 school year.

This report presents nonfiscal information on public elementary and secondary schools for the 1995-96 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).

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.

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 D. Responses to these

surveys were due from SEAs in the 50 states, the Department of Defense dependents schools, the District of Columbia, and the five outlying areas under U.S. jurisdiction to NCES on March 15, 1996. Data collection ceased on November 27, 1996, while editing and imputation continued into March 1997. 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.

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.

This documentation package includes notes on imputations, adjustments and nonresponse, state FIPS codes, the record layout (appendix A), imputation flag frequencies (appendix B), a glossary of terms (appendix C), and a copy of the survey form (appendix D).

## 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.

## List of imputations

### ALABAMA

D01 impute based on (D16-D01)

### ALASKA

B08 impute/import D16  
C06 contains C10 using D16  
C10 combined with C06

### CALIFORNIA

B01 impute/import D01  
C05 combined with C11  
C11 contains C05 using D16  
D01 impute based on (D16-D01)

### GEORGIA

C05 impute/import D16

### HAWAII

B01 combined with B03  
B02 combined with B03  
B03 contains B01, B02 using D16  
C01 supplemented by C03  
C02 supplemented by C03  
C03 totals C01, C02 using D16

### ILLINOIS

C07 combined with C11  
C09 combined with C11  
C11 contains C07, C09 using D16

### LOUISIANA

B02 combined with B03  
B03 contains B02,B04 using D16  
B04 combined with B03  
C01 supplemented by C03  
C02 supplemented by C03  
C03 totals C01, C02 using D16

### MAINE

B01 combined with B03  
B02 combined with B03  
B03 contains B01, B02 using D16  
C07 combined with C11  
C09 combined with C11  
C11 contains C07, C09 using D16

MASSACHUSETTS

B01 combined with B02  
B02 contains B01 using D16  
C01 supplemented by C03  
C02 supplemented by C03  
C03 totals C01, C02 using D16

MICHIGAN

C01 supplemented by C03  
C02 supplemented by C03  
C03 totals C01, C02 using D16

MISSOURI

C05 combined with C11  
C07 combined with C11  
C09 combined with C11  
C11 contains C05, C07, C09 using D16

MONTANA

B01 combined with B03  
B02 combined with B03  
B03 contains B01, B02 using D16  
B07 impute/import D16  
C05 impute/import D16  
C07 impute/import D16  
C09 impute/import D16  
C11 impute/import D16

NEBRASKA

B01 combined with B03  
B02 combined with B03  
B03 contains B01, B02 using D16  
C07 contains C09 using D16  
C09 combined with C07

NEW HAMPSHIRE

B08 combined with C08  
C08 contains B08 using D16  
C09 contains C10 using D16  
C10 combined with C09

NORTH CAROLINA

C01 supplemented by C03  
C02 supplemented by C03  
C03 totals C01, C02 using D16  
C05 impute/import D16  
C07 combined with C11  
C09 combined with C11  
C11 contains C07, C09 using D16

OKLAHOMA

C05 impute/import D16

PENNSYLVANIA

B01 combined with B03  
B02 combined with B03  
B03 contains B01, B02 using D16

SOUTH CAROLINA

B07 impute/import D16  
C05 impute/import D16  
C07 impute/import D16  
C09 impute/import D16  
C10 impute/import D16  
C11 impute/import D16  
D01 impute based on (D16-D01)

SOUTH DAKOTA

C05 impute/import D16

TENNESSEE

B08 combined with C09  
C05 combined with C11  
C07 combined with C11  
C09 contains B08 using D16  
C10 combined with C11  
C11 contains C05, C07, C10 using D16  
D01 impute based on (D16-D01)

TEXAS

C01 supplemented by C03  
C02 supplemented by C03  
C03 totals C01, C02 using D16  
C05 combined with C11  
C11 contains C05 using D16

VIRGINIA

B01 impute/import D01  
B02 combined with B03  
B03 contains B02 using D16

WASHINGTON

B08 impute/import D16  
C10 impute/import D16

## 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 or 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 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.

## State codes and abbreviations used in the data set

STATE NAME	FIPS	STABR	STATE NAME	FIPS	STABR
ALABAMA	01	AL	VERMONT	50	VT
ALASKA	02	AK	VIRGINIA	51	VA
ARIZONA	04	AZ	WASHINGTON	53	WA
ARKANSAS	05	AR	WEST VIRGINIA	54	WV
CALIFORNIA	06	CA	WISCONSIN	55	WI
COLORADO	08	CO	WYOMING	56	WY
CONNECTICUT	09	CT			
DELAWARE	10	DE	<u>OUTLYING AREAS</u>		
DISTRICT OF			AMERICAN SAMOA	60	AS
COLUMBIA	11	DC	GUAM	66	GU
FLORIDA	12	FL	NO. MARIANAS	69	CM
GEORGIA	13	GA	PUERTO RICO	72	PR
HAWAII	15	HI	VIRGIN ISLANDS	78	VI
IDAHO	16	ID			
ILLINOIS	17	IL			
INDIANA	18	IN			
IOWA	19	IA			
KANSAS	20	KS			
KENTUCKY	21	KY			
LOUISIANA	22	LA			
MAINE	23	ME			
MARYLAND	24	MD			
MASSACHUSETTS	25	MA			
MICHIGAN	26	MI			
MINNESOTA	27	MN			
MISSISSIPPI	28	MS			
MISSOURI	29	MO			
MONTANA	30	MT			
NEBRASKA	31	NE			
NEVADA	32	NV			
NEW HAMPSHIRE	33	NH			
NEW JERSEY	34	NJ			
NEW MEXICO	35	NM			
NEW YORK	36	NY			
NORTH CAROLINA	37	NC			
NORTH DAKOTA	38	ND			
OHIO	39	OH			
OKLAHOMA	40	OK			
OREGON	41	OR			
PENNSYLVANIA	42	PA			
RHODE ISLAND	44	RI			
SOUTH CAROLINA	45	SC			
SOUTH DAKOTA	46	SD			
TENNESSEE	47	TN			
TEXAS	48	TX			
UTAH	49	UT			

## **B. User Guidelines for Processing the State Nonfiscal Survey**

The original reported SAS file for the 1995-96 State Nonfiscal Survey is called SNFS95R.SD2 and the flat ASCII file is called SNFS95R.DAT. The imputed SAS file for the 1995-96 State Nonfiscal Survey is called SNFS95I.SD2 and the flat ASCII file is called SNFS95I.DAT. The record layout is the same for both reported and imputed datasets and is in appendix A.

## APPENDIX A

### Record Layout for Common Core of Data State Nonfiscal, 1995-96

Variable name	Field length	Record position	Data type	Description
STED	2	001-002	N	ED STATE CODES (10-69)
SURVYEAR	2	003-004	N	STARTING YEAR OF SURVEY (95)
FIPS	2	005-006	N	FED INFO PROCESSING STD CODES (01-78)
STABR	2	007-008	A	POSTAL STATE ABBREVIATION CODES
SEANAME	35	009-043	A	NAME OF STATE EDUCATION AGENCY
STREET	25	044-068	A	MAILING ADDRESS
CITY	18	069-086	A	CITY
STNAME	25	087-111	A	NAME OF THE STATE
ZIP	5	112-116	A	FIRST FIVE DIGITS OF THE ZIP CODE
ZIP4	5	117-121	A	A DASH AND FOUR DIGITS
PHONE	14	122-135	A	AREA CODE AND LOCAL PHONE NUMBER
B01	5	136-140	N	PREKINDERGARTEN TEACHERS
B02	5	141-145	N	KINDERGARTEN TEACHERS
B03	6	146-151	N	ELEMENTARY TEACHERS
B04	6	152-157	N	SECONDARY TEACHERS
B05	5	158-162	N	TEACHERS OF UNGRADED CLASSES
B06	6	163-168	N	TOTAL FTE OF TEACHERS
B07	5	169-173	N	INSTRUCTIONAL AIDES
B08	5	174-178	N	INSTRUCTIONAL COORDINATORS & SUPERVISORS
C01	4	179-182	N	ELEMENTARY GUIDANCE COUNSELORS/DIRECTORS
C02	4	183-186	N	SECONDARY GUIDANCE COUNSELORS/DIRECTORS
C03	4	187-190	N	TOTAL GUIDANCE COUNSELORS/DIRECTORS
C04	4	191-194	N	LIBRARIANS
C05	4	195-198	N	LIBRARY SUPPORT STAFF
C06	5	199-203	N	LEA ADMINISTRATORS
C07	5	204-208	N	ADMINISTRATIVE SUPPORT STAFF
C08	5	209-213	N	SCHOOL ADMINISTRATORS
C09	5	214-218	N	SCHOOL ADMINISTRATIVE SUPPORT STAFF
C10	5	219-223	N	STUDENT SUPPORT SERVICES
C11	6	224-229	N	ALL OTHER SUPPORT SERVICES STAFF
D01	6	230-235	N	PREKINDERGARTEN STUDENTS
D02	6	236-241	N	KINDERGARTEN STUDENTS
D03	6	242-247	N	GRADE 1 STUDENTS
D04	6	248-253	N	GRADE 2 STUDENTS
D05	6	254-259	N	GRADE 3 STUDENTS
D06	6	260-265	N	GRADE 4 STUDENTS
D07	6	266-271	N	GRADE 5 STUDENTS
D08	6	272-277	N	GRADE 6 STUDENTS
D09	6	278-283	N	GRADE 7 STUDENTS
D10	6	284-289	N	GRADE 8 STUDENTS
D11	6	290-295	N	GRADE 9 STUDENTS
D12	6	296-301	N	GRADE 10 STUDENTS

**Record Layout for Common Core of Data State Nonfiscal, 1995-96**

Variable name	Field length	Record position	Data type	Description
D13	6	302-307	N	GRADE 11 STUDENTS
D14	6	308-313	N	GRADE 12 STUDENTS
D15	6	314-319	N	UNGRADED STUDENTS
D16	8	320-327	N	TOTAL STUDENTS
E01	6	328-333	N	REGULAR DIPLOMA H.S. COMPLETERS
E02	6	334-339	N	OTHER DIPLOMA RECIPIENTS
E03	6	340-345	N	H.S. EQUIVALENCY RECIPIENTS
E04	6	346-351	N	OTHER H.S. COMPLETERS
D01AMIN	6	352-357	N	PREKINDERGARTEN STUDENTS - AMERICAN INDIAN
D01ASIN	6	358-363	N	PREKINDERGARTEN STUDENTS - ASIAN
D01HISP	6	364-369	N	PREKINDERGARTEN STUDENTS - HISPANIC
D01BLK	6	370-375	N	PREKINDERGARTEN STUDENTS - BLACK
D01WHT	6	376-381	N	PREKINDERGARTEN STUDENTS - WHITE
D02AMIN	6	382-387	N	KINDERGARTEN STUDENTS - AMERICAN INDIAN
D02ASIN	6	388-393	N	KINDERGARTEN STUDENTS - ASIAN
D02HISP	6	394-399	N	KINDERGARTEN STUDENTS - HISPANIC
D02BLK	6	400-405	N	KINDERGARTEN STUDENTS -BLACK
D02WHT	6	406-411	N	KINDERGARTEN STUDENTS - WHITE
D03AMIN	6	412-417	N	GRADE 1 STUDENTS - AMERICAN INDIAN
D03ASIN	6	418-423	N	GRADE 1 STUDENTS - ASIAN
D03HISP	6	424-429	N	GRADE 1 STUDENTS - HISPANIC
D03BLK	6	430-435	N	GRADE 1 STUDENTS - BLACK
D03WHT	6	436-441	N	GRADE 1 STUDENTS - WHITE
D04AMIN	6	442-447	N	GRADE 2 STUDENTS - AMERICAN INDIAN
D04ASIN	6	448-453	N	GRADE 2 STUDENTS - ASIAN
D04HISP	6	454-459	N	GRADE 2 STUDENTS - HISPANIC
D04BLK	6	460-465	N	GRADE 2 STUDENTS - BLACK
D04WHT	6	466-471	N	GRADE 2 STUDENTS - WHITE
D05AMIN	6	472-477	N	GRADE 3 STUDENTS - AMERICAN INDIAN
D05ASIN	6	478-483	N	GRADE 3 STUDENTS - ASIAN
D05HISP	6	484-489	N	GRADE 3 STUDENTS - HISPANIC
D05BLK	6	490-495	N	GRADE 3 STUDENTS - BLACK
D05WHT	6	496-501	N	GRADE 3 STUDENTS - WHITE
D06AMIN	6	502-507	N	GRADE 4 STUDENTS - AMERICAN INDIAN
D06ASIN	6	508-513	N	GRADE 4 STUDENTS - ASIAN
D06HISP	6	514-519	N	GRADE 4 STUDENTS - HISPANIC
D06BLK	6	520-525	N	GRADE 4 STUDENTS - BLACK
D06WHT	6	526-531	N	GRADE 4 STUDENTS - WHITE
D07AMIN	6	532-537	N	GRADE 5 STUDENTS - AMERICAN INDIAN
D07ASIN	6	538-543	N	GRADE 5 STUDENTS - ASIAN
D07HISP	6	544-549	N	GRADE 5 STUDENTS - HISPANIC
D07BLK	6	550-555	N	GRADE 5 STUDENTS - BLACK
D07WHT	6	556-561	N	GRADE 5 STUDENTS - WHITE
D08AMIN	6	562-567	N	GRADE 6 STUDENTS - AMERICAN INDIAN
D08ASIN	6	568-573	N	GRADE 6 STUDENTS - ASIAN
D08HISP	6	574-579	N	GRADE 6 STUDENTS - HISPANIC

**Record Layout for Common Core of Data State Nonfiscal, 1995-96**

Variable name	Field length	Record position	Data type	Description
D08BLK	6	580-585	N	GRADE 6 STUDENTS - BLACK
D08WHT	6	586-591	N	GRADE 6 STUDENTS - WHITE
D09AMIN	6	592-597	N	GRADE 7 STUDENTS - AMERICAN INDIAN
D09ASIN	6	598-603	N	GRADE 7 STUDENTS - ASIAN
D09HISP	6	604-609	N	GRADE 7 STUDENTS - HISPANIC
D09BLK	6	610-615	N	GRADE 7 STUDENTS - BLACK
D09WHT	6	616-621	N	GRADE 7 STUDENTS - WHITE
D10AMIN	6	622-627	N	GRADE 8 STUDENTS - AMERICAN INDIAN
D10ASIN	6	628-633	N	GRADE 8 STUDENTS - ASIAN
D10HISP	6	634-639	N	GRADE 8 STUDENTS - HISPANIC
D10BLK	6	640-645	N	GRADE 8 STUDENTS - BLACK
D10WHT	6	646-651	N	GRADE 8 STUDENTS - WHITE
D11AMIN	6	652-657	N	GRADE 9 STUDENTS - AMERICAN INDIAN
D11ASIN	6	658-663	N	GRADE 9 STUDENTS - ASIAN
D11HISP	6	664-669	N	GRADE 9 STUDENTS - HISPANIC
D11BLK	6	670-675	N	GRADE 9 STUDENTS - BLACK
D11WHT	6	676-681	N	GRADE 9 STUDENTS - WHITE
D12AMIN	6	682-687	N	GRADE 10 STUDENTS - AMERICAN INDIAN
D12ASIN	6	688-693	N	GRADE 10 STUDENTS - ASIAN
D12HISP	6	694-699	N	GRADE 10 STUDENTS - HISPANIC
D12BLK	6	700-705	N	GRADE 10 STUDENTS - BLACK
D12WHT	6	706-711	N	GRADE 10 STUDENTS - WHITE
D13AMIN	6	712-717	N	GRADE 11 STUDENTS - AMERICAN INDIAN
D13ASIN	6	718-723	N	GRADE 11 STUDENTS - ASIAN
D13HISP	6	724-729	N	GRADE 11 STUDENTS - HISPANIC
D13BLK	6	730-735	N	GRADE 11 STUDENTS - BLACK
D13WHT	6	736-741	N	GRADE 11 STUDENTS - WHITE
D14AMIN	6	742-747	N	GRADE 12 STUDENTS - AMERICAN INDIAN
D14ASIN	6	748-753	N	GRADE 12 STUDENTS - ASIAN
D14HISP	6	754-759	N	GRADE 12 STUDENTS - HISPANIC
D14BLK	6	760-765	N	GRADE 12 STUDENTS - BLACK
D14WHT	6	766-771	N	GRADE 12 STUDENTS - WHITE
D15AMIN	6	772-777	N	UNGRADED STUDENTS - AMERICAN INDIAN
D15ASIN	6	778-783	N	UNGRADED STUDENTS - ASIAN
D15HISP	6	784-789	N	UNGRADED STUDENTS - HISPANIC
D15BLK	6	790-795	N	UNGRADED STUDENTS - BLACK
D15WHT	6	796-801	N	UNGRADED STUDENTS - WHITE
D16AMIN	8	802-809	N	TOTAL STUDENTS - AMERICAN INDIAN
D16ASIN	8	810-817	N	TOTAL STUDENTS - ASIAN
D16HISP	8	818-825	N	TOTAL STUDENTS - HISPANIC
D16BLK	8	826-833	N	TOTAL STUDENTS - BLACK
D16WHT	8	834-841	N	TOTAL STUDENTS - WHITE
E01AMIN	6	842-847	N	REGULAR H.S. DIPLOMA - AMERICAN INDIAN
E01ASIN	6	848-853	N	REGULAR H.S. DIPLOMA - ASIAN
E01HISP	6	854-859	N	REGULAR H.S. DIPLOMA - HISPANIC
E01BLK	6	860-865	N	REGULAR H.S. DIPLOMA - BLACK
E01WHT	6	866-871	N	REGULAR H.S. DIPLOMA - WHITE

**Record Layout for Common Core of Data State Nonfiscal, 1995-96**

Variable name	Field length	Record position	Data type	Description
E02AMIN	6	872-877	N	OTHER DIPLOMA RECIPIENTS - AM.INDIAN
E02ASIN	6	878-883	N	OTHER DIPLOMA RECIPIENTS - ASIAN
E02HISP	6	884-889	N	OTHER DIPLOMA RECIPIENTS - HISPANIC
E02BLK	6	890-895	N	OTHER DIPLOMA RECIPIENTS - BLACK
E02WHT	6	896-901	N	OTHER DIPLOMA RECIPIENTS - WHITE
E03AMIN	6	902-907	N	H.S. EQUIV. RECIPIENTS - AM. INDIAN
E03ASIN	6	908-913	N	H.S. EQUIV. RECIPIENTS - ASIAN
E03HISP	6	914-919	N	H.S. EQUIV. RECIPIENTS HISPANIC
E03BLK	6	920-925	N	H.S. EQUIV. RECIPIENTS - BLACK
E03WHT	6	926-931	N	H.S. EQUIV. RECIPIENTS - WHITE
E04AMIN	6	932-937	N	OTHER H.S. COMPLETERS - AM. INDIAN
E04ASIN	6	938-943	N	OTHER H.S. COMPLETERS - ASIAN
E04HISP	6	944-949	N	OTHER H.S. COMPLETERS - HISPANIC
E04BLK	6	950-955	N	OTHER H.S. COMPLETERS - BLACK
E04WHT	6	956-961	N	OTHER H.S. COMPLETERS - WHITE
IB01	1	962-962	A	IMP FLAG PREKINDERGARTEN TEACHERS
IB02	1	963-963	A	IMP FLAG KINDERGARTEN TEACHERS
IB03	1	964-964	A	IMP FLAG ELEMENTARY TEACHERS
IB04	1	965-965	A	IMP FLAG SECONDARY TEACHERS
IB05	1	966-966	A	IMP FLAG TEACHERS OF UNGR. CLASSES
IB06	1	967-967	A	IMP FLAG TOTAL FTE OF TEACHERS
IB07	1	968-968	A	IMP FLAG INSTRUCTIONAL AIDES
IB08	1	969-969	A	IMP FLAG INSTRUCT. COORDINATORS & SUPERVISORS
IC01	1	970-970	A	IMP FLAG ELEMENTARY GUIDANCE COUNSELORS/DIRECTORS
IC02	1	971-971	A	IMP FLAG SECONDARY GUIDANCE COUNSELORS/DIRECTORS
IC03	1	972-972	A	IMP FLAG TOTAL GUIDANCE COUNSELORS/DIRECTORS
IC04	1	973-973	A	IMP FLAG LIBRARIANS
IC05	1	974-974	A	IMP FLAG LIBRARY SUPPORT STAFF
IC06	1	975-975	A	IMP FLAG LEA ADMINISTRATORS
IC07	1	976-976	A	IMP FLAG ADMINISTRATIVE SUPPORT STAFF
IC08	1	977-977	A	IMP FLAG SCHOOL ADMINISTRATORS
IC09	1	978-978	A	IMP FLAG SCHOOL ADMIN. SUPPORT STAFF
IC10	1	979-979	A	IMP FLAG STUDENT SUPPORT SERVICES
IC11	1	980-980	A	IMP FLAG ALL OTHER SUPPORT SERVICES
ID01	1	981-981	A	IMP FLAG PREKINDERGARTEN STUDENTS
ID02	1	982-982	A	IMP FLAG KINDERGARTEN STUDENTS
ID03	1	983-983	A	IMP FLAG GRADE 1 STUDENTS
ID04	1	984-984	A	IMP FLAG GRADE 2 STUDENTS
ID05	1	985-985	A	IMP FLAG GRADE 3 STUDENTS
ID06	1	986-986	A	IMP FLAG GRADE 4 STUDENTS
ID07	1	987-987	A	IMP FLAG GRADE 5 STUDENTS
ID08	1	988-988	A	IMP FLAG GRADE 6 STUDENTS
ID09	1	989-989	A	IMP FLAG GRADE 7 STUDENTS

Record Layout for Common Core of Data State Nonfiscal, 1995-96

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Variable name	Field length	Record position	Data type	Description
ID10	1	990-990	A	IMP FLAG GRADE 8 STUDENTS
ID11	1	991-991	A	IMP FLAG GRADE 9 STUDENTS
ID12	1	992-992	A	IMP FLAG GRADE 10 STUDENTS
ID13	1	993-993	A	IMP FLAG GRADE 11 STUDENTS
ID14	1	994-994	A	IMP FLAG GRADE 12 STUDENTS
ID15	1	995-995	A	IMP FLAG UNGRADED STUDENTS
ID16	1	996-996	A	IMP FLAG TOTAL STUDENTS

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## APPENDIX B- Imputation Flag Frequencies

State Nonfiscal Survey, 1995-1996

Imputation Flag Frequencies

10:32 Tuesday, September 30, 1997

### IMP FLAG PREKINDERGARTEN TEACHERS

IB01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	6	10.5	6	10.5
I	2	3.5	8	14.0
R	49	86.0	57	100.0

### IMP FLAG KINDERGARTEN TEACHERS

IB02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.8	1	1.8
C	8	14.0	9	15.8
R	48	84.2	57	100.0

### IMP FLAG ELEMENTARY TEACHERS

IB03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	7	12.3	7	12.3
R	50	87.7	57	100.0

#### Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

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

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

State Nonfiscal Survey, 1995-1996

Imputation Flag Frequencies

10:32 Tuesday, September 30, 1997

IMP FLAG SECONDARY TEACHERS

IB04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	1	1.8	1	1.8
R	56	98.2	57	100.0

IMP FLAG TEACHERS OF UNGRADED CLASSES

IB05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	2	3.5	2	3.5
R	55	96.5	57	100.0

IMP FLAG TOTAL FTE OF TEACHERS

IB06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	55	96.5	55	96.5
T	2	3.5	57	100.0

IMP FLAG INSTRUCTIONAL AIDES

IB07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	2	3.5	2	3.5
R	55	96.5	57	100.0

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

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

N - Not Applicable

P - Imputation Based on Prior Year's Data

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State Nonfiscal Survey, 1995-1996

Imputation Flag Frequencies

10:32 Tuesday, September 30, 1997

IMP FLAG INSTRUCT. COORD. & SUPERVISORS

IB08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	2	3.5	2	3.5
I	2	3.5	4	7.0
R	53	93.0	57	100.0

IMP FLAG ELEMENTARY GUID. COUNS./DIRECT.

IC01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	8	14.0	8	14.0
R	49	86.0	57	100.0

IMP FLAG SECONDARY GUID. COUNS./DIRECT.

IC02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	8	14.0	8	14.0
R	49	86.0	57	100.0

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

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

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

State Nonfiscal Survey, 1995-1996

Imputation Flag Frequencies

10:32 Tuesday, September 30, 1997

IMP FLAG TOTAL GUID. COUNS./DIRECTORS

IC03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	7	12.3	7	12.3
R	49	86.0	56	98.2
T	1	1.8	57	100.0

IMP FLAG LIBRARIANS

IC04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

IMP FLAG LIBRARY SUPPORT STAFF

IC05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.8	1	1.8
C	4	7.0	5	8.8
I	6	10.5	11	19.3
R	46	80.7	57	100.0

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

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

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

State Nonfiscal Survey, 1995-1996

Imputation Flag Frequencies

10:32 Tuesday, September 30, 1997

IMP FLAG LEA ADMINISTRATORS

IC06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

IMP FLAG ADMINISTRATIVE SUPPORT STAFF

IC07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.8	1	1.8
C	5	8.8	6	10.5
I	2	3.5	8	14.0
R	49	86.0	57	100.0

IMP FLAG SCHOOL ADMINISTRATORS

IC08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.8	1	1.8
R	56	98.2	57	100.0

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

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

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

State Nonfiscal Survey, 1995-1996

Imputation Flag Frequencies

10:32 Tuesday, September 30, 1997

IMP FLAG SCHOOL ADMIN. SUPPORT STAFF

IC09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	1.8	1	1.8
C	5	8.8	6	10.5
I	2	3.5	8	14.0
R	49	86.0	57	100.0

IMP FLAG STUDENT SUPPORT SERVICES

IC10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	3	5.3	3	5.3
I	2	3.5	5	8.8
R	52	91.2	57	100.0

IMP FLAG ALL OTHER SUPPORT SERVICES

IC11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	7	12.3	7	12.3
I	2	3.5	9	15.8
R	48	84.2	57	100.0

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

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

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

State Nonfiscal Survey, 1995-1996

Imputation Flag Frequencies

10:32 Tuesday, September 30, 1997

IMP FLAG PREKINDERGARTEN STUDENTS

ID01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
I	4	7.0	4	7.0
R	53	93.0	57	100.0

IMP FLAG KINDERGARTEN STUDENTS

ID02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

IMP FLAG GRADE 1 STUDENTS

ID03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

IMP FLAG GRADE 2 STUDENTS

ID04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

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

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

State Nonfiscal Survey, 1995-1996

Imputation Flag Frequencies

10:32 Tuesday, September 30, 1997

IMP FLAG GRADE 3 STUDENTS

ID05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

IMP FLAG GRADE 4 STUDENTS

ID06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

IMP FLAG GRADE 5 STUDENTS

ID07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

IMP FLAG GRADE 6 STUDENTS

ID08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

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

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

State Nonfiscal Survey, 1995-1996

Imputation Flag Frequencies

10:32 Tuesday, September 30, 1997

IMP FLAG GRADE 7 STUDENTS

ID09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

IMP FLAG GRADE 8 STUDENTS

ID10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

IMP FLAG GRADE 9 STUDENTS

ID11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

IMP FLAG GRADE 10 STUDENTS

ID12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

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

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

State Nonfiscal Survey, 1995-1996

Imputation Flag Frequencies

10:32 Tuesday, September 30, 1997

IMP FLAG GRADE 11 STUDENTS

ID13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

IMP FLAG GRADE 12 STUDENTS

ID14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

IMP FLAG UNGRADED STUDENTS

ID15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	57	100.0	57	100.0

IMP FLAG TOTAL STUDENTS

ID16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	53	93.0	53	93.0
T	4	7.0	57	100.0

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

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

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

## **APPENDIX C**

### **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 is 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 is 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 maintain 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 D**

U.S. DEPARTMENT OF EDUCATION OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION RESEARCH AND IMPROVEMENT NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20208-5651  COMMON CORE OF DATA  STATE NONFISCAL SURVEY OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION SCHOOL YEAR 1995-96	FORM APPROVED OMB No. 1850-0067 EXP. DATE: 12/31/97  DUE DATE: MARCH 15, 1996
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This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

**PLEASE complete each cell with a number, O, 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	1994-95 FTE	1995-96 FTE
BO1	PREKINDERGARTEN TEACHERS		
BO2	KINDERGARTEN TEACHERS		
BO3	ELEMENTARY TEACHERS		
BO4	SECONDARY TEACHERS		
BO5	TEACHERS OF UNGRADED CLASSES		
BO6	TOTAL FTE TEACHERS		
BO7	INSTRUCTIONAL AIDES		
BO8	INSTRUCTIONAL COORDINATORS AND SUPERVISORS		
C:	SUPPORT SERVICES STAFF	1994-95 FTE	1995-96 FTE
CO1	ELEMENTARY GUIDANCE COUNSELORS		
CO2	SECONDARY GUIDANCE COUNSELORS		
CO3	TOTAL GUIDANCE COUNSELORS		
CO4	LIBRARIANS/MEDIA SPECIALISTS		
CO5	LIBRARY/MEDIA SUPPORT STAFF		
CO6	LEA ADMINISTRATORS		
CO7	ADMIN. SUPPORT STAFF		
CO8	SCHOOL ADMINISTRATORS		
CO9	SCHOOL ADMIN. SUPPORT STAFF		
C10	STUDENT SUPPORT SERVICES STAFF		
C11	ALL OTHER SUPPORT STAFF		

1994-95 STUDENT MEMBERSHIP, RACE/ETHNIC BREAKOUT

D: STUDENTS BY GRADE	AM. INDIAN ALASKA NAT.	ASIAN/PAC. ISLANDER	HISPANIC	BLACK NOT HISP.	WHITE NOT 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 UNGRADED					
D16 TOTAL					

1995-96 STUDENT MEMBERSHIP, RACE/ETHNIC BREAKOUT

D: STUDENTS BY GRADE	AM. INDIAN ALASKA NAT.	ASIAN/PAC. ISLANDER	HISPANIC	BLACK NOT HISP.	WHITE NOT 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 UNGRADED					
D16 TOTAL					

1993-94 HIGH SCHOOL COMPLETERS, RACE/ETHNIC BREAKOUT

E 1994-95 HIGH SCHOOL COMPLETERS (UNDUPLICATED HEAD COUNT)	AM. INDIAN ALASKA NAT.	ASIAN/PAC. ISLANDER	HISPANIC	BLACK NOT HISP.	WHITE NOT HISP.
E01 REGULAR DIPLOMA					
E02 OTHER DIPLOMA					
E03 H.S. EQUIVALENCY					
E04 OTHER H. S. COMPLETER					

1994-95 HIGH SCHOOL COMPLETERS, RACE/ETHNIC BREAKOUT

E 1995-96 HIGH SCHOOL COMPLETERS (UNDUPLICATED HEAD COUNT)	AM. INDIAN ALASKA NAT.	ASIAN/PAC. ISLANDER	HISPANIC	BLACK NOT HISP.	WHITE NOT HISP.
E01 REGULAR DIPLOMA					
E02 OTHER DIPLOMA					
E03 H.S. EQUIVALENCY					
E04 OTHER H.S. COMPLETER					

D: STUDENTS BY GRADE LEVEL	1994-95 MEMBERSHIP	1995-96 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	1993-94 UNDUPLICATED COUNT	1994-95 UNDUPLICATED COUNT
EO1 REGULAR DIPLOMA		
EO2 OTHER DIPLOMA		
EO3 HIGH SCHOOL EQUIV. RECIPIENTS		
EO4 OTHER HIGH SCHOOL COMPLETERS		

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

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Person completing survey formDate

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CCD CoordinatorTelephone Number

Return Completed Form to:  
Bureau of the Census  
Governments Division, CJS Branch  
Washington Plaza, Bldg. 2, Room 509  
Washington, DC 20233-6800

If you have questions about this questionnaire, contact Census staff on  
800-352-7229. Refer to Common Core of Data, State Nonfiscal Survey.