

Selected Statistics from the Public Elementary and Secondary Education Universe: School Year 2013-14

First Look

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July 2015

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Introduction

This National Center for Education Statistics (NCES) First Look report introduces new data for the universe of public elementary and secondary schools and agencies in the United States¹ in school year (SY) 2013-14. Specifically, this report includes statistics that describe:

- the numbers and types of public elementary and secondary schools and local education agencies² (LEAs);
- the operational status of schools and districts, including those that opened as new in SY 2013-14 or have closed since the prior school year;
- student membership counts;
- teacher counts³ and;
- pupil/teacher ratios.

The public elementary and secondary universe data used in this report are from the nonfiscal components of the Common Core of Data (CCD). The CCD is the primary NCES database on public elementary and secondary education in the United States. There are three nonfiscal components of CCD: the Public Elementary/Secondary School Universe Survey; the Local Education Agency (LEA) Universe Survey; and the State Nonfiscal Survey of Public Elementary/Secondary Education.

State education agencies (SEAs) report these data through the U.S. Department of Education's *EDFacts* Submission System. The CCD includes a complete directory listing of all public schools and LEAs with the name, address, geographical location information, and descriptive characteristics for each school and LEA (e.g., operational status, type, charter status). The data also include aggregate counts of students in membership for each state, LEA, and school by grade and student demographic characteristics (e.g., race/ethnicity, sex) and aggregate counts of teachers and other staff in key occupational categories that are commonly found in schools. This First Look is based on provisional data from the SY 2013-14 public elementary and secondary education universe that have been fully reviewed and edited.⁴ The purpose of a First Look report is to introduce new data through the presentation of tables containing descriptive information; therefore, the tables and selected findings chosen for this report are meant to illustrate some of the typical types of information available from the public elementary secondary universe files. The tables chosen include tabulations from only some of the available data items. The findings

¹ This report includes data for the 50 states, the District of Columbia, the Department of Defense Education Activity (DoDEA), the Bureau of Indian Education (BIE), Puerto Rico, American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands. For ease of reading, in this report, the term "state" or "states" refers to these entities.

² Local education agencies may also be referred to as school districts.

³ Teacher counts are reported in terms of full-time-equivalent teachers.

⁴ Provisional data have undergone a complete review and been subjected to NCES data quality control procedures. Prior to this provisional release, NCES released a preliminary directory-only school and LEA files for SY 2013-14 that included only basic directory data that had undergone cursory review and minimal editing. Preliminary data may be less complete due to late reporting or data quality concerns. NCES plans to release final files that include any updates by SEAs once the *EDFacts* collection for SY 2013-14 closes at the end of 2016.

do not represent a complete review of all observed differences in the data and are not meant to emphasize any particular issue. The calculated totals in this report, identified as “United States” totals in tabulations and “national” estimates in text, include data for only the 50 states and the District of Columbia and exclude data for other jurisdictions.

More detailed explanations of the methodology used to collect these data can be found in Appendix A: Methodology and Technical Notes. Appendix B: Glossary provides definitions for data items found in this report. More information about the Common Core of Data and its associated data products is available at <http://nces.ed.gov/ccd>.

Selected Findings: School Year 2013-14

- There were 98,271 operating public elementary/secondary schools in SY 2013-14; this number includes 1,468 new schools that opened for the first time (table 1). States reported that 1,737 schools closed since SY 2012–13. Most operating schools were regular schools (89,183) that were primarily responsible for instruction in the standard curriculum as well as other areas. An additional 2,010 schools focused primarily on special education services; 1,380 schools were identified as vocational schools; and 5,698 were identified as alternative education schools.
- There were 18,194 operating local education agencies in SY 2013-14, including 285 new agencies that opened for the first time. States reported that 217 local education agencies closed since SY 2012–13. Most operating agencies were regular school districts (13,491) that were responsible for educating students residing within their jurisdiction (table 1). A total of 1,522 operating agencies were supervisory unions or regional education service agencies that typically provided services to school districts. A total of 2,779 were independent charter agencies in which all the associated schools were charter schools. An additional 402 agencies were operated by a state, federal, or other agency (derived from table 1).
- In SY 2013-14 there were 50.0 million public elementary and secondary school students in membership (table 2), an increase of 0.5 percent from the 49.8 million students reported in SY 2012–13 (Keaton 2014).
- In SY 2013-14, public elementary and secondary schools and local education agencies employed a total of 3.1 million full-time-equivalent (FTE) teachers (table 2).
- In SY 2013-14, the pupil/teacher ratio (i.e., the number of students for every FTE teacher) in public schools was 16.1 (table 2), compared to the ratio of 16.0 in SY 2012–13 (Keaton 2014). Among the 50 states and the District of Columbia, the pupil/teacher ratio in SY 2013-14 ranged from a high of 24.3 in California to a low of 10.6 in Vermont.
- In SY 2013-14, some 40 states and the District of Columbia reported a having a total of 6,465 charter schools (table 3). This is an increase of 6.3 percent from the 6,079 reported in SY 2012–13 (Keaton 2014).
- More schools (28,069) were in suburban locations than in any other locale in SY 2013-14 (table 4). An additional 23,352 were in cities; 25,115 schools were in rural areas; and 11,642 were in towns (table 4). The largest percentage of students attended suburban schools (40 percent); schools in cities had the next largest percentage of students (30 percent), followed by schools in rural areas (19 percent) and towns (12 percent).

Reference and Related Data Files

Reference

Keaton, P. (2014). *Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2012–13 (NCES 2014-098)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Related Data Files

Data files for all CCD surveys used in this report may be found on the CCD data page of the CCD website at <http://nces.ed.gov/ccd/ccddata.asp>.

In addition to the data presented in the tables in this report, data users can look at information for individual schools or LEAs and create customized tables on the CCD Data Tools page of the CCD website at <http://nces.ed.gov/ccd/search.asp>.

Tables

Table 1. Operational and student membership status of public elementary and secondary schools and agencies in the United States, by type: School year 2013-14

Status of public elementary and secondary schools and agencies	School type					Agency type						
	All schools	Regular	Special education	Vocational education	Alternative education	All agencies	Regular school districts	Supervisory unions ¹	Regional education service agencies ²	Independent charter agencies ³	State agencies	Federal and other agencies
All	100,811	90,791	2,109	1,414	6,497	18,528	13,556	220	1,330	3,003	267	152
Operating schools/agencies⁴	98,271	89,183	2,010	1,380	5,698	18,194	13,491	218	1,304	2,779	255	147
Continuing	96,296	87,556	1,946	1,304	5,490	17,883	13,456	215	1,298	2,520	249	145
Added ⁵	27	16	3	1	7	10	5	0	0	0	4	1
Reopened	35	21	3	0	11	4	2	0	1	0	1	0
Changed agency / boundary ⁶	445	359	3	61	22	12	3	0	0	9	0	0
New ⁷	1,468	1,231	55	14	168	285	25	3	5	250	1	1
Nonoperating schools/agencies	2,540	1,608	99	34	799	334	65	2	26	224	12	5
Inactive ⁸	550	201	6	6	337	26	8	0	1	16	1	0
Closed	1,737	1,179	90	20	448	217	57	2	25	117	11	5
Future ⁹	253	228	3	8	14	91	0	0	0	91	0	0
Student membership ¹⁰ status of operating schools/agencies												
With membership	94,758	88,178	1,668	320	4,592	16,588	13,387	2	340	2,724	115	20
Without membership, providing instruction (shared time schools) ^{11,12}	1,497	68	138	907	384	†	†	†	†	†	†	†
Without membership (not shared time) ¹²	2,016	937	204	153	722	1,606	104	216	964	55	140	127

† Not applicable.

¹ Supervisory unions provide administrative services to school districts through a common superintendent.

² Regional education service agencies provide services to a variety of local education agencies.

³ Independent charter agencies contain only charter schools. Other charter schools may be reported through a different LEA type that contains both charter and noncharter schools.

⁴ Operating schools include all those providing services during the reported school year.

⁵ Added schools are reported for the first time although they have been operating for more than 1 year.

⁶ Schools that changed agency are affiliated with a different local education agency than that reported in the previous year.

⁷ New schools opened for the first time within the school year reported.

⁸ Inactive schools are closed temporarily and expected to reopen within 3 years.

⁹ Future schools are expected to open within 2 years.

¹⁰ Membership is the count of students enrolled on October 1 of the reported school year.

¹¹ Shared time schools provide instruction on a regular basis to students whose membership is reported for some other school.

¹² Includes schools for which membership is 0, missing, or not applicable.

NOTE: Table includes the 50 states and the District of Columbia. Charter status is independent of school type; charter schools are included in the school type totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/ Secondary School Universe Survey," 2013-14, Provisional Version 1a, "Local Education Agency Universe Survey," 2013-14, Provisional Version 1a.

Table 2. Number of operating public schools and districts, state enrollment, teachers, and pupil teacher ratio, by state or jurisdiction: School year 2013-14

State or jurisdiction	Number of operational schools ¹	Number of operational districts	State level		
			Membership ²	Teacher ²	Pupil teacher ratio
United States³	98,271	18,194	50,044,522	3,113,764	16.1
Alabama	1,637	177	746,204	47,162	15.8
Alaska	507	54	130,944	7,898	16.6
Arizona	2,252	684	1,102,445	48,359	22.8
Arkansas	1,112	288	489,979	34,933	14.0
California	10,276	1,172	6,312,623	259,506	24.3
Colorado	1,832	261	876,999	50,157	17.5
Connecticut	1,152	201	546,200	43,443	12.6
Delaware	219	43	131,687	9,388	14.0
District of Columbia	225	62	78,153	5,991	13.0
Florida	4,295	76	2,720,744	177,853	15.3
Georgia	2,379	218	1,723,909	109,441	15.8
Hawaii	288	1	186,825	11,781	15.9
Idaho	706	152	296,476	15,002	19.8
Illinois	4,204	1,068	2,066,990	136,355	15.2
Indiana	1,928	408	1,047,385	59,823	17.5
Iowa	1,382	355	502,964	35,397	14.2
Kansas	1,346	321	496,440	38,153	13.0
Kentucky	1,565	194	677,389	41,820	16.2
Louisiana	1,412	133	711,491	46,437	15.3
Maine	619	254	183,995	15,452	11.9
Maryland	1,442	25	866,169	58,611	14.8
Massachusetts	1,865	409	955,739	70,490	13.6
Michigan	3,538	907	1,548,841	85,786	18.1
Minnesota	2,414	548	850,973	54,413	15.6
Mississippi	1,066	162	492,586	32,292	15.3
Missouri	2,410	568	918,288	66,651	13.8
Montana	824	493	144,129	10,310	14.0
Nebraska	1,102	287	307,677	22,401	13.7
Nevada	653	19	451,831	21,921	20.6
New Hampshire	482	292	186,310	14,826	12.6
New Jersey	2,508	680	1,370,295	114,581	12.0
New Mexico	880	150	339,244	22,239	15.3
New York	4,801	970	2,732,770	206,693	13.2
North Carolina	2,588	265	1,530,857	99,327	15.4
North Dakota	512	222	103,947	8,805	11.8
Ohio	3,656	1,116	1,724,111	106,010	16.3
Oklahoma	1,789	598	681,848	41,983	16.2
Oregon	1,246	220	593,000	26,733	22.2
Pennsylvania	3,068	789	1,755,236	121,330	14.5
Rhode Island	304	61	142,008	9,824	14.5
South Carolina	1,243	102	745,657	48,151	15.5
South Dakota	699	170	130,890	9,510	13.8
Tennessee	1,855	140	993,556	65,847	15.1
Texas	8,748	1,252	5,153,702	334,580	15.4
Utah	1,006	138	625,461	27,247	23.0
Vermont	316	360	88,690	8,375	10.6
Virginia	2,166	227	1,273,825	90,098	14.1
Washington	2,381	318	1,058,936	54,867	19.3
West Virginia	758	57	280,958	19,978	14.1
Wisconsin	2,249	466	874,414	57,980	15.1
Wyoming	366	61	92,732	7,555	12.3

See notes at end of table.

Table 2. Number of operating public schools and districts, state enrollment, teachers, and pupil teacher ratio, by state or jurisdiction: School year 2013-14—Continued

State or jurisdiction	Number of operational schools ¹	Number of operational districts	State level		
			Membership ²	Teacher ²	Pupil teacher ratio
Department of Defense Education Activity, Bureau of Indian Education, and other jurisdictions					
Department of Defense (DoDEA)	191	16	—	—	—
Bureau of Indian Education	174	196	—	—	—
American Samoa	28	1	—	—	—
Guam	38	1	33,414	2,291	14.6
Commonwealth of the Northern Mariana Islands	29	1	10,638	417	25.5
Puerto Rico	1,452	1	423,934	33,412	12.7
U.S. Virgin Islands	31	2	14,953	1,082	13.8

— Not available.

¹ Total number of operating schools excludes schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include one in Arizona, one in Michigan, and eight in North Dakota.

² The membership and staff counts are from the State Nonfiscal Survey described in the source notes.

³ U.S. totals include the 50 states and the District of Columbia.

NOTE: Data for teachers are expressed in full-time equivalents (FTE). Counts of public school teachers and enrollment include prekindergarten through grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/ Secondary School Universe Survey," 2013-14, Provisional Version 1a, "Local Education Agency Universe Survey," 2013-14, Provisional Version 1a, "State Nonfiscal Survey of Public Elementary/Secondary Education," 2013-14, Provisional Version 1a.

Table 3. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I, and Title I schoolwide status, and state or jurisdiction: School year 2013–14

State or jurisdiction	Total number of operating schools ¹	School type				Charter	Magnet ²	Title I ³	Title I schoolwide ³
		Regular	Special education	Vocational education	Alternative education				
Reporting states⁴	98,271	89,183	2,010	1,380	5,698	6,465	3,254	69,372	53,684
Alabama	1,637	1,402	44	72	119	†	42	901	882
Alaska	507	440	3	3	61	27	18	371	340
Arizona	2,252	1,943	21	227	61	600	19	1,656	1,201
Arkansas	1,112	1,073	4	26	9	52	33	1,011	797
California	10,276	8,811	151	76	1,238	1,125	546	7,092	5,306
Colorado	1,832	1,728	6	6	92	200	27	657	517
Connecticut	1,152	1,042	44	16	50	18	95	573	219
Delaware	219	187	19	6	7	21	3	182	182
District of Columbia	225	207	5	2	11	109	7	182	174
Florida	4,295	3,660	186	51	398	623	495	3,083	2,906
Georgia	2,379	2,246	60	1	72	94	—	1,608	1,511
Hawaii	288	286	1	0	1	33	†	191	191
Idaho	706	633	13	9	51	49	19	565	514
Illinois	4,204	3,923	137	0	144	65	105	3,240	1,701
Indiana	1,928	1,865	27	27	9	76	33	1,513	1,206
Iowa	1,382	1,349	7	0	26	3	†	879	677
Kansas	1,346	1,333	10	1	2	11	33	1,150	893
Kentucky	1,565	1,286	5	122	152	†	39	1,079	1,041
Louisiana	1,412	1,277	30	8	97	118	78	1,123	1,097
Maine	619	589	3	27	0	5	1	528	404
Maryland	1,442	1,324	38	26	54	53	91	795	659
Massachusetts	1,865	1,782	22	39	22	81	—	1,060	575
Michigan	3,538	3,039	183	6	310	370	463	2,337	1,490
Minnesota	2,414	1,645	279	11	479	186	78	884	364
Mississippi	1,066	910	4	90	62	0	25	898	881
Missouri	2,410	2,179	63	64	104	59	29	1,853	1,531
Montana	824	818	2	0	4	†	†	723	421
Nebraska	1,102	1,024	26	0	52	†	†	478	350
Nevada	653	604	13	1	35	41	38	328	322
New Hampshire	482	482	0	0	0	23	†	414	138
New Jersey	2,508	2,370	58	57	23	87	—	1,657	495
New Mexico	880	831	8	1	40	95	2	774	747
New York	4,801	4,618	128	25	30	233	103	4,651	3,132
North Carolina	2,588	2,473	26	7	82	128	107	2,155	2,027
North Dakota	512	467	33	12	0	†	†	264	107
Ohio	3,656	3,533	50	69	4	390	†	2,899	2,242
Oklahoma	1,789	1,781	4	0	4	25	†	1,641	1,542
Oregon	1,246	1,206	1	0	39	124	†	567	479
Pennsylvania	3,068	2,968	5	85	10	181	66	2,303	1,509
Rhode Island	304	286	1	12	5	23	†	†	†
South Carolina	1,243	1,172	9	42	20	60	108	1,052	1,001
South Dakota	699	656	9	3	31	†	†	606	361
Tennessee	1,855	1,797	16	19	23	72	133	1,511	1,445
Texas	8,748	7,750	21	0	977	658	251	7,066	6,717
Utah	1,006	907	69	4	26	95	22	305	232
Vermont	316	300	0	15	1	†	2	229	191
Virginia	2,166	1,868	53	58	187	6	137	731	545
Washington	2,381	1,940	96	20	325	†	†	1,572	1,299
West Virginia	758	695	3	30	30	†	†	333	331
Wisconsin	2,249	2,139	11	4	95	242	6	1,535	702
Wyoming	366	339	3	0	24	4	†	167	90

See notes at end of table.

Table 3. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I, and Title I schoolwide status, and state or jurisdiction: School year 2013–14 —Continued

State or jurisdiction	Total number of operating schools ¹	School type				Charter	Magnet ²	Title I ³	Title I schoolwide ³
		Regular	Special education	Vocational education	Alternative education				
Department of Defense Education Activity, Bureau of Indian Education, and other jurisdictions									
Department of Defense (DoDEA)	191	191	0	0	0	—	—	—	—
Bureau of Indian Education	174	174	0	0	0	†	—	—	—
American Samoa	28	27	0	1	0	—	—	—	—
Guam	38	38	0	0	0	—	—	—	—
Commonwealth of the Northern Mariana Islands	29	29	0	0	0	†	†	—	—
Puerto Rico	1,452	1,389	23	30	10	†	†	1,434	1,351
U.S. Virgin Islands	31	30	0	1	0	†	1	—	—

— Not available.

† Not applicable. Some states/jurisdictions do not have charter school authorization and some states/jurisdictions do not designate magnet schools.

‡ Reporting standards not met. Data missing for more than 80 percent of schools in the state or jurisdiction.

¹ Total number of operating schools excludes schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include one in Arizona, one in Michigan, and eight in North Dakota.

² Massachusetts and New Jersey have magnet schools but were not able to provide data that indicate school's magnet status.

³ Schools eligible for Title I schoolwide programs are also included in the count of all Title I eligible schools. A Title I eligible school is one in which the percentage of children from low-income families is at least 35 percent of children from low-income families served by the LEA as a whole. A schoolwide Title I eligible school has a percentage of low-income students that is at least 40 percent. For the complete definitions, see Appendix B: Glossary.

⁴ A reporting states total is shown if data for any item in the table were not available for some, but not more than 15 percent, of all schools in the United States.

NOTE: Every school is assigned a school type based on its instructional emphasis; numbers and types of schools may differ from those published by states. See Appendix B: Glossary. A school may also be included under the Charter, Magnet, and/or Title I statuses, which are independent of one another and of school type.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013-14 Provisional Version 1a.

Table 4. Number of city, suburban, town, and rural regular public elementary and secondary schools with membership and percentage distribution of students in membership, by state or jurisdiction: School year 2013–14

State or jurisdiction	Total number of schools ¹	Total number of students ²	City		Suburban		Town		Rural	
			Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students
United States³	88,178	48,800,105	23,352	30.1	28,069	39.8	11,642	11.5	25,115	18.5
Alabama	1,320	740,519	288	23.7	232	21.8	196	14.5	604	40.0
Alaska	436	112,599	75	36.4	12	5.2	70	26.6	279	31.8
Arizona	1,920	1,084,412	900	49.3	466	30.9	257	10.4	297	9.3
Arkansas	1,070	488,554	225	27.7	120	14.2	239	24.3	486	33.8
California	8,682	6,029,956	3,522	42.6	3,574	46.1	631	5.7	955	5.6
Colorado	1,728	857,223	562	38.1	530	39.4	195	9.1	441	13.3
Connecticut	1,036	529,896	291	29.0	551	55.9	38	2.9	156	12.3
Delaware	186	120,632	32	13.0	97	54.1	29	16.2	28	16.7
District of Columbia	204	75,723	204	100.0	0	0	0	0	0	0
Florida	3,430	2,657,855	950	25.6	1,856	59.2	211	4.5	413	10.8
Georgia	2,235	1,703,448	409	15.8	847	46.0	285	11.3	694	27.0
Hawaii	286	186,680	69	24.2	105	45.1	74	22.2	38	8.5
Idaho	624	285,908	114	23.6	112	27.5	142	24.0	256	24.9
Illinois	3,890	2,032,250	942	30.1	1,612	49.0	515	10.3	821	10.6
Indiana	1,861	1,046,193	506	30.6	398	26.7	291	14.7	666	27.9
Iowa	1,345	491,322	234	27.7	110	12.6	319	25.6	682	34.1
Kansas	1,330	491,065	239	27.2	153	18.6	332	26.8	606	27.3
Kentucky	1,250	668,433	223	21.5	182	17.1	318	26.1	527	35.3
Louisiana	1,215	660,913	282	25.5	311	30.6	227	15.6	395	28.3
Maine	584	176,662	47	12.2	62	15.9	76	17.0	399	54.9
Maryland	1,324	844,577	306	20.8	751	61.4	56	3.8	211	14.0
Massachusetts	1,782	912,111	311	17.0	1,232	72.4	39	1.5	200	9.1
Michigan	3,017	1,439,035	687	24.0	1,104	43.6	380	11.5	846	20.9
Minnesota	1,624	820,168	315	21.3	407	36.2	318	20.8	584	21.7
Mississippi	901	492,586	99	10.9	88	14.0	259	28.7	455	46.4
Missouri	2,155	908,984	356	18.6	515	34.5	382	20.4	902	26.5
Montana	818	144,034	64	25.1	11	2.0	138	36.9	605	36.0
Nebraska	1,013	307,157	206	37.9	92	15.7	193	21.5	522	24.9
Nevada	603	446,495	248	48.3	178	37.6	69	7.6	108	6.5
New Hampshire	481	185,299	47	14.6	130	37.0	70	14.1	234	34.2
New Jersey	2,362	1,338,700	238	9.8	1,866	80.1	63	2.1	195	8.0
New Mexico	822	334,505	208	34.1	84	14.3	226	27.4	304	24.2
New York	4,616	2,643,583	2,014	44.5	1,486	37.2	359	6.5	757	11.8
North Carolina	2,453	1,490,001	629	28.3	477	24.0	307	10.7	1,040	37.1
North Dakota	466	101,672	59	28.3	23	11.3	66	21.7	318	38.7
Ohio	3,525	1,714,912	772	18.9	1,300	45.6	515	13.4	938	22.2
Oklahoma	1,779	679,740	272	23.2	216	22.2	397	24.5	894	30.1
Oregon	1,190	549,109	322	34.8	251	27.2	290	24.0	327	14.0
Pennsylvania	2,958	1,719,511	561	20.6	1,360	51.0	296	9.3	741	19.1
Rhode Island	285	136,675	66	24.3	183	65.4	0	0.0	36	10.3
South Carolina	1,168	741,029	206	19.5	342	35.3	160	12.2	460	32.9
South Dakota	655	129,368	58	27.8	6	1.7	99	30.6	492	39.9
Tennessee	1,727	989,369	562	31.9	282	21.1	278	16.9	605	30.1
Texas	7,716	5,069,081	2,857	41.9	1,949	32.3	1,001	10.0	1,909	15.8
Utah	897	613,963	149	16.2	468	62.5	112	10.9	168	10.4
Vermont	300	85,391	14	7.7	17	9.0	53	27.5	216	55.8
Virginia	1,850	1,271,263	431	23.1	669	44.9	164	7.3	586	24.7
Washington	1,906	1,012,623	539	32.6	681	42.7	262	12.8	424	12.0
West Virginia	681	279,928	83	14.4	125	21.2	127	21.8	346	42.6
Wisconsin	2,136	867,326	509	29.4	440	27.9	415	19.7	772	23.0
Wyoming	336	91,667	50	25.2	6	2.1	103	45.2	177	27.5

See notes at end of table.

Table 4. Number of city, suburban, town, and rural regular public elementary and secondary schools with membership and percentage distribution of students in membership, by state or jurisdiction: School year 2013–14—Continued

State or jurisdiction	Total number of schools ¹	Total number of students ²	City		Suburban		Town		Rural	
			Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students
Department of Defense Education Activity, Bureau of Indian Education, and other jurisdictions										
Department of Defense (DoDEA)	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	38	33,414	0	0	0	0	34	90	4	10
Commonwealth of the Northern Mariana Islands	29	10,638	0	0	0	0	26	96	3	4.5
Puerto Rico	1,389	403,237	356	25.5	880	65.6	79	4.8	74	4.1
U.S. Virgin Islands	30	14,953	0	0	0	0	29	99.6	1	0.4

— Not available.

† Not applicable.

¹ The total number of schools is limited to regular, operational schools with membership and excludes schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include one in Arizona, one in Michigan, and eight in North Dakota.

² Total number of students is the count of students enrolled on October 1 of the reported school year.

³ U.S. totals include the 50 states and the District of Columbia.

NOTE: Detail may not sum to total due to rounding. The locales of “city”, “suburban”, “town”, and “rural” are a collapse of the 12 category, urban-centric locale code. See “Locale, Urban-Centric” in Appendix B: Glossary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013-14 Provisional Version 1a.

Appendix A: Methodology and Technical Notes

EDFacts Collection System

EDFacts is a U. S. Department of Education initiative to centralize and coordinate the administrative data reported by state education agencies (SEAs) to the Department of Education (ED) for elementary and secondary public education. Program offices within ED sponsor specific portions of the data reported in *EDFacts* to meet information requirements and support program monitoring and policy development. The purpose of *EDFacts* is to

- place the use of robust, timely performance data at the core of decision and policymaking in education;
- reduce state and district data burden and streamline data practices;
- improve state data capabilities by providing resources and technical assistance; and
- provide data for planning, policy, and management at the federal, state, and local levels.

EDFacts provides the collection and processing systems that SEAs use to report data for multiple elementary/secondary programs, such as the Common Core of Data and the Consolidated State Performance Report. Data are reported in a series of files according to an annual schedule. SEAs reported all the data elements used in this report through the *EDFacts* Submission System.

For more information on the *EDFacts* initiative, please visit the public website at <http://www2.ed.gov/about/inits/ed/edfacts>.

The Common Core of Data (CCD) Program

The CCD is a program of the NCES' Administrative Data Division, which is part of the U.S. Department of Education's Institute of Education Sciences. CCD was authorized as part of the Cooperative Education Statistics System in section 157 of the Education Sciences Reform Act of 2002, part C. Each school year the CCD program collects fiscal and nonfiscal administrative data about all public schools, public local education agencies, and state education agencies in the United States. The five component surveys of the CCD are: the State Nonfiscal Survey of Public Elementary/Secondary Education, the Public Elementary/Secondary School Universe Survey, the Local Education Agency Universe Survey, the National Public Education Finance Survey, and the School District Finance Survey.

The objectives of the CCD are twofold: first, to provide an official listing of public elementary and secondary schools and LEAs in the nation, which can be used to select samples for other NCES surveys. And second, to provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general that are comparable among states.

SEAs report CCD nonfiscal survey elements as part of the annual *EDFacts* collection. SEAs report CCD fiscal data through separate surveys that are conducted in collaboration with the U.S. Census Bureau. CCD contains three categories of information: general descriptive information on schools and school districts; data on students and staff; and fiscal data on revenue and

expenditures for public education. CCD publishes statistical information annually by school year for approximately 100,000 public elementary and secondary schools, approximately 18,000 local education agencies (including independent charter districts, supervisory unions, and regional education service agencies), in the 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Department of Defense Education Activity (DoDEA), BIE, Guam, the Commonwealth of the Northern Mariana Islands, and American Samoa.

Data Collection and Review

Data collection for nonfiscal CCD. SEAs submit separate files for each of the three nonfiscal survey components (school, LEA and state). For each survey, SEAs submit only aggregate sums of person-level data such as membership or number of teachers. The *EDFacts* collection opens for each school year beginning in January, with groups of data collected over a schedule throughout the year. The data in this report represent data reported from January 2014 through November 2014. The SY 2013-14 *EDFacts* collection will remain open to SEAs for revisions and corrections for approximately 3 years after the opening of the initial collection, continuing through the end of 2016. NCES may release additional revisions of the provisional data when necessary to reflect the most recent revisions reported from SEAs. Once the collection for SY 2013-14 closes, NCES will issue a Final version of the nonfiscal survey data files to include any final reported revisions.

Participation in SY 2013-14. SEAs from the 50 states, the District of Columbia, the Bureau of Indian Education (BIE), Puerto Rico, and the U.S. Virgin Islands reported in *EDFacts* for SY 2013-14; the Commonwealth of the Northern Mariana Islands and Guam reported directly to the CCD. The Department of Defense Education Activity (DoDEA) and American Samoa did not report data for SY 2013-14. For these nonreporting jurisdictions, NCES carried over the numbers and statuses of schools and agencies from prior year files and coded all the other data items as missing. For the state level universe, NCES carried over the jurisdiction's directory information from prior year files but coded the other data items as missing.

Data quality. NCES performed an extensive quality review of all CCD data submissions. Data analysts asked state *EDFacts* and CCD coordinators to correct or confirm any numbers that appeared out of range when compared to other states' data or with the state's reports in previous years. If no correction or explanation for anomalous data was provided by the SEA, NCES either edited the value (for example, replaced a reported total value with the sum of detail) or suppressed the data. For example, if a state reported enrollment of 12th grade students that was substantially larger than the enrollment of 11th grade students in the previous year, and the state could not explain the discrepancy, NCES suppressed the reported number of 12th grade students.

As part of the quality review, NCES also checked for consistency among the school, LEA, and state-level files. In some states where inconsistencies were identified and SEAs were not able to provide a correction or explanation, NCES also applied additional data edits across all three data files to reduce data anomalies. For example, in SY 2011–12, some states reported more full-time equivalent (FTE) teacher counts at the school level than the LEA level, and the states confirmed that the LEA figures were accurate. NCES edited the teacher FTE data at the school level to match the data at the LEA level by proportionally adjusting the counts.

Totals. “United States” and “reporting states” totals in the tables include only the 50 states and the District of Columbia. These totals exclude reported data from the BIE, DoDEA, Puerto Rico, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

Unit nonresponse. In the case of unit nonresponse, NCES carried forward the directory data (addresses and phone numbers) from the prior year of data for all three data files (state, LEA, and school). The numbers and statuses of the schools and agencies in these jurisdictions were also carried over from prior year files. Statistical data (membership and staff counts) were not carried over from prior years; these were left as missing. Two jurisdictions, DoDEA and American Samoa did not report data for the 2013-14 school year.

Item nonresponse. Not all states or jurisdictions collect and report all of the data items requested for CCD surveys. NCES attempts to complete missing data first by drawing on other sources. For example, if an SEA does not report the number of teachers in the State Nonfiscal Survey of Public Elementary/Secondary Education, but reports the number of teachers for each LEA in the LEA Universe Survey, NCES completes the state-level number by summing the number of teachers from the state’s LEAs. In some cases, if a state is unable to report data during the collection period but publishes them later through a written report or website, NCES may import data from these other published sources to complete missing items. When this is done, table footnotes identify all instances in which NCES summed or imported data from other CCD surveys or outside sources. NCES uses editing procedures to complete missing data for any CCD data item in any of the three CCD nonfiscal surveys, as necessary.

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

NCES has different criteria for how totals that include missing data are reported at the national level (the fifty states and the District of Columbia) from how they are reported at the state level. For NCES to report a state total of an item, the SEA must have reported at least 80 percent of possible cases within that state. At the national level, if some components of the total are missing, NCES provides a “Reporting states” total (instead of a “United States” total); this “reporting states” total is only provided if at least 85 percent of an item was reported across the 50 states and District of Columbia.

State nonfiscal imputed data. NCES imputed missing values in the State Nonfiscal Survey of Public Elementary/Secondary Education to create data files that more accurately reflect student and staff counts and to improve comparability among states. Imputations are performed on data from the 50 states and District of Columbia only. Imputations provide values in cases where the data are missing. An imputation assigns a value to the missing item, which increases subtotals containing this item by the amount of the imputation. An example of one of the imputation methods used is the following: if a state is unable to report the number of prekindergarten teachers employed by the state for a particular school year, the number of prekindergarten teachers for the state would be imputed by calculating a median growth rate for all states that

reported prekindergarten teachers in the previous and current year, and applying this median growth rate to the state's prior year reported number of prekindergarten teachers. For more information about the imputation procedures used to assign values to missing items, please refer to the documentation for the State Nonfiscal Survey of Public Elementary/Secondary Education, which can be accessed at <http://nces.ed.gov/ccd/stnfis.asp>.

NCES does not currently impute missing items in the Public Elementary/Secondary School Universe Survey or the LEA Universe Survey. Data users should use caution in making inferences when comparing totals tabulated from the school and LEA universe files compared to prior year files, as the files may have different amounts of missing school or LEA data from year to year.

Edits. NCES uses statistical editing procedures to identify potential errors and apply corrections to reported values. An example of one of the editing procedures is the following: if a state reports a total count of teachers that exceeds or is less than the sum of associated detail counts, but none of the associated components have been imputed, NCES edits the reported total to equal the sum of the associated detail counts. NCES notifies the SEA of the potential errors and asks the SEA to verify the information or provide corrected information. However, when the data cannot be corrected or validated, a trained CCD analyst uses information provided by the SEA in the current and prior years, together with information from outside sources such as SEA or LEA published information to determine if and when corrections or suppressions should be made to the data.

Beginning in SY 2009–10, NCES implemented a revised editing methodology for agency and school data to improve the precision of our edits in identifying errors. The revised methodology used data from multiple years and was applied to both the reported data items and related ratios. The methodology placed an additional requirement for an item to be identified as a potential error that both the count and a related ratio must be identified as potential errors. For example, for total student membership to be flagged as a potential error, both total membership and a related ratio, such as pupil/teacher ratio, must be flagged. This methodology was applied to school-level membership data used in table 4 of this report. For more information about the procedures used to edit reported data, please refer to the documentation associated with each of the CCD Surveys at http://nces.ed.gov/ccd/data_resources.asp.

School and agency operational and membership status. In order to ensure continuity over time, the CCD includes schools and agencies that may not be operating during the school year reported. “Inactive” schools and agencies are those that are closed temporarily with the intention that they will be reopened; these schools and agencies retain their original NCES identification code. When an LEA or school ceases to operate permanently, the CCD includes these as “Closed” schools or agencies for one school year after closing. “Future” schools are those that are scheduled to open, but have not yet begun to operate.

Some operational schools or agencies may legitimately not report students. A vocational school or an LEA operating only vocational schools may provide classes for students from a number of regular schools or school districts. In this case, the students are usually reported in the membership of their school of record, and the vocational school (identified as a “shared time” school) shows no student membership. It is also possible that an operational school that is not

“shared time” can be reported with no membership. For example, the number of students may be missing, or the school could have not yet enrolled students when it was reported.

School type edits. Beginning with SY 2007–08, the CCD edits the reported school type if it does not agree with the CCD definition. For example, if a school name indicated that it focused primarily on the needs of students with disabilities or if the state reported in *EDFacts* that at least 80 percent of the students enrolled in the school had special education individual education programs, CCD analysts reclassified the school as a special education school. Similarly, if a school name suggested that it was a vocational or alternative school, NCES researched the school through different resources (e.g., school website or education association) or by calling the school to determine if the school should be reclassified as a vocational or alternative school. NCES asked CCD Coordinators to review these reclassifications, and if they provided evidence that a school met CCD criteria for the originally reported type, the school type was not changed.

Reportable programs. NCES makes every effort to ensure that the CCD and *EDFacts* files agree in the numbers of schools they contain. Because the *EDFacts* system collects data for a number of programs in the U.S. Department of Education, it includes some entities that do not meet the CCD’s definition of a school (e.g., a self-contained magnet or alternative program within a school is counted as a separate school in *EDFacts*, but not in the CCD). These entities, referred to as “reportable programs,” were excluded from this report.

BIE schools. Beginning with the 2010–11 school year, BIE reported each school on both the school file and the agency file. In prior years, the schools were listed only on the school file.

Teacher counts. SEAs report all teacher and staff counts in FTE units. This is the amount of time required to perform an assignment stated as a proportion of a full-time position. It is computed by dividing the amount of time an individual is employed by the time normally required for a full-time position.

State agencies vary in their staff and teacher data collection and reporting systems, which may cause inconsistency among states in how they report teacher and staff data. Several states collapse two or more categories of staff (including teachers) into one. In these cases, for the state nonfiscal data only, NCES imputes this number by distributing the reported number of staff across the several categories based on the average distribution of these staff in the reporting states. NCES does not impute teacher or staff counts in the LEA and school surveys.

Agreement across survey levels. For LEA membership counts, SEAs report students in the LEA that initially receives funds for their education and has responsibility for their education. For school membership counts, SEAs report students in the school they attend. Each student may only be reported for a single school and for a single agency. Some students receive a public education outside a regular school district (for example, they may attend a state-operated residential school). Some students in a regular school district may not be served by a school. Hospitalized and homebound students, for example, may be reported in the membership for a regular school district but not for any of the district’s schools. NCES considers the numbers reported in the State Nonfiscal Survey of Public Elementary/Secondary Education to be the official statistics for a state.

For more detailed explanations on CCD methodology and technical information, see the data file documentation for the Common Core of Data at <http://nces.ed.gov/ccd/ccddata.asp>.

Appendix B: Glossary

Added agency—An agency that is reported for the first time although it has been in operation for more than 1 year.

Added school—A school that is reported for the first time although it has been in operation for more than 1 year.

Administrative and service agency—Includes supervisory unions and regional education service agencies. (See also “Supervisory Union” and “Regional Education Service Agency.”)

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

Bureau of Indian Education school and district—A school or district that is directly funded by Bureau of Indian Education (formerly Bureau of Indian Affairs), U.S. Department of the Interior.

Changed agency school—A school that is affiliated with a different local education agency than was reported on the previous year’s Common Core of Data.

Changed boundary agency—An agency that was included in the prior year’s Common Core of Data, but that has undergone a significant change in geographic boundaries or instructional responsibility.

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

City locale—See “Locale, Urban-Centric.”

Closed agency—An agency that was operating in the prior year, but is closed in the current reporting year.

Closed school—A school that was operating in the prior year, but is closed in the current reporting year with no expectation of re-opening.

Elementary/secondary education—Programs providing instruction, or assisting in providing instruction, for students in prekindergarten, kindergarten, grades 1 through 12, and ungraded programs.

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

Future agency—An agency that is scheduled to become operational within 2 years.

Future school—A school that is scheduled to become operational within 2 years.

Inactive agency—An agency that is temporarily closed and expected to reopen within 3 years.

Inactive school—A school that is temporarily closed and expected to reopen within 3 years.

Independent charter agency—A school district that includes only charter schools, typically a single school that was authorized under the charter.

Local education agency (LEA)—The agency at the local level whose primary responsibility is to operate public schools or to contract for public school services.

Local education agency type—A classification of educational agencies according to the level of administrative and operational control. The types are: (1) local school district that is not a component of a supervisory union, (2) local school district that is a component of a supervisory union, (3) supervisory union administrative center, (4) regional education services agency, (5) state-operated agency, (6) federally operated agency, (7) charter agency, and (8) other education agencies.

Locale code, Metro-Centric—See “Locale, Metro-Centric.”

Locale code, Urban-Centric—See “Locale, Urban-Centric.”

Locale, Urban-Centric—An indication of school’s location relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools’ membership. The urban-centric locale assignment system has been used starting in 2006–07. Definitions for the geographic terms, such as urbanized area and urban cluster, can be found at the following website: <http://www.census.gov/geo/reference/terms.html>

The locale code categories are defined below.

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

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

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

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

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

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

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

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

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

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

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

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

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

New agency—An agency that is opened for the first time within the reported school year.

New school—A school that is opened for the first time within the reported school year.

Nonoperating agency—An agency that does not provide services during the reported school year. Includes inactive, closed, and future agencies.

Nonoperating school—A school that does not provide services during the reported school year. Includes inactive, closed, and future schools.

Operating agency—An agency that provides services during the reported school year. Includes continuing, added, reopened, changed boundary, and new agencies.

Operating school—A school that provides services during the reported school year. Includes continuing, added, reopened, changed agency, and new schools.

Operational status, agency—Classification of the operational condition of an agency. Classifications include continuing, added, reopened, changed boundary, new, closed, temporarily closed and may reopen within 3 years, and scheduled to be operational within 2 years.

Operational status, school—Classification of the operational condition of a school. Classifications include currently operational (“continuing”); added; reopened; changed agency;

new; temporarily closed and may reopen within 3 years (“inactive”); closed; and scheduled to be operational within 2 years (“future”).

Pupil/teacher ratio—The ratio of pupils to teachers within an entity (i.e., state, school district, or school). The district-level pupil/teacher ratio uses the total of pupils and the total FTE number of teachers reported in the schools associated with the school district. The pupil/teacher ratio does not represent class size, but rather is a district-level measure of pupils and teachers.

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

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

Regular school district—An agency responsible for providing free public education for school-age children residing within its jurisdiction. This category excludes local supervisory unions that provide management services for a group of associated school districts; regional education service agencies that typically provide school districts with research, testing, and data processing services; state and federally operated school districts; and other agencies that do not fall into these groupings.

Reopened school—A school that was closed in the prior year and is reopened during the reported school year.

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

Rural locale—See “Locale, Urban-Centric.”

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

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

School type—A classification of schools based on the type of instruction conducted by the school. Each school is assigned only one type. The types are: (1) regular school, (2) special education school, (3) vocational education school, (4) alternative/other school, and (5) reportable programs.

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

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

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

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

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

Student membership—Annual headcount of students enrolled in school on October 1 or the school day closest to that date. In any given year, some small schools will not have any students.

Suburb locale—See “Locale, Urban-Centric.”

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

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

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

Town locale—See “Locale, Urban-Centric.”

Unified school district—School district that provides both elementary and secondary education services and instruction.

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