

Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2012–13

First Look

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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) 2012–13. 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 2012–13 or have closed since the prior school year;
- student membership counts; and
- 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 universe of public elementary and secondary education is composed of a complete directory listing of all public schools and LEAs for each state or jurisdiction that includes the name, address, geographical location information, and descriptive characteristics for each school and LEA (e.g., operational status, type, charter status). The universe also includes 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. In this First Look, provisional data from the SY 2012–13 public elementary and secondary education universe 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 do not represent a complete review of all observed differences in the

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 the number 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 2012-13 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 2012-13 closes at the end of 2015.

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 2012–13

- There were 98,454 operating public elementary/secondary schools in SY 2012–13; this number includes 1,483 new schools that opened for the first time (table 1). States reported that 1,493 schools closed since SY 2011–12. Most operating schools were regular schools (89,031) that were primarily responsible for instruction in the standard curriculum as well as other areas. An additional 2,034 schools focused primarily on special education services; 1,403 schools were identified as vocational schools; and 5,986 were identified as alternative education schools.
- There were 18,093 operating local education agencies in SY 2012–13, including 242 new agencies that opened for the first time. States reported that 174 local education agencies closed since SY 2011–12. Most operating agencies were regular school districts (13,519) that were responsible for educating students residing within their jurisdiction (table 1). A total of 1,540 operating agencies were supervisory unions or regional education service agencies that typically provided services to school districts. A total of 2,617 were independent charter agencies in which all the associated schools were charter schools. An additional 417 agencies were operated by a state, federal, or other agency (derived from table 1).
- In SY 2012–13 there were 49.8 million public elementary and secondary school students in membership (table 2), which is an increase of 0.50 percent from student membership in SY 2011–12 (Keaton 2013).
- In SY 2012–13, 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 2012–13, the pupil/teacher ratio (i.e., the number of students for every FTE teacher) in public schools remained constant at 16.0 (table 2), compared to the ratio of 16.0 in SY 2011–12 (Keaton 2013). Among the 50 states and the District of Columbia, the pupil/teacher ratio in SY 2012–13 ranged from a high of 23.7 in California to a low of 10.7 in Vermont.
- In SY 2012–13, 40 states and the District of Columbia reported a having a total of 6,079 charter schools (table 3). The number of charter schools increased by 6.7 percent from SY 2011–12 (Keaton 2013).
- More schools (27,935) were in suburban locations than in any other locale in SY 2012–13 (table 4). An additional 23,197 were in cities; 25,239 schools were in rural areas; and 11,631 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. (2013). *Selected Statistics From the Common Core of Data: School Year 2011–12 (NCES 2013-441)*. 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 2012–13

Status of public elementary and secondary schools and agencies	School type					Local education 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 schools/agencies	100,845	90,617	2,129	1,479	6,620	18,387	13,594	218	1,332	2,808	282	153
Operating schools/agencies⁴	98,454	89,031	2,034	1,403	5,986	18,093	13,519	217	1,323	2,617	265	152
Continuing	96,611	87,596	1,984	1,370	5,661	17,825	13,495	216	1,317	2,401	260	136
Added ⁵	102	94	2	0	6	11	1	0	0	0	1	9
Reopened	69	28	6	1	34	5	4	0	0	1	0	0
Changed agency/boundary ⁶	189	106	4	1	78	10	4	0	0	6	0	0
New ⁷	1,483	1,207	38	31	207	242	15	1	6	209	4	7
Nonoperating schools/agencies	2,391	1,586	95	76	634	294	75	1	9	191	17	1
Inactive ⁸	566	210	10	7	339	36	8	0	1	27	0	0
Closed	1,493	1,075	83	66	269	174	65	1	8	82	17	1
Future ⁹	332	301	2	3	26	84	2	0	0	82	0	0
Student membership ¹⁰ status of operating schools/agencies												
With membership	94,771	88,002	1,664	339	4,766	16,445	13,418	2	300	2,577	131	17
Without membership, providing instruction (shared time) ^{11,12}	1,579	81	143	919	436	†	†	†	†	†	†	†
Without membership (not shared time) ¹²	2,104	948	227	145	784	1,648	101	215	1,023	40	134	135

† 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/agencies include all those providing services during the reported school year.

⁵ Added schools/agencies 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/agencies opened for the first time within the school year reported.

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

⁹ Future schools/agencies 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. This is not applicable for agencies.

NOTE: Table includes the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/ Secondary School Universe Survey," SY 2012–13, Provisional Version 1a, "Local Education Agency Universe Survey," SY 2012–13, Provisional Version 1a.

Table 2. Number of operating public schools and districts, state enrollment, teachers, and pupil teacher ratio, by state: School year 2012–13

State or jurisdiction	Number of operational schools ¹	Number of operational districts	State level		
			Membership ²	Teacher ²	Pupil teacher ratio
United States³	98,454	18,093	49,771,118	3,109,101	16.0
Alabama	1,637	173	744,637	51,877	14.4
Alaska	509	54	131,489	7,682	17.1
Arizona	2,267	666	1,089,384	48,866	22.3
Arkansas	1,102	288	486,157	34,131	14.2
California	10,315	1,181	6,299,451	266,255	23.7
Colorado	1,825	259	863,561	48,922	17.7
Connecticut	1,148	200	550,954	43,931	12.5
Delaware	224	44	129,026	9,257	13.9
District of Columbia	230	60	76,140	5,925	12.9
Florida	4,269	76	2,692,162	176,537	15.2
Georgia	2,387	218	1,703,332	109,365	15.6
Hawaii	286	1	184,760	11,608	15.9
Idaho	719	149	284,834	14,563	19.6
Illinois	4,266	1,070	2,072,880	135,701	15.3
Indiana	1,925	407	1,041,369	59,863	17.4
Iowa	1,390	357	499,825	35,080	14.2
Kansas	1,351	321	489,043	41,243	11.9
Kentucky	1,568	194	685,167	42,769	16.0
Louisiana	1,407	131	710,903	46,493	15.3
Maine	617	255	185,739	15,222	12.2
Maryland	1,449	25	859,638	57,718	14.9
Massachusetts	1,854	404	954,773	70,636	13.5
Michigan	3,550	891	1,555,370	86,154	18.1
Minnesota	2,403	553	845,404	53,585	15.8
Mississippi	1,063	162	493,650	32,613	15.1
Missouri	2,406	567	917,900	66,248	13.9
Montana	824	496	142,908	10,200	14.0
Nebraska	1,090	286	303,505	22,103	13.7
Nevada	664	18	445,707	20,695	21.5
New Hampshire	481	288	188,974	14,925	12.7
New Jersey	2,598	691	1,372,203	110,929	12.4
New Mexico	877	146	338,220	22,201	15.2
New York	4,822	950	2,710,703	207,060	13.1
North Carolina	2,557	244	1,518,465	98,590	15.4
North Dakota	517	227	101,111	8,677	11.7
Ohio	3,685	1,093	1,729,916	106,000	16.3
Oklahoma	1,784	584	673,483	41,775	16.1
Oregon	1,251	220	587,564	26,410	22.2
Pennsylvania	3,127	799	1,763,677	123,147	14.3
Rhode Island	304	54	142,481	9,871	14.4
South Carolina	1,239	103	735,998	48,072	15.3
South Dakota	697	170	130,471	9,334	14.0
Tennessee	1,817	141	993,496	66,406	15.0
Texas	8,731	1,254	5,077,659	327,357	15.5
Utah	995	132	613,279	26,610	23.0
Vermont	318	361	89,624	8,403	10.7
Virginia	2,182	227	1,265,419	89,389	14.2
Washington	2,370	322	1,051,694	53,699	19.6
West Virginia	755	57	283,044	20,101	14.1
Wisconsin	2,238	464	872,436	57,551	15.2
Wyoming	364	60	91,533	7,350	12.5

See notes at end of table.

Table 2. Number of operating public schools and districts, state enrollment, teachers, and pupil teacher ratio, by state: School year 2012–13—Continued

State or jurisdiction	Number of operational schools ¹	Number of operational districts	State level		Pupil teacher ratio
			Membership ²	Teacher ²	
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions					
Department of Defense (DoDEA)	191	16	—	—	—
Bureau of Indian Education	174	196	—	5,308	—
American Samoa	28	1	—	—	—
Guam	39	1	31,186	2,291	13.6
Commonwealth of the Northern Mariana Islands	29	1	10,646	409	26.0
Puerto Rico	1,457	1	434,609	30,986	14.0
U.S. Virgin Islands	31	2	15,192	1,129	13.5

— 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 includes two 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," SY 2012–13, Preliminary Version 1a, "Local Education Agency Universe Survey," SY 2012–13, Provisional Version 1a, "State Nonfiscal Survey of Public Elementary/Secondary Education," SY 2012–13, 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 2012–13

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	98,454	89,031	2,034	1,403	5,986	6,079	3,151	68,140	51,529
Alabama	1,637	1,402	44	72	119	†	32	906	884
Alaska	509	436	3	3	67	27	17	367	347
Arizona	2,267	1,955	22	225	65	542	19	1,794	1,318
Arkansas	1,102	1,061	4	26	11	45	38	938	867
California	10,315	8,786	149	87	1,293	1,085	421	7,155	5,295
Colorado	1,825	1,725	7	6	87	187	25	658	493
Connecticut	1,148	1,035	47	16	50	17	69	572	218
Delaware	224	191	21	6	6	22	3	183	175
District of Columbia	230	208	7	3	12	102	34	180	175
Florida	4,269	3,609	185	51	424	581	494	2,697	2,587
Georgia	2,387	2,253	59	1	74	93	86	1,575	1,478
Hawaii	286	284	1	0	1	32	†	228	210
Idaho	719	629	11	10	69	47	19	570	517
Illinois	4,266	3,978	140	0	148	58	108	3,330	1,734
Indiana	1,925	1,860	29	27	9	72	32	1,497	1,194
Iowa	1,390	1,354	6	0	30	3	†	960	548
Kansas	1,351	1,338	10	1	2	16	33	1,057	858
Kentucky	1,568	1,301	6	126	135	†	42	1,116	1,069
Louisiana	1,407	1,218	28	9	152	104	77	1,181	1,139
Maine	617	587	3	27	0	2	1	529	398
Maryland	1,449	1,327	39	26	57	52	92	385	337
Massachusetts	1,854	1,774	21	39	20	77	—	1,053	547
Michigan	3,550	3,057	193	6	294	346	435	2,347	1,475
Minnesota	2,403	1,626	279	11	487	176	82	867	322
Mississippi	1,063	908	4	90	61	0	17	721	710
Missouri	2,406	2,173	64	64	105	57	29	1,842	1,503
Montana	824	818	2	0	4	†	†	708	424
Nebraska	1,090	1,011	26	0	53	†	†	498	356
Nevada	664	599	12	1	52	40	37	171	168
New Hampshire	481	481	0	0	0	22	†	419	137
New Jersey	2,598	2,360	59	62	117	86	—	1,640	478
New Mexico	877	829	8	1	39	94	2	782	752
New York	4,822	4,644	123	29	26	211	‡	4,429	1,927
North Carolina	2,557	2,444	25	7	81	108	106	2,120	2,004
North Dakota	517	472	33	12	0	†	†	275	109
Ohio	3,685	3,555	54	70	6	368	†	2,935	2,709
Oklahoma	1,784	1,776	4	0	4	23	†	1,251	1,114
Oregon	1,251	1,211	2	0	38	123	†	574	466
Pennsylvania	3,127	3,021	8	87	11	175	46	2,372	1,525
Rhode Island	304	285	2	12	5	18	†	228	137
South Carolina	1,239	1,166	10	42	21	55	100	1,054	1,013
South Dakota	697	651	9	3	34	†	†	615	360
Tennessee	1,817	1,764	16	16	21	51	132	1,504	1,439
Texas	8,731	7,710	22	0	999	628	242	6,970	6,707
Utah	995	897	69	3	26	88	23	297	217
Vermont	318	302	0	15	1	†	2	241	189
Virginia	2,182	1,874	54	58	196	4	136	740	503
Washington	2,370	1,932	98	18	322	†	†	1,579	1,326
West Virginia	755	692	3	30	30	†	†	338	336
Wisconsin	2,238	2,125	10	5	98	238	4	1,519	639
Wyoming	364	337	3	0	24	4	†	173	96

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 2012–13—Continued

State or jurisdiction	Total number of operating schools	School type					Charter	Magnet ²	Title I ³	Title I schoolwide ³
		Regular	Special education	Vocational education	Alternative education					
Department of Defense dependents schools, 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	†	—	169	169	
American Samoa	28	27	0	1	0	—	—	—	—	
Guam	39	39	0	0	0	—	—	—	—	
Commonwealth of the Northern Mariana Islands	29	29	0	0	0	†	†	0	0	
Puerto Rico	1,457	1,395	23	30	9	†	†	1,439	1,356	
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 20 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 includes two 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 the magnet status of each school.

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: Common Core of Data Glossary.

⁴ A reporting states total is shown if data for any item in the table were missing for some, but reported for at least 85 percent of all schools in the United States.

NOTE: Every school is assigned only one school type based on its instructional emphasis. Independent of school type, every school is assigned a separate charter status, magnet status, and Title 1 status. Numbers and types of schools may differ from those published by states. For the complete definitions, see Appendix B: Common Core of Data Glossary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," SY 2012–13 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 2012–13

State or jurisdiction	Total number of schools ¹	Total number of students ²	City		Suburban		Town		Rural	
			Number of schools	Percent of students						
United States³	88,002	48,539,891	23,197	30.0	27,935	39.8	11,631	11.5	25,239	18.7
Alabama	1,323	740,270	297	23.7	244	23.0	196	14.5	586	38.8
Alaska	435	113,194	75	36.6	12	5.3	68	25.7	280	32.4
Arizona	1,927	1,075,433	911	49.4	457	30.8	257	10.5	302	9.3
Arkansas	1,060	484,557	222	27.7	117	13.9	238	24.3	483	34.1
California	8,605	6,015,735	3,481	42.6	3,540	46.2	623	5.7	961	5.5
Colorado	1,725	847,838	550	37.6	527	39.6	196	9.1	452	13.7
Connecticut	1,024	534,513	284	28.5	545	56.3	39	3.0	156	12.1
Delaware	186	117,162	31	12.7	97	54.3	30	16.1	28	16.9
District of Columbia	205	72,679	205	100.0	0	0	0	0	0	0
Florida	3,399	2,628,503	940	25.7	1,835	58.9	207	4.5	417	10.9
Georgia	2,246	1,684,026	413	15.7	855	45.9	287	11.5	691	26.9
Hawaii	284	184,579	67	24.2	105	45.0	74	22.5	38	8.3
Idaho	625	276,563	114	23.9	111	27.3	146	24.5	254	24.3
Illinois	3,954	2,038,215	988	29.9	1,622	49.1	509	10.2	835	10.7
Indiana	1,849	1,038,791	496	30.4	397	26.9	293	14.7	663	28.0
Iowa	1,352	487,827	233	27.6	111	12.7	325	26.2	683	33.5
Kansas	1,296	473,112	233	27.4	145	17.6	320	26.9	598	28.2
Kentucky	1,290	678,798	224	20.9	181	16.8	321	25.7	564	36.6
Louisiana	1,198	642,616	276	24.8	304	30.7	222	15.8	396	28.8
Maine	585	179,038	46	12.0	64	16.2	78	17.0	397	54.7
Maryland	1,327	837,991	310	20.8	752	61.1	56	3.8	209	14.3
Massachusetts	1,773	911,421	310	16.9	1,223	72.2	40	1.5	200	9.5
Michigan	3,024	1,441,301	675	23.6	1,102	43.1	378	11.5	869	21.9
Minnesota	1,606	813,835	310	21.1	398	36.0	315	21.0	583	21.8
Mississippi	903	492,087	98	10.8	91	14.1	259	28.9	455	46.1
Missouri	2,154	904,978	355	19.2	515	34.0	379	20.1	905	26.6
Montana	818	142,797	64	25.2	11	2.0	137	37.0	606	35.8
Nebraska	997	302,842	202	37.9	85	15.5	195	22.0	515	24.6
Nevada	596	439,716	246	48.8	174	37.0	67	7.5	109	6.7
New Hampshire	479	187,940	46	14.6	129	36.9	69	14.1	235	34.4
New Jersey	2,340	1,331,925	232	9.6	1,848	79.9	61	2.1	199	8.4
New Mexico	825	331,650	211	34.4	85	14.3	225	27.5	304	23.7
New York	4,581	2,646,018	1,955	43.9	1,500	37.5	367	6.6	759	11.9
North Carolina	2,428	1,497,677	616	27.9	471	23.9	302	10.8	1,039	37.4
North Dakota	469	98,977	60	28.9	22	11.1	64	21.2	323	38.7
Ohio	3,538	1,721,384	771	18.9	1,299	45.5	529	13.7	939	22.0
Oklahoma	1,775	671,950	268	23.1	216	21.9	389	24.0	902	30.9
Oregon	1,211	549,865	322	34.6	256	27.2	298	24.1	335	14.1
Pennsylvania	3,011	1,726,333	585	20.4	1,376	50.8	300	9.4	750	19.4
Rhode Island	285	137,043	64	24.1	185	65.4	0	0.0	36	10.5
South Carolina	1,165	733,765	204	19.2	338	35.3	160	12.4	463	33.1
South Dakota	649	128,464	56	27.2	6	1.7	95	29.7	492	41.4
Tennessee	1,711	988,856	545	31.7	278	20.9	279	17.1	609	30.3
Texas	7,679	4,996,929	2,838	42.3	1,926	32.0	1,009	10.1	1,906	15.6
Utah	888	601,895	148	16.4	457	62.3	117	11.2	166	10.1
Vermont	299	84,711	12	6.4	17	9.1	53	28.4	217	56.0
Virginia	1,853	1,261,239	430	23.2	660	44.4	163	7.1	600	25.3
Washington	1,905	1,004,757	534	32.5	682	42.6	257	12.7	432	12.1
West Virginia	688	281,971	84	14.3	123	20.2	127	21.6	354	43.9
Wisconsin	2,122	865,492	510	29.3	435	27.9	411	19.6	766	23.2
Wyoming	335	90,633	50	25.2	6	2.1	101	44.1	178	28.6

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 2012–13—Continued

State or jurisdiction	Total number of schools ¹	Total number of students ²	City		Suburban		Town		Rural	
			Number of schools	Percent of students						
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
Department of Defense (DoDEA)	191	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	174	—	—	—	—	—	—	—	—	—
American Samoa	28	—	—	—	—	—	—	—	—	—
Guam	39	31,186	—	—	—	—	—	—	—	—
Commonwealth of the Northern Mariana Islands	29	10,646	0	0	0	0	26	95	3	4.6
Puerto Rico	1,395	414,518	331	23.5	863	64.5	59	4.1	142	8.0
U.S. Virgin Islands	30	15,192	0	0	0	0	28	96.4	2	3.6

— Not available.

¹ Total number of operating schools excludes schools without membership and schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE includes 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 aggregated from the school level.

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: Common Core of Data Glossary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” SY 2012–13 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 2013 through March 2014. The SY 2012–13 *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 2012–13 closes, NCES will issue a Final version of the nonfiscal survey data files to include any final reported revisions.

Participation in SY 2012–13. 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 2012–13; 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 2012–13. 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 cases 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 2012–13 school year.

Item nonresponse. Not all states or jurisdictions collect and report all of the data items requested in 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 items were 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 plausible 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 for 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 a 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.