

Numbers and Types of Public Elementary and Secondary Schools From the Common Core of Data: School Year 2008–09

First Look

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July 2010

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Introduction

This report presents findings on the numbers and types of public elementary and secondary schools in the United States and other jurisdictions¹ in the 2008–09 school year, using data from the Public Elementary/Secondary School Universe Survey of the Common Core of Data (CCD) survey system. The CCD is an annual collection of data that are reported by state education agencies to the National Center for Education Statistics through the U.S. Department of Education’s *EDFacts* collection system.

Because the purpose of this report is to introduce new data through the presentation of tables containing descriptive information, only selected findings are presented. These findings have been chosen to demonstrate the range of information available when using the CCD rather than to discuss all of the observed differences, and they are not meant to emphasize any particular issue.

The Public Elementary/Secondary School Universe Survey reports the numbers and types of schools. Information about schools includes the type of school, its status (new, continuing, closed, etc.), and whether it is a charter school, magnet school, and/or Title I school. The survey also reports the numbers of students and the school’s “locale type,” that is, whether it is in a city, suburban, town, or rural area.

State education agencies follow standard definitions for the data items they report to the CCD via *EDFacts*. In some cases, state education agencies may be unable to report a data item, or may not be able to follow the definition exactly. Examples of situations that could lead to missing data would be a state that collected only limited information about charter schools, or that did not have a way of identifying magnet schools. Data were reported by all states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and the Bureau of Indian Education in the 2008–09 CCD collection through the *EDFacts* system; the Department of Defense dependents schools (overseas and domestic) and the Commonwealth of the Northern Mariana Islands reported directly to the CCD. American Samoa and Guam did not report data for the 2008–09 school year; the numbers and types of schools in these jurisdictions were carried over from prior year files.

Not all schools report students. This is because the CCD allows a student to be reported in membership for only one school.² Some schools, particularly vocational schools, provide education to students who are included in the membership of other schools. Schools that provide services but do not count students in membership are identified as “shared time” schools.

While tables include data for all of the CCD respondents, the United States and reporting states totals shown on the tables and the discussion of findings in the text include only the 50 states and the District of Columbia.

¹ The CCD includes the 50 states, the District of Columbia, Department of Defense dependents schools (domestic and overseas), Bureau of Indian Education, Puerto Rico and the four other jurisdictions of American Samoa, Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands.

² Membership is the count of students enrolled on October 1 of the school year.

More information about the survey content and methodology can be found in Appendix A: Methodology and Technical Notes, of this report. The data items are defined in Appendix B: Common Core of Data Glossary.

More information about the CCD surveys and products is available at <http://nces.ed.gov/ccd>.

Selected Findings: 2008-09 School Year

- There were 98,706 operating public elementary/secondary schools in the 2008–09 school year (table 1). In this school year, 1,515 schools were closed and 1,806 new schools were opened. Most operating schools were regular schools (88,801) that were responsible for instruction in the standard curriculum as well as other areas. An additional total of 2,289 schools focused primarily on special education services; 1,409 schools were identified as vocational schools; and 6,207 provided some other form of alternative education.
- Charter schools were authorized and reported by 40 states and the District of Columbia, and 34 states and the District of Columbia designated magnet schools in 2008-09 (table 2). More than 1.4 and 2.3 million students were enrolled in charter and magnet schools, respectively, in 2008-09 (table 3).
- Across all regular public schools that had membership, the overall student/teacher ratio in 2008-09 was 15.8; the ratio ranged from 11.0 in Vermont to 27.0 in Utah (table 4). This is the number of students for each full-time equivalent (FTE)³ teacher. The student/teacher ratio differed among school instructional levels: it was 15.6 in primary; 15.4 in middle; and 16.4 in high schools. The overall student/teacher ratio was the same as the ratio of 15.8 in 2007-08 (Hoffman 2010).
- School size differed by instructional level in 2008–09. On the average, primary schools had 447 students in membership, middle schools had 578 students, and high schools had 871 students (table 5).
- More schools (28,902) were in rural locations than in any other locale in 2008-09. An additional 22,377 were in cities; 24,559 schools were in suburban areas; and 12,162 were in towns (table 6). In contrast, the largest percentage of students attended suburban schools (34.8 percent), followed by schools in cities (28.9 percent), rural areas (24 percent), and towns (12.3 percent). These distributions were similar to those in 2007-08 (Hoffman 2010).
- Eligibility for free or reduced-price lunch under the National School Lunch Program is sometimes used as a proxy measure of poverty. Across the reporting states and the District of Columbia, on average, 44.5 percent of students were eligible for free or reduced-price lunch in 2008-09, with a range from 20.5 percent in New Hampshire to 68.9 percent in District of Columbia (table 7). In the 2008-09 school year, 57.5 percent of students in city schools were eligible for free or reduced-price lunch. The percentage of students who were eligible for free or reduced-price lunch across other locale types was 47.6 percent in towns, 40.0 percent in rural areas, and 35.8 percent in suburban areas. The overall percent of students eligible for free or reduced price lunch increased from the 43.2 percent reported in 2007-08 (Hoffman 2010).

³ FTE is the amount of time required to perform an assignment stated as a proportion of a full-time position.

Reference and Related Data Files

Hoffman, L. (2010). *Numbers and Types of Public Elementary and Secondary Schools From the Common Core of Data: School Year 2007–08* (NCES 2010-305). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

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>.

Tables

Table 1. Operational and student membership status of public elementary and secondary schools in the United States, by school type and charter status: School year 2008–09

Operational and student membership status ¹	All schools	School type			
		Regular	Special education	Vocational education	Alternative education
Operating schools²	98,706	88,801	2,289	1,409	6,207
Continuing	96,451	87,147	2,051	1,380	5,873
Added ³	290	41	169	8	72
Reopened	26	21	1	0	4
Changed agency ⁴	133	106	6	2	19
New ⁵	1,806	1,486	62	19	239
Non-operating	2,599	1,727	114	25	733
Inactive ⁶	549	158	11	8	372
Closed	1,515	1,059	99	15	342
Future ⁷	535	510	4	2	19
Student membership status of operating schools					
With membership	94,820	88,000	1,550	343	4,927
Without membership, providing instruction (shared time) ^{8,9}	1,202	29	80	874	219
Without membership (not shared time) ⁹	2,684	772	659	192	1,061

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

² Operating schools include all those providing services during the reported school year.

³ Added schools are reported for the first time although they have been operating for more than 1 year.

⁴ Schools that changed agency are affiliated with a different local education agency than that reported in the previous year.

⁵ New schools opened for the first time within the school year reported.

⁶ Inactive schools are closed temporarily and expected to reopen within 3 years.

⁷ Future schools are expected to open within 2 years.

⁸ Shared time schools provide instruction on a regular basis to students whose membership is reported for some other school.

⁹ 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," 2008–09, Version 1a.

Table 2. 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 2008–09

State or jurisdiction	Total number of operating schools	School type				Charter	Magnet ¹	Title I ²	Title I schoolwide ²
		Regular	Special education	Vocational education	Alternative education				
Reporting states³	98,706	88,801	2,289	1,409	6,207	4,694	3,021	62,305	40,984
Alabama	1,605	1,375	41	73	116	†	27	855	768
Alaska	507	451	2	3	51	24	13	358	312
Arizona	2,186	1,908	20	172	86	477	—	1,188	774
Arkansas	1,129	1,089	4	24	12	32	39	818	692
California	10,029	8,451	145	76	1,357	751	438	6,032	4,556
Colorado	1,779	1,672	10	5	92	148	24	615	372
Connecticut	1,150	1,037	48	17	48	18	56	529	158
Delaware	240	182	19	6	33	18	3	111	101
District of Columbia	230	206	10	1	13	90	4	216	206
Florida	3,985	3,328	173	53	431	399	357	2,538	2,323
Georgia	2,472	2,230	73	1	168	63	‡	1,320	1,166
Hawaii	290	286	3	0	1	31	†	182	172
Idaho	735	629	11	11	84	31	†	508	415
Illinois	4,402	4,010	150	53	189	39	337	3,037	1,275
Indiana	1,973	1,885	37	29	22	51	26	1,353	889
Iowa	1,490	1,423	8	0	59	9	†	940	482
Kansas	1,428	1,416	10	1	1	35	33	1,180	712
Kentucky	1,531	1,235	11	126	159	†	41	1,062	964
Louisiana	1,643	1,262	202	6	173	88	81	1,222	1,123
Maine	663	633	1	27	2	†	1	—	—
Maryland	1,457	1,328	39	24	66	34	87	359	315
Massachusetts	1,855	1,771	26	39	19	61	—	1,019	479
Michigan	4,078	3,365	317	62	334	283	479	3,514	1,426
Minnesota	2,263	1,654	271	12	326	174	75	868	277
Mississippi	1,077	921	4	90	62	1	6	709	682
Missouri	2,423	2,193	66	63	101	41	37	1,133	523
Montana	830	823	2	0	5	†	†	662	370
Nebraska	1,122	1,081	36	0	5	†	†	485	262
Nevada	617	579	7	1	30	30	1	319	270
New Hampshire	492	492	0	0	0	15	†	238	37
New Jersey	2,588	2,351	74	55	108	62	—	1,367	379
New Mexico	853	808	6	1	38	67	2	713	678
New York	4,690	4,587	47	28	28	115	318	4,410	2,197
North Carolina	2,548	2,417	33	10	88	96	127	1,135	982
North Dakota	525	484	34	7	0	†	†	310	77
Ohio	3,852	3,710	61	72	9	326	†	2,837	1,830
Oklahoma	1,796	1,787	4	0	5	16	†	1,123	926
Oregon	1,304	1,261	3	0	40	87	—	579	399
Pennsylvania	3,248	3,136	12	87	13	127	57	2,425	704
Rhode Island	327	299	3	10	15	11	†	231	121
South Carolina	1,211	1,139	10	39	23	36	57	928	869
South Dakota	721	687	7	0	27	†	†	621	331
Tennessee	1,755	1,689	19	21	26	14	34	1,355	1,275
Texas	8,530	7,434	20	0	1,076	499	†	6,411	6,044
Utah	1,029	849	81	6	93	67	20	245	193
Vermont	328	312	0	15	1	†	†	223	142
Virginia	2,009	1,865	5	32	107	4	158	713	378
Washington	2,321	1,883	106	12	320	†	†	1,249	547
West Virginia	762	697	6	31	28	†	†	357	351
Wisconsin	2,268	2,159	9	8	92	221	5	1,517	380
Wyoming	360	332	3	0	25	3	†	186	80

See notes at end of table.

Table 2. 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 2008–09—Continued

State or jurisdiction	Total number of operating schools	School type				Charter	Magnet ¹	Title I ²	Title I schoolwide ²
		Regular	Special education	Vocational education	Alternative education				
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions									
DoDDS: DoDs Overseas ⁴	125	125	0	0	0	†	†	†	†
DDESS: DoDs Domestic ⁴	67	67	0	0	0	†	†	†	†
Bureau of Indian Education	173	173	0	0	0	†	†	173	173
American Samoa	31	29	1	1	0	†	†	—	—
Guam	36	36	0	0	0	†	†	—	—
Commonwealth of the Northern Marianas Islands	31	30	0	0	1	†	†		
Puerto Rico	1,511	1,446	27	29	9	†	†	1,489	1,402
U.S. Virgin Islands	33	32	0	1	0	†	1	—	—

— Not available.

† Not applicable. Some states do not have charter school authorization and some states do not designate magnet schools. Department of Defense dependents schools (DoDDS and DDESS) do not designate Title I and Title I schoolwide eligible schools.

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

¹ Arizona, Georgia, Massachusetts, New Jersey, and Oregon have magnet schools but were not able to provide data that indicate school's magnet status. The list of magnet schools for Georgia was taken from a public website. Total includes suppressed data due to unmet reporting standards.

² Schools eligible for Title I schoolwide programs are also included in the count of all Title I eligible schools.

³ 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.

⁴ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

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: Common Core of Data Definitions. 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," 2008–09, Version 1a.

Table 3. Number of students in membership in operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2008–09

State or jurisdiction	Total number of students ¹	School type				Charter	Magnet ²	Title I ³	Title I schoolwide ³
		Regular	Special education	Vocational education	Alternative education				
Reporting states⁴	49,053,786	48,168,727	164,874	156,390	563,795	1,433,116	2,307,712	30,329,962	20,291,993
Alabama	742,997	739,820	941	54	2,182	†	13,322	396,489	346,655
Alaska	130,662	116,603	82	715	13,262	4,847	4,283	69,863	54,214
Arizona	1,085,822	1,070,598	774	2,281	12,169	105,209	—	627,124	445,522
Arkansas	478,965	476,911	217	346	1,491	6,989	23,156	316,481	259,898
California	6,240,184	6,030,248	27,377	568	181,991	284,986	508,863	3,726,436	2,892,720
Colorado	817,605	801,988	1,073	769	13,775	61,460	9,272	215,705	146,133
Connecticut	561,766	545,421	3,052	10,257	3,036	4,536	20,334	253,764	73,904
Delaware	123,968	113,741	2,206	6,763	1,258	8,626	1,865	59,184	52,865
District of Columbia	68,681	66,463	1,342	119	757	24,279	2,159	68,681	64,248
Florida	2,631,020	2,571,745	17,204	3,619	38,452	117,640	378,761	1,775,463	1,573,121
Georgia	1,655,792	1,653,059	1,700	0	1,033	33,894	‡	821,395	729,998
Hawaii	179,406	179,186	81	0	139	7,328	†	102,985	96,008
Idaho	274,672	269,076	104	62	5,430	11,898	†	187,859	151,066
Illinois	2,119,707	2,117,175	860	0	1,672	30,789	229,120	1,516,571	707,564
Indiana	1,046,147	1,042,472	1,232	0	2,443	16,442	13,165	695,198	443,573
Iowa	482,735	478,532	621	0	3,582	655	†	285,436	150,523
Kansas	471,060	470,679	333	0	48	4,344	13,542	352,122	223,889
Kentucky	670,030	661,662	599	0	7,769	†	38,426	542,135	482,043
Louisiana	684,745	650,881	1,269	0	32,595	26,012	44,875	561,360	510,328
Maine	187,484	187,422	13	0	49	†	118	—	—
Maryland	843,781	823,675	3,655	7,915	8,536	9,829	75,682	153,155	132,810
Massachusetts	958,910	915,101	5,250	35,089	3,470	26,384	—	482,153	219,133
Michigan	1,629,880	1,554,685	37,957	2,527	34,711	103,606	217,237	1,596,371	572,035
Minnesota	828,943	800,881	14,853	5	13,204	29,501	36,092	315,287	88,403
Mississippi	491,924	491,780	144	0	0	371	2,351	343,457	329,750
Missouri	917,871	908,040	4,601	3,125	2,105	17,165	15,980	372,246	170,395
Montana	141,899	141,786	41	0	72	†	†	113,923	54,050
Nebraska	292,590	291,297	1,293	0	0	†	†	108,391	65,255
Nevada	433,371	427,626	544	74	5,127	8,915	188	205,441	180,481
New Hampshire	197,934	197,934	0	0	0	585	†	83,215	10,699
New Jersey	1,379,873	1,346,946	8,579	21,811	2,537	19,271	—	709,831	203,892
New Mexico	328,420	323,292	619	327	4,182	11,735	9	268,367	246,971
New York	2,740,592	2,694,896	1,000	37,270	7,426	34,683	240,351	2,626,345	1,225,434
North Carolina	1,457,835	1,447,416	2,247	550	7,622	35,677	91,004	516,477	437,969
North Dakota	94,728	94,706	22	0	0	†	†	49,302	13,280
Ohio	1,813,999	1,806,935	5,268	1,058	738	86,824	†	1,244,127	751,294
Oklahoma	645,108	643,830	254	0	1,024	5,418	†	383,272	300,981
Oregon	556,380	551,019	170	0	5,191	14,366	—	207,649	149,577
Pennsylvania	1,769,786	1,750,071	1,807	16,520	1,388	73,051	27,883	1,255,030	377,045
Rhode Island	143,591	139,814	156	1,600	2,021	3,128	†	115,385	53,537
South Carolina	718,113	716,207	822	0	1,084	8,638	42,165	536,250	483,712
South Dakota	126,425	125,063	43	0	1,319	†	†	98,805	41,590
Tennessee	971,950	966,687	2,037	1,733	1,493	3,103	17,683	710,746	656,280
Texas	4,751,003	4,673,212	1,816	0	75,975	127,637	†	3,573,283	3,343,153
Utah	559,687	548,532	5,602	0	5,553	27,117	7,651	112,220	88,266
Vermont	90,106	90,088	0	0	18	†	†	53,931	33,031
Virginia	1,235,143	1,232,294	410	0	2,439	250	155,313	316,249	166,037
Washington	1,037,018	986,310	4,201	455	46,052	†	†	526,205	227,760
West Virginia	282,718	281,625	266	7	820	†	†	101,923	99,851
Wisconsin	873,607	867,409	126	771	5,301	35,624	1,777	537,586	147,531
Wyoming	87,153	85,888	11	0	1,254	304	†	39,089	17,519

See notes at end of table.

Table 3. Number of students in membership in operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	Total number of students ¹	School type				Charter	Magnet ²	Title I ³	Title I schoolwide ³
		Regular	Special	Vocational	Alternative				
			education	education	education				
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions									
DoDDS: DoDs Overseas ⁵	56,279	56,279	0	0	0	†	†	†	†
DDESS: DoDs Domestic ⁵	27,384	27,384	0	0	0	†	†	†	†
Bureau of Indian Education	40,830	40,830	0	0	0	†	†	40,830	40,830
American Samoa	—	—	—	—	—	†	†	—	—
Guam	—	—	0	0	0	†	†	—	—
Commonwealth of the Northern Marianas Islands	10,913	10,892	0	0	21	†	†	—	—
Puerto Rico	503,635	484,446	2,596	16,221	372	†	†	499,965	467,760
U.S. Virgin Islands	15,768	15,768	0	0	0	†	1,382	—	—

— Not available.

† Not applicable. Membership reported as not applicable or some states do not have charter school authorization and some states do not designate magnet schools. Department of Defense dependents schools (DoDDS and DDESS) do not designate Title I and Title I schoolwide eligible schools.

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

¹ Individual state total number of students is included only if the state reports data for regular, special education, vocational education, and alternative education school types.

² Total includes suppressed data due to unmet reporting standards.

³ Schools eligible for Title I schoolwide programs are also included in the count of all Title I eligible schools.

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.

⁵ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Numbers and types of schools may differ from those published by states. See Appendix B: Common Core of Data Definitions. 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," 2008–09, Version 1a.

Table 4. Number of regular public elementary and secondary schools with membership and student/teacher ratio, by instructional level and state or jurisdiction: School year 2008–09

State or jurisdiction	Total		Primary		Middle		High		Other	
	Number of schools	Student/teacher ratio	Number of schools	Student/teacher ratio	Number of schools	Student/teacher ratio	Number of schools	Student/teacher ratio	Number of schools	Student/teacher ratio
Reporting states¹	88,000	15.8	52,598	15.6	16,427	15.4	15,827	16.4	3,148	14.8
Alabama	1,350	15.7	709	14.8	267	17.2	271	16.1	103	16.0
Alaska	451	15.5	168	15.7	35	15.8	51	18.0	197	11.8
Arizona	1,888	18.1	1,131	17.5	262	17.7	392	19.5	103	18.1
Arkansas	1,081	12.9	551	14.6	227	12.1	278	11.4	25	12.1
California	8,433	21.5	5,688	20.2	1,362	22.8	1,183	23.4	200	20.8
Colorado	1,672	17.0	1,026	16.8	292	16.3	286	17.6	68	19.1
Connecticut	1,015	12.3	653	12.7	192	11.5	158	12.2	12	10.4
Delaware	181	15.6	108	15.2	43	15.6	27	16.4	3	14.3
District of Columbia	199	11.2	135	†	29	9.7	25	12.2	10	9.9
Florida	3,144	14.5	2,004	13.2	581	15.4	444	16.7	115	13.8
Georgia	2,213	14.2	1,291	13.8	482	13.8	379	15.6	61	12.9
Hawaii	285	16.0	182	15.8	38	15.6	40	16.3	25	18.7
Idaho	625	18.4	355	19.1	112	17.5	118	17.8	40	18.3
Illinois	3,985	16.2	2,526	16.8	767	14.8	642	16.2	50	13.8
Indiana	1,879	17.5	1,143	17.3	354	17.3	337	18.3	45	15.8
Iowa	1,414	13.8	768	13.8	290	13.7	316	13.9	40	12.3
Kansas	1,393	13.9	764	14.3	251	13.1	324	13.8	54	11.6
Kentucky	1,230	16.3	763	15.8	233	16.3	215	17.0	19	17.7
Louisiana	1,261	14.4	716	14.4	243	14.1	215	14.8	87	13.3
Maine	633	12.2	398	12.2	112	11.7	109	12.6	14	9.9
Maryland	1,328	14.8	891	14.3	240	14.3	186	16.0	11	13.2
Massachusetts	1,768	13.8	1,118	14.3	340	13.2	282	13.6	28	12.9
Michigan	3,286	18.1	1,916	17.5	618	17.8	622	19.4	130	15.8
Minnesota	1,648	16.5	923	15.7	256	16.9	424	17.6	45	15.6
Mississippi	911	15.5	461	16.4	184	13.8	196	15.7	70	14.9
Missouri	2,178	14.0	1,249	13.7	380	14.0	484	14.6	65	13.5
Montana	823	13.7	423	13.9	232	13.6	168	13.4	0	†
Nebraska	1,022	13.5	629	13.6	114	13.3	277	13.3	2	10.0
Nevada	578	19.7	367	17.8	96	22.7	72	21.7	43	22.2
New Hampshire	489	12.6	302	12.7	98	12.2	85	12.9	4	12.7
New Jersey	2,349	12.2	1,548	11.7	445	12.0	333	13.2	23	12.7
New Mexico	794	14.8	452	14.5	174	14.4	147	15.7	21	15.3
New York	4,574	13.2	2,532	13.2	849	12.7	868	14.4	325	10.1
North Carolina	2,358	14.7	1,387	14.4	474	14.8	406	15.1	91	15.5
North Dakota	480	11.9	274	11.7	39	12.2	165	12.0	2	13.0
Ohio	3,699	17.6	2,050	18.2	712	16.1	770	17.5	167	19.2
Oklahoma	1,787	15.5	967	16.0	337	15.0	464	14.5	19	18.2
Oregon	1,254	19.2	740	19.1	211	18.9	245	19.9	58	17.7
Pennsylvania	3,128	14.5	1,854	14.7	559	13.5	598	14.8	117	16.5
Rhode Island	299	13.1	196	13.5	55	12.4	46	12.8	2	14.8
South Carolina	1,134	15.6	652	15.3	265	15.0	194	16.8	23	15.5
South Dakota	671	13.9	338	13.6	167	13.8	166	14.3	0	†
Tennessee	1,662	15.6	1,009	14.7	319	16.2	280	16.8	54	15.5
Texas	7,385	14.6	4,264	15.2	1,671	14.3	1,119	14.2	331	12.7
Utah	836	27.0	543	33.1	132	18.6	127	24.4	34	33.1
Vermont	312	11.0	221	11.2	26	10.9	48	10.8	17	9.8
Virginia	1,865	17.4	1,192	16.8	350	17.0	307	18.6	16	17.2
Washington	1,871	19.1	1,134	18.6	343	18.9	299	20.4	95	18.1
West Virginia	697	14.9	452	15.2	119	13.9	106	15.3	20	14.1
Wisconsin	2,152	14.8	1,241	14.7	382	14.1	473	15.4	56	13.8
Wyoming	330	12.5	194	12.7	68	12.6	60	12.7	8	8.4

See notes at end of table.

Table 4. Number of regular public elementary and secondary schools with membership and student/teacher ratio, by instructional level and state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	Total		Primary		Middle		High		Other	
	Number of schools	Student/teacher ratio	Number of schools	Student/teacher ratio	Number of schools	Student/teacher ratio	Number of schools	Student/teacher ratio	Number of schools	Student/teacher ratio
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ²	122	12.7	65	14.1	18	12.5	27	11.2	12	9.8
DDESS: DoDs Domestic ²	66	13.3	46	13.6	13	13.6	5	11.5	2	10.1
Bureau of Indian Education	172	—	103	—	5	—	19	—	45	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	30	21.2	21	20.2	3	24.0	5	22.0	1	21.0
Puerto Rico	1,446	13.0	869	12.3	233	13.5	164	15.6	180	12.3
U.S. Virgin Islands	32	12.4	22	12.0	5	11.2	4	14.3	1	7.0

— Not available.

† Not applicable.

‡ Reporting standards not met.

¹ 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.

² DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Instructional levels are primary (low-grade prekindergarten to 3, high-grade up to 8); middle (low-grade 4 to 7, high-grade 4 to 9); high (low-grade 7 to 12, high-grade 12 only); and other (any configuration not falling within the previous three, including ungraded schools). U.S. total averages are the ratio of total students to total teacher FTE.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1a.

Table 5. Average student membership size of regular public elementary and secondary schools with membership, by instructional level, membership size of largest and smallest school, and state or jurisdiction: School year 2008–09

State or jurisdiction	Total number of schools	Average size					Largest schools ²	Smallest school
		Total schools ¹	Primary schools	Middle schools	High schools	Other schools		
United States³	88,000	547.4	447.0	577.5	870.5	442.2	7,874	1
Alabama	1,350	548.0	466.3	534.1	734.4	656.4	2,568	62
Alaska	451	258.5	315.3	459.8	600.5	85.8	2,193	1
Arizona	1,888	567.1	519.9	582.5	753.0	337.5	3,813	1
Arkansas	1,081	441.2	411.8	454.5	469.6	651.2	3,187	25
California	8,433	715.1	527.2	824.9	1,519.5	551.2	4,756	1
Colorado	1,672	479.7	402.1	485.8	745.4	505.7	4,501	2
Connecticut	1,015	537.4	408.6	594.0	1,012.2	386.4	2,972	5
Delaware	181	628.4	502.8	662.7	1,108.0	342.0	2,244	103
District of Columbia	199	334.0	283.9	297.5	569.3	527.0	1,408	20
Florida	3,144	818.0	631.0	894.5	1,611.5	626.8	4,332	1
Georgia	2,213	747.0	628.3	758.4	1,209.0	297.9	4,595	1
Hawaii	285	628.7	499.9	767.7	1,323.9	243.1	2,635	20
Idaho	625	430.5	365.4	486.7	591.0	378.3	2,425	4
Illinois	3,985	531.3	432.2	480.1	976.1	609.6	7,693	1
Indiana	1,879	554.8	430.8	593.6	935.7	546.3	4,170	18
Iowa	1,414	338.4	293.6	329.7	459.9	301.9	2,186	4
Kansas	1,393	337.9	306.0	356.9	425.1	177.4	2,239	1
Kentucky	1,230	537.9	434.2	562.2	876.0	581.7	2,260	1
Louisiana	1,261	516.2	458.4	501.1	755.9	441.6	2,279	3
Maine	633	296.1	217.5	356.1	533.5	201.4	1,394	1
Maryland	1,328	620.2	452.9	695.6	1,342.4	316.6	2,964	9
Massachusetts	1,768	517.6	394.5	587.2	914.8	588.4	4,102	3
Michigan	3,286	473.1	373.6	512.5	763.1	365.5	2,580	1
Minnesota	1,648	486.0	407.4	585.7	613.5	328.2	3,233	3
Mississippi	911	539.8	485.3	519.3	677.0	568.5	1,998	20
Missouri	2,178	416.9	349.4	469.2	553.2	393.2	2,466	6
Montana	823	172.3	159.9	125.8	267.5	†	1,996	1
Nebraska	1,022	285.0	236.9	392.9	350.8	152.0	2,592	1
Nevada	578	739.8	583.2	852.8	1,136.4	1,160.1	3,644	3
New Hampshire	489	404.8	290.2	462.6	752.4	251.3	3,342	8
New Jersey	2,349	573.4	431.4	615.5	1,181.5	510.9	5,017	7
New Mexico	794	407.2	351.9	381.5	599.1	465.3	3,172	8
New York	4,574	589.2	497.9	610.3	900.2	414.2	4,447	9
North Carolina	2,358	613.8	506.1	652.7	995.5	351.4	2,937	11
North Dakota	480	197.3	170.0	378.7	193.5	720.0	2,070	2
Ohio	3,699	488.5	397.6	492.1	718.5	528.7	7,277	4
Oklahoma	1,787	360.3	354.7	365.9	350.8	779.5	2,330	10
Oregon	1,254	439.4	353.7	518.1	684.5	212.2	3,060	1
Pennsylvania	3,128	559.5	428.4	600.8	902.8	685.0	7,874	1
Rhode Island	299	467.6	327.4	579.8	910.9	930.5	1,913	2
South Carolina	1,134	631.6	530.4	587.2	1,049.7	483.8	3,165	11
South Dakota	671	186.4	179.9	158.8	227.3	†	2,237	1
Tennessee	1,662	581.6	473.4	591.7	965.0	557.5	2,853	1
Texas	7,385	632.8	545.1	617.2	1,056.7	408.1	4,572	1
Utah	836	656.1	562.2	783.1	936.3	617.3	2,821	2
Vermont	312	288.7	210.7	317.8	626.2	306.2	1,390	18
Virginia	1,865	660.7	497.1	717.1	1,232.6	645.1	4,031	8
Washington	1,871	527.2	416.6	560.5	957.2	373.1	3,428	1
West Virginia	697	404.1	308.4	460.4	740.1	450.5	1,903	1
Wisconsin	2,152	403.1	339.5	411.8	576.5	286.9	2,427	1
Wyoming	330	260.3	213.9	291.6	386.9	167.8	1,643	1

See notes at end of table.

Table 5. Average student membership size of regular public elementary and secondary schools with membership, by instructional level, membership size of largest and smallest school, and state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	Total number of schools	Average size					Largest schools ²	Smallest school
		Total schools ¹	Primary schools	Middle schools	High schools	Other schools		
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ⁴	122	461.3	478.8	428.3	474.7	385.7	1,243	29
DDESS: DoDs Domestic ⁴	66	414.9	410.8	409.5	471.4	403.5	1,030	93
Bureau of Indian Education	172	237	197	159	335	297	1,141	8
American Samoa	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—
Commonwealth of the								
Northern Marianas Islands	30	363.1	281.4	573.3	640.4	61.0	1,220	30
Puerto Rico	1,446	335.0	258.1	394.7	579.1	406.9	1,337	25
U.S. Virgin Islands	32	492.8	354.5	515.2	1,295.5	210.0	1,596	83

— Not available.

† Not applicable.

¹ Total schools includes primary, middle, high, and other schools.

² The largest operating regular school in 2008–09 was the Pennsylvania Cyber Charter School, Midland, Pennsylvania. Virtual schools may have larger than average enrollments compared with other types of schools.

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

⁴ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Instructional levels are primary (low-grade prekindergarten to 3, high-grade up to 8); middle (low-grade 4 to 7, high-grade 4 to 9); high (low-grade 7 to 12, high-grade 12 only); and other (any configuration not falling within the previous three, including ungraded schools).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1a.

Table 6. 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 2008–09

State or jurisdiction	Total number of schools	Total number of students	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 States¹	88,000	48,168,727	22,377	28.9	24,559	34.8	12,162	12.3	28,902	24.0
Alabama	1,350	739,820	293	20.9	189	17.5	196	14.0	672	47.5
Alaska	451	116,603	78	37.1	7	3.3	80	25.0	286	34.6
Arizona	1,888	1,070,598	831	45.2	322	21.3	242	10.3	493	23.3
Arkansas	1,081	476,911	205	25.1	79	9.7	208	22.6	589	42.6
California	8,433	6,030,248	3,446	43.5	3,052	40.0	667	6.5	1,268	10.0
Colorado	1,672	801,988	459	32.2	454	34.5	201	11.3	558	22.0
Connecticut	1,015	545,421	275	26.9	528	54.9	46	4.1	166	14.1
Delaware	181	113,741	29	12.4	80	46.9	31	17.2	41	23.4
District of Columbia	199	66,463	199	100.0	0	0.0	0	0.0	0	0.0
Florida	3,144	2,571,745	816	23.5	1,520	52.2	218	5.6	590	18.8
Georgia	2,213	1,653,059	390	13.8	730	40.1	275	11.1	818	35.0
Hawaii	285	179,186	71	23.0	91	40.1	69	23.8	54	13.1
Idaho	625	269,076	132	27.9	66	16.6	131	22.4	296	33.2
Illinois	3,985	2,117,175	1,007	31.4	1,482	43.8	537	10.4	959	14.3
Indiana	1,879	1,042,472	475	27.8	361	23.8	343	17.1	700	31.3
Iowa	1,414	478,532	236	26.7	79	8.6	348	27.2	751	37.5
Kansas	1,393	470,679	224	24.5	123	14.3	344	26.8	702	34.4
Kentucky	1,230	661,662	199	19.8	149	14.4	270	22.5	612	43.3
Louisiana	1,261	650,881	303	26.2	242	23.3	270	18.9	446	31.6
Maine	633	187,422	50	12.3	60	12.7	98	20.5	425	54.5
Maryland	1,328	823,675	250	15.9	748	60.2	83	5.8	247	18.1
Massachusetts	1,768	915,101	378	20.1	1,113	66.3	55	2.1	222	11.5
Michigan	3,286	1,554,685	778	24.5	1,114	39.7	424	12.1	970	23.6
Minnesota	1,648	800,881	316	20.4	341	30.2	309	20.5	682	29.0
Mississippi	911	491,780	99	10.4	71	10.0	278	30.0	463	49.6
Missouri	2,178	908,040	369	17.6	452	30.0	365	19.9	992	32.5
Montana	823	141,786	58	21.5	12	3.5	135	36.4	618	38.5
Nebraska	1,022	291,297	176	33.1	61	12.1	198	23.9	587	30.9
Nevada	578	427,626	202	38.6	150	35.3	60	7.6	166	18.5
New Hampshire	489	197,934	42	14.3	107	31.5	92	17.4	248	36.9
New Jersey	2,349	1,346,946	237	9.9	1,829	78.4	59	1.9	224	9.8
New Mexico	794	323,292	188	33.5	72	13.7	222	28.1	312	24.6
New York	4,574	2,694,896	1,860	42.9	1,476	36.2	425	7.5	813	13.4
North Carolina	2,358	1,447,416	576	25.6	294	15.5	332	12.7	1,156	46.3
North Dakota	480	94,706	55	27.3	13	8.0	62	19.9	350	44.8
Ohio	3,699	1,806,935	817	19.5	1,248	39.5	574	14.5	1,060	26.4
Oklahoma	1,787	643,830	263	21.7	182	19.0	379	23.9	963	35.3
Oregon	1,254	551,019	312	31.7	223	23.8	321	26.6	398	18.0
Pennsylvania	3,128	1,750,071	575	19.0	1,282	45.5	418	12.9	853	22.7
Rhode Island	299	139,814	94	31.0	154	53.0	7	1.9	44	14.0
South Carolina	1,134	716,207	173	15.9	248	25.8	183	14.6	530	43.6
South Dakota	671	125,063	50	24.6	4	1.4	89	28.6	528	45.3
Tennessee	1,662	966,687	488	29.9	222	16.3	254	15.0	698	38.8
Texas	7,385	4,673,212	2,636	40.9	1,389	24.9	1,025	11.0	2,335	23.2
Utah	836	548,532	137	16.4	369	54.6	123	13.6	207	15.4
Vermont	312	90,088	14	6.6	19	10.0	50	27.2	229	56.2
Virginia	1,865	1,232,294	435	23.1	588	38.9	167	7.4	675	30.6
Washington	1,871	986,310	435	27.0	691	43.7	245	12.5	500	16.9
West Virginia	697	281,625	82	13.5	93	16.1	150	25.4	372	45.0
Wisconsin	2,152	867,409	519	27.5	376	23.5	408	21.2	849	27.8
Wyoming	330	85,888	45	24.0	4	1.3	96	42.4	185	32.3

See notes at end of table.

Table 6. 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 2008–09—Continued

State or jurisdiction	Total number of schools	Total number of students	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 dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ²	122	56,279	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic ²	66	27,384	†	†	†	†	†	†	†	†
Bureau of Indian Education	172	40,830	†	†	†	†	†	†	†	†
American Samoa	—	—	†	†	†	†	†	†	†	†
Guam	—	—	†	†	†	†	†	†	†	†
Commonwealth of the Northern Marianas Islands	30	10,892	†	†	†	†	†	†	†	†
Puerto Rico	1,446	484,446								
U.S. Virgin Islands	32	15,768	†	†	†	†	†	†	†	†

— Not available.

† Not applicable.

¹ U.S. totals include the 50 states and the District of Columbia.

² DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Detail may not sum to total due to rounding. City includes the subcategories of Large City, Mid-size City, and Small City. Suburban includes the subcategories of Large Suburb, Mid-size Suburb, and Small Suburb. Town includes the subcategories of Town, Fringe; Town, Distant; and Town, Remote. Rural includes the subcategories of Rural, Fringe; Rural, Distant; and Rural, Remote. See Appendix B: Common Core of Data Definitions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1a.

Table 7. Number and percent of students in city, suburban, town, and rural regular public elementary and secondary schools with membership who are eligible for free or reduced-price lunch, by state or jurisdiction: School year 2008–09

State or jurisdiction	Total		City		Suburban		Town		Rural	
	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students
United States¹	21,074,144	44.5	7,855,672	57.5	5,917,161	35.8	2,781,394	47.6	4,519,917	40.0
Alabama	387,791	52.4	97,038	62.6	55,717	43.0	54,928	52.9	180,108	51.2
Alaska	43,489	37.3	15,997	37.0	881	22.9	8,138	27.9	18,473	45.8
Arizona	507,358	47.8	257,775	54.0	81,585	36.1	63,128	57.7	104,870	42.2
Arkansas	272,210	57.1	69,677	58.2	23,111	49.9	64,674	59.9	114,748	56.5
California	3,163,428	52.9	1,510,030	58.0	1,165,373	48.8	233,793	60.1	254,232	42.9
Colorado	284,070	35.4	128,931	50.0	79,696	28.8	31,529	34.9	43,914	24.9
Connecticut	162,816	30.3	83,808	57.2	65,214	22.3	6,372	28.2	7,422	9.7
Delaware	45,734	40.7	7,579	53.7	21,246	39.8	7,969	40.7	8,940	35.3
District of Columbia	44,547	68.9	44,547	68.9	0	0.0	0	0.0	0	0.0
Florida	1,275,108	49.6	321,563	53.3	654,109	48.7	84,153	58.5	215,283	44.6
Georgia	876,306	53.0	157,408	68.9	322,524	48.6	110,286	60.3	286,088	49.5
Hawaii	74,741	41.7	16,481	40.0	28,376	39.5	18,486	43.3	11,398	48.7
Idaho	106,630	39.6	27,185	36.3	15,535	34.9	26,512	44.0	37,398	41.8
Illinois	832,768	42.1	402,095	67.4	272,454	31.2	81,723	38.5	76,496	25.9
Indiana	435,102	41.7	169,903	58.6	86,584	34.9	74,911	42.1	103,704	31.8
Iowa	163,658	34.2	56,739	44.4	8,375	20.3	48,414	37.3	50,130	27.9
Kansas	201,863	42.9	67,617	58.7	16,846	25.0	61,875	49.1	55,525	34.4
Kentucky	341,213	52.3	72,435	55.3	38,548	40.6	75,934	52.7	154,296	54.6
Louisiana	418,429	64.3	119,042	69.7	87,651	57.9	86,628	70.4	125,108	60.8
Maine	71,381	38.1	9,952	43.0	5,046	21.2	15,148	39.5	41,235	40.4
Maryland	284,537	34.6	71,695	54.7	167,094	33.8	13,967	29.2	31,781	21.3
Massachusetts	274,560	30.0	107,949	58.6	145,812	24.0	5,997	30.8	14,802	14.1
Michigan	639,246	41.1	227,903	59.8	203,160	32.9	73,387	39.0	134,796	36.7
Minnesota	259,392	32.4	76,638	47.0	64,055	26.5	48,450	29.7	70,249	30.3
Mississippi	335,981	68.4	40,798	80.0	25,468	51.9	112,191	76.2	157,524	64.6
Missouri	352,283	38.8	72,581	45.5	82,984	30.4	78,050	43.2	118,668	40.2
Montana	51,930	37.0	10,005	32.8	1,845	37.0	18,149	35.2	21,931	41.2
Nebraska	111,969	38.5	42,977	44.6	9,952	28.1	29,539	42.5	29,501	32.8
Nevada	167,755	40.1	72,219	45.3	62,340	41.9	11,441	35.4	21,755	28.1
New Hampshire	40,496	20.5	10,284	36.3	8,389	13.5	8,813	25.6	13,010	17.8
New Jersey	402,556	29.9	81,667	61.1	289,717	27.4	9,298	36.1	21,874	16.6
New Mexico	199,694	62.9	55,353	51.6	28,770	65.0	59,612	67.8	55,959	72.0
New York	1,194,468	44.7	809,025	70.0	202,120	21.1	72,891	36.3	110,432	30.7
North Carolina	489,731	45.8	147,590	50.8	57,740	35.7	76,556	51.8	207,845	44.3
North Dakota	29,947	31.6	6,949	26.9	2,132	28.1	6,179	32.8	14,687	34.6
Ohio	658,071	36.4	212,601	60.2	206,701	28.9	99,824	38.0	138,945	29.1
Oklahoma	361,479	56.2	92,654	66.7	50,658	41.4	89,984	58.5	128,183	56.3
Oregon	253,038	46.1	81,862	47.0	50,844	39.1	76,076	52.2	44,256	44.9
Pennsylvania	581,600	35.8	212,270	73.2	180,236	24.3	74,437	35.3	114,657	30.2
Rhode Island	54,640	40.1	25,218	58.1	25,517	36.2	721	27.2	3,184	16.2
South Carolina	375,160	52.5	58,735	51.8	82,538	44.7	66,529	63.4	167,358	53.6
South Dakota	43,528	35.3	11,263	36.6	636	35.8	10,927	30.5	20,702	37.6
Tennessee	483,691	51.1	175,151	62.2	54,572	34.9	77,207	53.8	176,761	48.3
Texas	2,268,577	48.5	1,059,505	55.5	486,907	41.8	276,234	53.7	445,931	41.2
Utah	170,574	31.4	47,356	52.8	71,283	24.0	26,179	35.7	25,756	31.1
Vermont	27,115	31.6	2,120	35.5	1,972	21.9	8,009	35.0	15,014	31.3
Virginia	407,442	33.1	128,972	45.2	119,939	25.1	38,847	42.5	119,684	31.7
Washington	388,509	39.8	125,615	47.5	139,339	32.7	61,023	49.8	62,532	38.4
West Virginia	140,625	49.9	17,774	46.8	20,594	45.4	35,078	49.0	67,179	53.0
Wisconsin	290,435	33.5	129,066	54.1	44,273	21.7	50,521	27.5	66,575	27.7
Wyoming	26,473	30.8	6,075	29.5	703	60.9	10,677	29.3	9,018	32.5

See notes at end of table.

Table 7. Number and percent of students in city, suburban, town, and rural regular public elementary and secondary schools with membership who are eligible for free or reduced-price lunch, by state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	Total		City		Suburban		Town		Rural	
	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ¹	—	—	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic ¹	—	—	†	†	†	†	†	†	†	†
Bureau of Indian Education	40,314	98.7	†	†	†	†	†	†	†	†
American Samoa	—	—	†	†	†	†	†	†	†	†
Guam	—	—	†	†	†	†	†	†	†	†
Commonwealth of the Northern Marianas Islands	10,744	99.2	†	†	†	†	†	†	†	†
Puerto Rico	442,808	91.4	75,905	91.4	301,388	91.4	14,966	91.4	50,549	91.4
U.S. Virgin Islands	15,673	99.4	†	†	†	†	†	†	†	†

— Not available.

† Not applicable.

¹ U.S. totals include the 50 states and the District of Columbia.

² DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: City includes the subcategories of Large City, Mid-size City, and Small City. Suburban includes the subcategories of Large Suburb, Mid-size Suburb, and Small Suburb. Town includes the subcategories of Town, Fringe; Town, Distant; and Town, Remote. Rural includes the subcategories of Rural, Fringe; Rural, Distant; and Rural, Remote. See Appendix B: Common Core of Data Definitions. The number of students eligible for free or reduced-price lunch was unavailable for 2.5 percent of U.S. schools, which included 1.8 percent of all students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1a.

Appendix A: Methodology and Technical Notes

Common Core of Data Survey system. The State Nonfiscal Survey of Public Elementary/Secondary Education, the Local Education Agency Universe Survey, and the Public Elementary/Secondary School Universe Survey are the nonfiscal components of the Common Core of Data (CCD) survey system. These surveys are reported annually by state education agencies (SEAs).

Participation in 2008–09. The data are collected from SEAs through the Department of Education’s *EDFacts* system. The 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and the Bureau of Indian Education participated in *EDFacts* for the 2008–09 school year; the Department of Defense dependents schools (overseas and domestic) and the Commonwealth of the Northern Mariana Islands reported directly to the CCD. American Samoa and Guam did not report data for the 2008–09 school year.

States report data to *EDFacts* through multiple file groups that fall into different reporting schedules throughout the year. The 2008–09 school year *EDFacts* collection of CCD data opened in January 2009. The data in the school file were extracted from *EDFacts* before January 2010.

Totals. “United States” and “reporting states” totals in the tables are limited to the 50 states and the District of Columbia. They do not include data from the Bureau of Indian Education, Department of Defense dependents schools (overseas and domestic), Puerto Rico, or the other jurisdictions of American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, or the U.S. Virgin Islands.

Missing data. Not all states collect and report all of the data items requested in the CCD surveys. National Center for Education Statistics (NCES) attempts to correct missing data first by drawing on other sources. For example, a state may be unable to report data during the collection period, but publishes them later, through a written report or website. NCES imports data from these other published sources to correct missing items. NCES will also carry some information, such as address or telephone number, forward from a prior year’s report if it is missing in the current year. (Statistical information, such as the number of students in membership, would not be carried forward, if any of the corresponding directory data was submitted by a state.) These procedures are used for any data item, and for all of the three nonfiscal CCD surveys. In 2008–09, American Samoa and Guam did not report any data, so the numbers and types of schools in these jurisdictions were carried over from the prior year’s files.

NCES imputes (replaces a nonresponse with a plausible value) some missing items in the State Nonfiscal Survey of Public Elementary/Secondary Education, but does not impute missing items in the Public Elementary/Secondary School Universe Survey (used in this report) or the Local Education Agency Universe Survey.

When reporting results, NCES treats missing data within individual states differently than it treats missing data across all states and the District of Columbia. An individual state is considered to have missing data if an item is reported for less than 80 percent of possible cases.

If information is missing for some, but no more than 15 percent, of possible cases across the 50 states and District of Columbia, NCES calculates totals and identifies them as “reporting states” totals (rather than totals for the United States). Precise information about the extent of missing

data is included in the documentation for the Public Elementary/Secondary School Universe Survey 2008–09 file, which can be accessed at <http://nces.ed.gov/ccd/ccddata.asp>.

EDFacts accepted blank responses in 2008–09 school year reports and did not require that states distinguish among missing, not applicable, and “zero” values. Every effort was made to correctly identify responses as missing, not applicable, or zero after the fact, but it is possible that some blank responses were categorized incorrectly.

Data quality. Staff at NCES, the Census Bureau, and the American Institutes for Research’s Education Statistics Service Institute collaborate to edit all CCD data submissions. Data editors ask state CCD coordinators to correct or confirm any numbers that appear out of range when compared with other states’ data or with the state’s reports in previous years. If no explanation is forthcoming for anomalous data, NCES will change the value (as an example, replace a reported value with the sum of detail) or change it to missing. For example, if a state’s number of 12th grade students was substantially larger than the number of students in grade 11 in the previous year, and the state could not explain the discrepancy, NCES would change the reported number of 12th grade students to missing.

NCES also applies various data adjustments to all three data files to reduce data anomalies. For example, in 2008–09, some states reported more full-time equivalent (FTE) counts at the school level than the state level and the states confirmed that the state figures were accurate. Therefore, NCES adjusted the FTE data at the school level to match the data at the state level. More information about the adjustments is included in the documentation for the Public Elementary/Secondary School Universe Survey 2008–09 file, which can be accessed at <http://nces.ed.gov/ccd/ccddata.asp>.

Some substantial data changes from 2007–08 to 2008–09 may be partly attributed to improved reporting. For example, prior to 2008–09, Utah included instructional aides and instructional coordinators in its reports of teacher FTE. This practice was corrected in 2008–09, which contributed to the increase in the primary school student/teacher ratio from 23.3 (2007–08) to 33.1 (2008–09).

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 are those that are closed temporarily, with the intention that they will be reopened, and they retain their original NCES identification code. “Closed” schools are reported for one year after they have been closed. “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. The CCD allows a student to be reported for only a single school or agency. A vocational school or a local education agency (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.

Reportable programs. Every effort is made 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). A total of 454 of these entities, referred to as "reportable programs," were excluded from this report.

School type adjustments. Beginning with the 2007-08 school year, the CCD adjusts the reported school type if it does not agree with the CCD definition. For example, although Texas does not identify any of its schools as special education schools, this report indicates that there are 20 special education schools in the state (table 2). If a school name indicated that it focused primarily on the needs of students with disabilities or if the state reported that at least 80 percent of the students enrolled in the school had special education individual education programs (IEPs), NCES reclassified the school as a special education school. (The number of students with IEPs was reported to EDFacts at the school and LEA level, but the CCD only contained IEP data at the LEA level.) A similar exercise was conducted with schools whose names suggested they were primarily vocational or alternative schools; however, in these cases, the determination was made by researching the school in question via the Internet. State CCD Coordinators were asked to review these reclassifications, and if they provided evidence that a school met the CCD criteria for the reported type, the originally reported school type was not changed.

Agreement across survey levels. 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. Hospital-homebound students, for example, may be reported in the membership for a regular school district but not for any of the district's schools. The numbers of students and staff shown in the tables for any CCD *First Look* report are derived from the survey represented in that report. Therefore, the numbers may differ across reports. The numbers reported in the State Nonfiscal Survey of Public Elementary/Secondary Education are considered the official statistics for a state.

Staff counts. All staff counts (including teachers) are reported 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.

Locale code changes. The locale codes shown in this report were created using a different methodology than that used to create locale codes prior to 2006-07. The current locale codes are based on newer geographic definitions and describe the location of a school more accurately than was possible using the older system.

Appendix B: Common Core of Data Glossary

Added School

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

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 the 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 CCD.

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 School

A school that was operating in the prior year, but is closed in the current reporting year.

Elementary/secondary Education

Programs providing instruction, or assisting in providing instruction, for students in prekindergarten, kindergarten, grades 1 through 12, and ungraded programs.

Free and Reduced-price Lunch Eligible

The number of students who are eligible for the Free and Reduced-Price Lunch Program under the National School Lunch Act, which provides cash subsidies for free and reduced-price lunches to students based on family size and income.

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 School

A school that is scheduled to become operational within two years.

High School

A school offering a low grade of 7 or higher and a high grade of 12.

Inactive School

A school that is temporarily closed and expected to reopen within three years.

Instructional Level

The lowest and highest grade offered by a school determines its instructional level. The four instructional levels are: primary (lowest grade of prekindergarten to 3; highest grade up to 8), middle (lowest grade 4 to 7; highest grade 4 to 9), high (lowest grade 7 to 12; highest grade 12), and other (all other configurations, including prekindergarten, kindergarten, or 1 to 12).

Kindergarten

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

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.

Locale Code, Metro-Centric

See "Locale, Metro-Centric".

Locale Code, Urban-Centric

See "Locale, Urban-Centric".

Locale, Metro-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 metro-centric locale assignment system was used until 2005-06.

The locale code categories are defined below.

Large city: A principal city of a metropolitan core based statistical area (CBSA), with the city having a population greater than or equal to 250,000.

Mid-size city: A principal city of a metropolitan CBSA, with the city having a population less than 250,000.

Urban fringe of a large city: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a large city and defined as urban by the Census Bureau.

Urban fringe of a mid-size city: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a mid-size city and defined as urban by the Census Bureau.

Large town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

Small town: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

Rural, outside CBSA: Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau.

Rural, inside CBSA: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA and defined as rural by the Census Bureau.

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.

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 of 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 also 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/math, performing arts, gifted/talented, or foreign language).

Middle School

A school offering a low grade of 4 to 7 and a high grade of 9 or lower.

New School

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

Non-operating School

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

Operating School

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

Operational Status, School

Classification of the operational condition of a school. Classifications include currently operational; closed; new; added; changed agency; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years; and reopened.

Other Instructional Level School

A school offering a grade span that is not included in primary, middle, or high school definitions.

Prekindergarten

A group or class that is part of a public school program taught during the year or years preceding kindergarten, excluding Head Start students, unless Head Start is part of an authorized public education program of an LEA.

Primary School

A school offering a low grade of prekindergarten to 3 and a high grade of 8 or lower.

Public 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.

Pupil/teacher Ratio

The ratio of pupils to teachers in a school district, based on the total number of pupils (student membership) and the total full-time-equivalent (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.

Reduced-Price Lunch Eligible Student

A student who is eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.

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.

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".

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".)

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.

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".

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".

Ungraded Class

A class that is not organized on the basis of grade grouping and has no standard grade designation. This includes regular classes that have no grade designations and special classes for exceptional students that have no grade designations. Such a class is likely to contain students of different ages who, frequently, are identified according to level of performance in one or more areas of instruction rather than according to grade level or age level.

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.