

Numbers and Types of Public Elementary and Secondary Schools From the Common Core of Data: School Year 2009–10

First Look

Numbers and Types of Public Elementary and Secondary Schools From the Common Core of Data: School Year 2009–10

First Look

SEPTEMBER 2012

Chen-Su Chen
National Center for Education Statistics

U.S. Department of Education

Arne Duncan
Secretary

Institute of Education Sciences

John Q. Easton
Director

National Center for Education Statistics

Jack Buckley
Commissioner

Elementary/Secondary & Libraries Studies Division

Jeffrey A. Owings
Associate Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

September 2012

The NCES Home Page address is <http://nces.ed.gov>.

The NCES Publications and Products address is <http://nces.ed.gov/pubsearch>.

This publication is only available online. To download, view, and print the report as a PDF file, go to the NCES Publications and Products address shown above.

Suggested Citation

Chen, C. (2012). *Numbers and Types of Public Elementary and Secondary Schools From the Common Core of Data: School Year 2009–10* (NCES 2011-345rev). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <http://nces.ed.gov/pubsearch>.

Content Contact

Patrick Keaton
(202) 502-7386
Patrick.Keaton@ed.gov

Acknowledgments

The author would like to thank all of the professionals in state and local education agencies who record, track, and report the data used in this report. Particular thanks are owed to the state *EDFacts* Coordinators and the state Common Core of Data (CCD) Coordinators, whose efforts make the CCD program possible.

Page intentionally left blank.

Contents

	Page
Acknowledgments.....	iii
List of Tables	vi
Introduction.....	1
Selected Findings: 2009–10 School Year	3
Reference and Related Data Files	4
Tables.....	5
Appendix A: Methodology and Technical Notes	A-1
Appendix B: Common Core of Data Glossary	B-1

List of Tables

Table	Page
1	Operational and student membership status of public elementary and secondary schools in the United States, by school type: School year 2009–106
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 2009–107
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 2009–109
4	Number of regular public elementary and secondary schools with membership and pupil/teacher ratio, by instructional level and state or jurisdiction: School year 2009–10.....11
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 2009–1013
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 2009–10.....15
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 2009–10.....17

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 2009–10 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 (SEA) to the National Center for Education Statistics through the U.S. Department of Education’s *EDFacts* collection system.

The purpose of this report is to introduce new data through the presentation of tables containing descriptive information; therefore, the selected findings chosen for this report demonstrate the range of information available when using the CCD. The selected findings do not represent a complete review of all observed differences in the data and are not meant to emphasize any particular issue. This revised report includes updates to the tables and findings that reflect the 2009-10 provisional version 2a of the school universe file.

The Public Elementary/Secondary School Universe Survey can be used to report the numbers and types of schools. The information includes a school’s status (new, continuing, closed, etc.), and whether it is a charter school, magnet school, and/or Title I school. The survey can also be used to report 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 the *EDFacts* collection system. 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 a state that did not have a way of identifying magnet schools. Fifty states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and the Bureau of Indian Education (BIE) reported 2009–10 CCD data through the *EDFacts* collection 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 2009–10 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. States identified the schools that provide services but do not count students in membership as “shared time” schools.

While tables include data for all of the CCD respondents, “United States” and “reporting states” totals in the tables are limited to the 50 states and the District of Columbia. They do not include

¹ The CCD includes the 50 states, the District of Columbia, Department of Defense dependent schools (domestic and overseas), BIE, Puerto Rico and the four other jurisdictions of American Samoa, 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 Membership is the count of students enrolled on October 1 of the reported school year.

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.

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: 2009–10 School Year

- There were 98,817 operating public elementary/secondary schools in the 2009–10 school year (table 1). In this school year, 1,822 schools were closed and 1,826 new schools were opened. Most operating schools were regular schools (89,018) that were responsible for instruction in the standard curriculum as well as other areas. An additional total of 2,089 schools focused primarily on special education services; 1,417 schools were identified as vocational schools; and 6,293 were identified as alternative education schools.
- In 2009–10, 40 states and the District of Columbia authorized charter schools, and 32 states and the District of Columbia designated magnet schools (table 2). Charter schools enrolled more than 1.6 million students, and magnet schools enrolled more than 1.5 million students in 2009–10 (table 3).
- Across all regular public schools that had membership, the overall pupil/teacher ratio in 2009–10 was 16.1 (table 4), compared to 15.8 in 2008–09 (Chen 2010). In the 2009–10 school year, the ratio ranged from 10.9 in Vermont to 23.5 in Utah. This is the number of students for each full-time equivalent (FTE)³ teacher. The pupil/teacher ratio differed across school instructional levels: it was 16.0 in primary; 15.7 in middle; and 16.6 in high schools.
- School size differed by instructional level in 2009–10. On average, primary schools had 451 students in membership, middle schools had 575 students, and high schools had 854 students (table 5).
- More schools (29,257) were in rural locations than in any other locale in 2009–10. An additional 22,486 were in cities; 24,441 schools were in suburban areas; and 11,998 were in towns (table 6). In contrast, the largest percentage of students attended suburban schools (34 percent), followed by schools in cities (29 percent), rural areas (24 percent), and towns (12 percent). These distributions were similar to those in 2008–09 (Chen 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, 47 percent of students were eligible for free or reduced-price lunch in 2009–10 (table 7), compared to the 45 percent reported in 2008–09 (Chen 2010). In 2009–10, the percentage of eligibility ranged from a low of 23 percent in New Hampshire to a high of 72 percent in District of Columbia. By locale, 59 percent of students in city schools were eligible for free or reduced-price lunch, compared to 51 percent in towns, 43 percent in rural areas, and 39 percent in suburban areas.

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

Chen, C. (2010). *Numbers and Types of Public Elementary and Secondary Schools From the Common Core of Data: School Year 2008–09* (NCES 2010-345). 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: School year 2009–10

Operational and student membership status ¹	School type				
	All schools	Regular	Special education	Vocational education	Alternative education
Operating schools²	98,817	89,018	2,089	1,417	6,293
Continuing	96,318	87,181	1,985	1,341	5,811
Added ³	53	17	12	4	20
Reopened	349	57	37	20	235
Changed agency ⁴	271	252	3	3	13
New ⁵	1,826	1,511	52	49	214
Non-operating	2,809	1,873	243	20	673
Inactive ⁶	591	209	6	9	367
Closed	1,822	1,321	235	11	255
Future ⁷	396	343	2	0	51
Student membership status of operating schools					
With membership	95,178	88,182	1,658	363	4,975
Without membership, providing instruction (shared time) ^{8,9}	1,646	83	167	974	422
Without membership (not shared time) ⁹	1,993	753	264	80	896

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," 2009–10, Provisional Version 2a.

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 2009–10

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	98,817	89,018	2,089	1,417	6,293	4,952	2,213	64,811	44,512	
Alabama	1,600	1,370	41	72	117	†	31	925	879	
Alaska	506	450	2	3	51	25	13	359	310	
Arizona	2,248	1,939	20	207	82	504	†	1,251	873	
Arkansas	1,120	1,082	4	23	11	38	40	829	715	
California	10,068	8,472	146	75	1,375	813	‡	6,044	4,245	
Colorado	1,793	1,683	9	6	95	158	25	674	438	
Connecticut	1,165	1,049	56	16	44	18	54	547	192	
Delaware	217	182	19	6	10	18	3	175	155	
District of Columbia	233	208	10	4	11	99	5	186	181	
Florida	4,043	3,398	170	53	422	412	363	2,606	2,399	
Georgia	2,461	2,248	72	1	140	63	78	1,531	1,254	
Hawaii	289	285	3	0	1	31	†	196	180	
Idaho	742	633	15	11	83	36	3	524	468	
Illinois	4,405	4,017	147	53	188	39	104	3,194	1,371	
Indiana	1,961	1,875	38	29	19	53	24	1,384	954	
Iowa	1,468	1,410	7	0	51	9	†	958	538	
Kansas	1,419	1,407	10	1	1	35	35	1,178	754	
Kentucky	1,542	1,238	10	124	170	†	41	1,079	1,008	
Louisiana	1,488	1,260	38	6	184	77	83	1,191	1,116	
Maine	649	619	1	27	2	†	1	544	389	
Maryland	1,447	1,321	40	24	62	42	87	409	304	
Massachusetts	1,836	1,755	23	39	19	62	—	1,038	507	
Michigan	3,879	3,332	197	38	312	294	477	2,899	1,589	
Minnesota	2,433	1,666	276	11	480	181	76	873	277	
Mississippi	1,085	928	3	90	64	1	19	706	686	
Missouri	2,427	2,181	68	66	112	48	35	1,111	501	
Montana	828	822	2	0	4	†	†	634	395	
Nebraska	1,120	1,087	28	0	5	†	†	528	299	
Nevada	636	593	10	1	32	35	24	333	288	
New Hampshire	484	484	0	0	0	15	†	404	115	
New Jersey	2,590	2,359	73	55	103	70	†	1,430	396	
New Mexico	855	808	6	1	40	72	2	751	716	
New York	4,730	4,591	105	6	28	140	‡	4,259	1,595	
North Carolina	2,550	2,531	14	1	4	96	125	1,971	1,790	
North Dakota	517	474	34	9	0	†	†	303	78	
Ohio	3,796	3,653	64	73	6	323	†	2,863	1,975	
Oklahoma	1,795	1,786	4	0	5	18	†	1,157	987	
Oregon	1,301	1,256	2	0	43	102	†	612	420	
Pennsylvania	3,244	3,132	12	87	13	134	53	2,453	1,335	
Rhode Island	321	298	3	11	9	12	†	232	122	
South Carolina	1,206	1,136	10	39	21	39	†	992	927	
South Dakota	714	676	7	4	27	†	†	607	339	
Tennessee	1,772	1,704	19	21	28	20	32	1,429	1,344	
Texas	8,619	7,518	25	0	1,076	536	†	6,594	6,282	
Utah	1,046	862	86	6	92	72	24	276	201	
Vermont	323	307	0	15	1	†	2	250	183	
Virginia	2,164	1,883	42	49	190	3	166	735	407	
Washington	2,318	1,885	103	15	315	†	†	1,486	1,069	
West Virginia	759	693	3	31	32	†	†	370	369	
Wisconsin	2,242	2,136	9	8	89	206	4	1,558	518	
Wyoming	363	336	3	0	24	3	†	173	79	

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 2009–10—Continued

State or jurisdiction	Total number of operating schools ¹	School type			Charter	Magnet ²	Title I ³	Title I schoolwide ³
		Regular education	Vocational education	Alternative education				
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ⁵	125	125	0	0	0	†	†	—
DDESS: DoDs Domestic ⁵	66	66	0	0	0	†	†	—
Bureau of Indian Education	173	173	0	0	0	†	†	173
American Samoa	30	28	1	1	0	—	—	—
Guam	40	40	0	0	0	—	—	—
Commonwealth of the Northern Mariana Islands	30	30	0	0	0	†	†	—
Puerto Rico	1,509	1,447	25	29	8	†	†	1,495
U.S. Virgin Islands	32	31	0	1	0	†	1	—

— Not available.

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

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

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

² Massachusetts has magnet schools but was not able to provide data that indicate school's magnet status. 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. 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 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: 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 Glossary. A school may also be included under the Charter, Magnet, and/or Title I statuses, which are independent of one another and of school type.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009–10, Provisional Version 2a.

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 2009–10

State or jurisdiction	School type					Charter	Magnet ²	Title I ³	Title I schoolwide ³
	Total number of students ¹	Regular education	Special education	Vocational education	Alternative education				
Reporting states⁴	49,081,519	48,186,142	192,989	129,840	572,548	1,610,285	1,515,562	31,852,019	22,259,671
Alabama	748,836	744,895	998	41	2,902	†	14,792	454,301	436,081
Alaska	131,661	117,598	84	769	13,210	5,196	4,288	69,966	54,531
Arizona	1,078,756	1,062,950	1,419	3,495	10,892	113,974	†	650,243	506,610
Arkansas	480,559	478,796	222	0	1,541	8,662	23,286	324,890	273,875
California	6,166,649	5,965,915	26,191	611	173,932	316,658	‡	3,740,915	2,829,642
Colorado	831,906	814,926	1,154	797	15,029	66,826	10,090	241,229	174,339
Connecticut	563,801	546,358	3,312	10,469	3,662	5,215	21,126	253,569	89,038
Delaware	124,809	114,744	1,737	7,069	1,259	9,173	1,920	101,223	86,610
District of Columbia	69,219	66,109	1,510	954	646	25,813	2,269	57,594	56,375
Florida	2,634,522	2,570,257	17,964	3,298	43,003	137,887	377,367	1,876,355	1,676,830
Georgia	1,667,685	1,656,245	8,154	0	3,286	37,545	74,063	997,571	801,719
Hawaii	180,196	179,981	79	†	136	7,869	†	114,176	101,822
Idaho	276,299	271,080	135	81	5,003	14,529	1,224	194,563	166,437
Illinois	2,096,927	2,080,445	8,088	220	8,174	35,836	75,721	1,568,854	714,144
Indiana	1,046,661	1,043,004	1,153	0	2,504	18,488	12,745	726,120	489,621
Iowa	482,123	478,318	547	†	3,258	593	†	299,208	172,991
Kansas	469,293	468,926	326	0	41	4,684	14,108	359,687	237,724
Kentucky	676,286	669,531	572	0	6,183	†	38,384	564,883	515,574
Louisiana	690,741	652,595	1,179	0	36,967	31,467	47,064	553,848	513,311
Maine	184,232	184,180	16	0	36	†	132	150,925	98,805
Maryland	848,412	827,977	4,338	8,122	7,975	11,995	75,877	178,305	132,559
Massachusetts	957,053	913,332	4,759	35,423	3,539	27,393	—	503,449	245,079
Michigan	1,616,662	1,549,027	31,418	1,473	34,744	110,504	218,123	1,280,207	656,102
Minnesota	836,936	806,143	15,100	9	15,684	35,375	36,667	323,010	89,976
Mississippi	492,481	492,279	202	0	0	375	4,441	342,900	330,899
Missouri	916,468	905,232	4,480	4,518	2,238	18,415	16,013	368,750	166,518
Montana	141,807	141,693	35	†	79	†	†	111,543	62,854
Nebraska	295,261	294,685	576	†	0	†	†	136,040	72,394
Nevada	435,359	428,536	709	157	5,957	11,613	34,727	218,000	188,171
New Hampshire	197,140	197,140	†	†	†	816	†	161,939	32,360
New Jersey	1,386,431	1,353,175	9,149	21,891	2,216	22,981	†	760,183	223,018
New Mexico	332,584	327,362	619	319	4,284	13,090	18	290,574	271,965
New York	2,715,997	2,679,340	22,844	6,429	7,384	43,963	‡	2,448,874	954,436
North Carolina	1,477,354	1,476,561	458	235	100	38,973	89,562	1,042,315	915,597
North Dakota	93,055	93,032	23	0	†	†	†	48,220	13,140
Ohio	1,762,311	1,754,345	6,060	965	941	90,989	†	1,274,888	830,916
Oklahoma	654,802	653,603	237	†	962	6,315	†	410,996	338,787
Oregon	553,846	548,032	148	†	5,666	18,334	†	225,041	160,033
Pennsylvania	1,761,333	1,740,866	1,257	18,115	1,095	79,167	26,945	1,283,157	670,800
Rhode Island	143,674	139,781	147	1,771	1,975	3,233	†	116,462	54,887
South Carolina	723,142	721,466	825	0	851	13,035	†	588,616	527,887
South Dakota	123,708	122,383	98	19	1,208	†	†	91,527	42,415
Tennessee	972,428	967,003	1,701	1,379	2,345	4,343	17,899	752,492	686,507
Texas	4,849,426	4,770,424	2,412	†	76,590	148,392	†	3,706,798	3,508,705
Utah	582,793	569,093	5,948	0	7,752	33,968	11,004	131,444	93,341
Vermont	86,137	86,118	†	0	19	†	431	63,603	45,990
Virginia	1,245,285	1,241,919	391	0	2,975	179	151,625	330,062	178,971
Washington	1,035,339	984,044	3,863	398	47,034	†	†	657,288	457,380
West Virginia	282,661	281,537	160	10	954	†	†	106,954	106,656
Wisconsin	872,321	866,214	192	803	5,112	36,153	1,581	561,921	187,342
Wyoming	88,152	86,947	0	†	1,205	269	†	36,341	17,907

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 2009–10—Continued

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				
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions									
DoDDS: DoDs Overseas ⁵	—	—	†	†	†	†	†	—	—
DDESS: DoDs Domestic ⁵	—	—	†	†	†	†	†	—	—
Bureau of Indian Education	41,351	41,351	†	†	†	†	†	41,351	41,351
American Samoa	—	—	—	—	†	—	—	—	—
Guam	—	—	†	†	†	—	—	—	—
Commonwealth of the Northern Mariana Islands	10,961	10,961	†	†	†	†	†	—	—
Puerto Rico	493,362	472,936	2,428	17,651	347	†	†	493,168	461,283
U.S. Virgin Islands	15,405	15,405	†	0	†	†	1,376	—	—

— 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.

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

¹ Membership is the count of students enrolled on October 1 of the reported school year. Individual state total number of students is included only if the state or jurisdiction 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 Glossary. A school may also be included under the Charter, Magnet, and/or Title I statuses, which are independent of one another and of school type.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009–10, Provisional Version 2a.

Table 4. Number of regular public elementary and secondary schools with membership and pupil/teacher ratio, by instructional level and state or jurisdiction: School year 2009–10

State or jurisdiction	Total schools		Primary schools		Middle schools		High schools		Other schools	
	Number of schools ¹	Pupil/teacher ratio	Number of schools	Pupil/teacher ratio						
United States²	88,182	16.1	52,299	16.0	16,448	15.7	16,057	16.6	3,378	15.3
Alabama	1,347	16.7	707	16.3	269	16.6	270	17.8	101	15.3
Alaska	450	15.4	171	15.7	36	15.7	51	17.9	192	11.3
Arizona	1,912	20.9	1,131	19.7	268	19.2	401	22.5	112	69.6
Arkansas	1,078	13.0	547	14.4	224	12.4	279	11.5	28	11.9
California	8,377	22.2	5,617	21.3	1,355	22.8	1,199	23.8	206	21.3
Colorado	1,683	17.1	1,027	16.8	296	16.4	290	17.9	70	19.3
Connecticut	1,040	13.6	661	14.3	194	12.6	164	13.3	21	12.2
Delaware	181	15.2	111	15.0	39	15.2	27	15.6	4	15.9
District of Columbia	198	11.4	133	11.6	27	11.2	26	11.6	12	10.3
Florida	3,222	16.3	2,026	14.8	580	17.2	450	18.9	166	16.2
Georgia	2,236	14.7	1,305	14.3	493	14.3	383	15.8	55	14.1
Hawaii	284	15.9	181	15.7	38	15.9	39	16.5	26	13.5
Idaho	632	18.4	354	18.8	113	17.8	120	17.9	45	19.5
Illinois	4,005	16.1	2,527	16.8	775	14.6	645	15.8	58	16.7
Indiana	1,867	17.6	1,137	17.5	347	17.4	337	18.1	46	16.4
Iowa	1,402	13.8	759	13.9	289	13.7	316	13.7	38	12.2
Kansas	1,380	14.2	764	14.3	253	13.5	333	14.6	30	14.8
Kentucky	1,217	20.6	754	19.5	229	21.4	213	22.4	21	17.3
Louisiana	1,259	14.4	712	14.4	243	14.2	212	14.5	92	14.0
Maine	619	11.8	383	12.0	114	11.6	109	12.0	13	9.2
Maryland	1,321	15.1	886	14.7	234	14.6	186	16.3	15	13.4
Massachusetts	1,755	13.9	1,039	14.3	333	13.3	282	13.6	101	14.6
Michigan	3,247	18.4	1,845	17.8	607	18.2	633	19.7	162	16.8
Minnesota	1,647	16.6	912	15.7	253	17.1	431	17.7	51	16.8
Mississippi	924	15.6	456	16.6	192	14.0	200	15.5	76	14.5
Missouri	2,165	14.2	1,242	13.8	383	14.4	485	14.6	55	14.3
Montana	822	13.6	423	13.9	231	13.6	168	13.1	0	†
Nebraska	1,020	13.5	619	13.8	126	13.3	275	13.2	0	†
Nevada	590	19.9	371	17.6	108	22.7	98	22.5	13	24.3
New Hampshire	483	12.8	294	12.8	97	12.3	88	13.2	4	9.4
New Jersey	2,358	14.1	1,506	14.5	445	13.5	340	13.9	67	15.3
New Mexico	804	15.2	456	14.9	173	14.7	152	16.0	23	14.9
New York	4,577	13.5	2,540	13.4	856	12.9	909	14.4	272	12.2
North Carolina	2,507	15.2	1,411	15.1	484	15.2	469	15.8	143	11.7
North Dakota	471	11.9	267	11.8	40	12.2	161	11.9	3	12.7
Ohio	3,643	17.3	1,999	18.2	729	16.3	775	16.6	140	20.1
Oklahoma	1,786	15.4	971	15.9	334	15.1	461	14.4	20	17.3
Oregon	1,252	20.1	733	19.8	211	19.8	249	21.1	59	18.8
Pennsylvania	3,117	14.3	1,845	14.5	554	13.4	601	14.4	117	16.5
Rhode Island	295	13.1	190	13.6	58	12.5	46	12.9	1	5.5
South Carolina	1,132	15.9	657	15.6	258	15.3	195	16.8	22	18.4
South Dakota	670	13.4	336	13.1	167	13.6	166	14.0	1	18.5
Tennessee	1,672	15.5	1,007	14.7	303	16.3	284	16.7	78	15.6
Texas	7,489	14.7	4,325	15.3	1,690	14.4	1,128	14.2	346	13.2
Utah	851	23.5	547	23.6	131	23.3	132	23.3	41	23.8
Vermont	307	10.9	220	11.2	26	10.6	44	10.8	17	9.9
Virginia	1,866	17.6	1,194	17.0	349	17.3	306	18.9	17	17.2
Washington	1,864	19.5	1,124	18.9	329	19.6	302	20.9	109	18.9
West Virginia	692	14.8	447	15.2	121	13.8	105	15.1	19	14.2
Wisconsin	2,132	15.1	1,236	15.0	375	14.3	461	15.6	60	14.7
Wyoming	334	12.8	194	13.1	69	12.7	61	12.7	10	9.1

See notes at end of table.

Table 4. Number of regular public elementary and secondary schools with membership and pupil/teacher ratio, by instructional level and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Total schools		Primary schools		Middle schools		High schools		Other schools	
	Number of schools ¹	Pupil/teacher ratio	Number of schools	Pupil/teacher ratio						
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ³	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ³	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	173	11.8	103	12.8	5	8.1	18	12.7	47	10.6
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Mariana Islands	30	19.9	21	20.1	3	21.6	5	18.8	1	18.0
Puerto Rico	1,446	12.8	870	12.1	236	13.3	164	14.8	176	12.2
U.S. Virgin Islands	31	12.7	20	12.6	6	11.1	4	14.5	1	5.1

— Not available.

† Not applicable.

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

² U.S. totals include the 50 states and the District of Columbia.

³ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Pupil/teacher ratio is the number of students (membership) for each full-time equivalent (FTE) teacher. Membership is the count of students enrolled on October 1 of the reported school year. FTE is the amount of time required to perform an assignment stated as a proportion of a full-time position. 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," 2009–10, Provisional Version 2a.

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 2009–10

State or jurisdiction	Total number of schools ²	Average student membership ¹ size					Largest school ⁴	Smallest school
		All schools ³	Primary schools	Middle schools	High schools	Other schools		
United States⁵	88,182	546.4	450.8	574.8	854.3	425.0	8,539	1
Alabama	1,347	553.0	473.0	533.5	740.5	663.8	2,510	55
Alaska	450	261.3	317.5	460.1	595.8	85.2	2,276	3
Arizona	1,912	555.9	509.6	559.0	739.7	358.0	4,276	4
Arkansas	1,078	444.2	416.3	465.4	473.7	524.6	3,333	21
California	8,377	712.2	530.6	803.0	1,481.3	589.7	4,899	1
Colorado	1,683	484.2	409.0	481.8	741.7	530.5	5,006	6
Connecticut	1,040	525.3	404.8	584.4	959.1	387.0	2,854	1
Delaware	181	633.9	511.4	682.3	1,091.8	472.0	2,044	109
District of Columbia	198	333.9	294.3	310.1	523.6	415.6	1,483	27
Florida	3,222	797.7	627.5	883.4	1,589.7	428.5	4,186	1
Georgia	2,236	740.7	621.2	749.7	1,183.8	410.0	3,482	1
Hawaii	284	633.7	510.4	767.1	1,330.7	252.0	2,639	8
Idaho	632	428.9	363.3	489.7	585.2	376.0	2,789	2
Illinois	4,005	519.5	424.3	470.4	942.1	619.8	8,077	1
Indiana	1,867	558.7	435.3	591.3	940.1	565.6	4,389	19
Iowa	1,402	341.2	298.7	337.0	452.0	299.1	2,266	1
Kansas	1,380	339.8	303.3	361.1	415.0	255.0	2,267	1
Kentucky	1,217	550.1	454.7	568.8	878.3	446.1	2,169	11
Louisiana	1,259	518.3	465.3	496.4	737.0	482.7	2,355	4
Maine	619	297.5	223.5	355.4	508.6	201.6	1,426	4
Maryland	1,321	626.8	463.5	698.1	1,336.1	361.5	3,007	12
Massachusetts	1,755	520.4	412.4	595.6	904.8	310.8	4,029	4
Michigan	3,247	477.1	386.5	513.3	739.9	345.5	2,669	3
Minnesota	1,647	489.5	415.6	589.3	603.4	351.4	3,262	1
Mississippi	924	532.8	489.0	515.7	672.1	471.9	1,975	12
Missouri	2,165	418.1	349.7	474.5	546.0	442.1	2,378	16
Montana	822	172.4	162.4	126.2	261.0	†	1,956	1
Nebraska	1,020	288.9	243.0	380.6	350.2	†	2,513	2
Nevada	590	726.3	560.2	858.8	1,231.7	556.8	3,243	5
New Hampshire	483	408.2	299.4	460.9	727.5	94.3	3,315	1
New Jersey	2,358	573.9	439.8	609.5	1,152.8	413.4	3,336	7
New Mexico	804	407.2	358.0	388.9	581.3	369.1	2,789	1
New York	4,577	585.4	499.4	597.9	861.2	427.3	4,853	18
North Carolina	2,507	589.0	505.8	648.4	879.1	256.9	2,948	3
North Dakota	471	197.5	172.9	363.6	191.4	509.3	2,113	2
Ohio	3,643	481.6	402.4	490.8	668.1	530.9	8,115	8
Oklahoma	1,786	366.0	359.7	375.5	356.5	727.0	2,343	9
Oregon	1,252	437.7	354.7	516.3	668.7	213.3	3,193	1
Pennsylvania	3,117	558.5	430.3	598.9	888.7	693.6	8,539	14
Rhode Island	295	473.8	337.3	556.9	940.8	126.0	1,853	60
South Carolina	1,132	637.3	532.3	601.6	1,042.7	601.9	3,265	14
South Dakota	670	182.7	176.0	158.2	221.7	37.0	2,338	3
Tennessee	1,672	578.4	477.6	591.9	946.1	487.9	2,643	1
Texas	7,489	637.0	549.1	620.5	1,059.9	437.9	4,697	1
Utah	851	668.7	574.4	795.0	941.1	646.3	2,982	3
Vermont	307	280.5	209.4	315.0	608.8	298.1	1,394	13
Virginia	1,866	665.6	502.9	722.6	1,236.7	634.6	4,067	7
Washington	1,864	527.9	420.1	567.0	936.8	388.8	2,655	1
West Virginia	692	406.8	311.7	460.2	730.8	514.6	1,883	30
Wisconsin	2,132	406.3	344.2	416.9	577.2	307.2	2,408	2
Wyoming	334	260.3	217.0	292.0	379.5	155.0	1,550	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 2009–10—Continued

State or jurisdiction	Total number of schools ²	Average student membership ¹ size					Largest school ⁴	Smallest school
		All schools ³	Primary schools	Middle schools	High schools	Other schools		
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ⁶	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ⁶	—	—	—	—	—	—	—	—
Bureau of Indian Education	173	239.0	202.3	165.0	319.8	296.4	1,190	11
American Samoa	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—
Commonwealth of the Northern Mariana Islands	30	365.4	281.9	561.3	660.8	54.0	1,213	30
Puerto Rico	1,446	327.1	253.5	380.6	559.7	402.1	1,305	24
U.S. Virgin Islands	31	496.9	378.9	436.7	1,266.3	142.0	1,535	93

— Not available.

† Not applicable.

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

² Total number of schools excludes schools also reported by the Bureau of Indian Education (BIE). The number of schools shared with the BIE includes two in Arizona, one in Michigan, and eight in North Dakota.

³ All schools include primary, middle, high, and other schools.

⁴ This column includes virtual schools. The largest operating regular school in 2009–10 was the Pennsylvania Cyber Charter School, Midland, Pennsylvania.

⁵ U.S. totals include the 50 states and the District of Columbia.

⁶ 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," 2009–10, Provisional Version 2a.

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 2009–10

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	88,182	48,186,142	22,486	29.0	24,441	34.5	11,998	12.1	29,257	24.5
Alabama	1,347	744,895	287	21.0	186	17.1	197	14.4	677	47.6
Alaska	450	117,598	78	35.9	8	3.4	73	24.3	291	36.4
Arizona	1,912	1,062,950	845	44.9	315	20.8	249	10.2	503	24.0
Arkansas	1,078	478,796	207	25.4	78	9.6	216	23.0	577	42.1
California	8,377	5,965,915	3,449	43.9	3,029	39.6	639	6.2	1,260	10.2
Colorado	1,683	814,926	474	33.1	441	32.6	201	10.9	567	23.3
Connecticut	1,040	546,358	285	27.1	536	54.5	49	4.3	170	14.2
Delaware	181	114,744	30	12.4	77	46.1	31	17.0	43	24.5
District of Columbia	198	66,109	198	100.0	0	†	0	†	0	†
Florida	3,222	2,570,257	838	23.7	1,531	51.6	218	5.3	635	19.5
Georgia	2,236	1,656,245	388	13.8	723	39.1	270	11.0	855	36.1
Hawaii	284	179,981	70	23.1	91	39.9	71	24.5	52	12.5
Idaho	632	271,080	137	28.2	62	15.0	129	21.1	304	35.7
Illinois	4,005	2,080,445	1,016	31.3	1,479	43.8	540	10.5	970	14.4
Indiana	1,867	1,043,004	460	28.0	362	23.6	331	16.5	714	32.0
Iowa	1,402	478,318	240	27.3	78	8.7	338	26.7	746	37.3
Kansas	1,380	468,926	220	24.6	121	14.2	341	27.1	698	34.2
Kentucky	1,217	669,531	194	19.4	152	14.6	263	22.5	608	43.5
Louisiana	1,259	652,595	298	26.0	246	23.7	269	18.9	446	31.4
Maine	619	184,180	50	12.5	56	12.0	88	18.9	425	56.6
Maryland	1,321	827,977	260	16.4	742	60.4	72	5.1	247	18.0
Massachusetts	1,755	913,332	373	20.2	1,105	66.2	53	2.0	224	11.5
Michigan	3,247	1,549,027	755	24.7	1,099	39.8	407	11.6	986	23.9
Minnesota	1,647	806,143	316	20.6	344	29.9	304	19.7	683	29.7
Mississippi	924	492,279	100	10.4	68	8.6	280	29.9	476	51.1
Missouri	2,165	905,232	349	17.2	453	30.1	357	19.6	1,006	33.1
Montana	822	141,693	60	22.7	11	2.8	137	36.4	614	38.1
Nebraska	1,020	294,685	183	33.7	60	11.8	199	23.9	578	30.6
Nevada	590	428,536	210	39.0	149	33.8	61	7.4	170	19.8
New Hampshire	483	197,140	41	14.3	104	31.3	86	17.0	252	37.4
New Jersey	2,358	1,353,175	238	9.9	1,833	78.3	60	1.9	227	9.9
New Mexico	804	327,362	193	32.9	60	11.1	220	27.6	331	28.5
New York	4,577	2,679,340	1,882	43.2	1,457	35.7	419	7.5	819	13.6
North Carolina	2,507	1,476,561	623	25.9	303	14.6	361	12.7	1,220	46.8
North Dakota	471	93,032	55	27.7	15	8.6	62	20.7	339	43.0
Ohio	3,643	1,754,345	801	19.8	1,232	39.6	543	14.0	1,067	26.6
Oklahoma	1,786	653,603	264	21.7	181	19.1	373	23.8	968	35.3
Oregon	1,252	548,032	311	32.2	226	23.3	327	26.6	388	18.0
Pennsylvania	3,117	1,740,866	581	19.1	1,268	45.7	413	12.9	855	22.4
Rhode Island	295	139,781	94	31.2	155	53.6	7	2.4	39	12.8
South Carolina	1,132	721,466	175	16.2	241	24.6	183	14.6	533	44.7
South Dakota	670	122,383	52	24.7	2	0.7	93	27.8	523	46.8
Tennessee	1,672	967,003	486	29.4	220	16.3	249	14.5	717	39.8
Texas	7,489	4,770,424	2,667	40.8	1,411	24.7	1,009	10.7	2,402	23.8
Utah	851	569,093	138	16.5	372	53.5	119	13.0	222	16.9
Vermont	307	86,118	14	6.9	19	10.3	48	25.8	226	57.0
Virginia	1,866	1,241,919	432	23.0	583	38.7	164	7.2	687	31.1
Washington	1,864	984,044	436	27.1	675	43.1	243	12.4	510	17.4
West Virginia	692	281,537	81	13.2	96	16.7	138	23.2	377	46.9
Wisconsin	2,132	866,214	506	27.3	381	23.9	404	20.8	841	28.0
Wyoming	334	86,947	46	24.1	5	1.6	94	41.0	189	33.4

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 2009–10—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										
DoDDS: DoDs Overseas ⁴	—	—	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic ⁴	—	—	†	†	†	†	†	†	†	†
Bureau of Indian Education	173	41,351	†	†	†	†	†	†	†	†
American Samoa	30	10,961	†	†	†	†	†	†	†	†
Guam	—	—	†	†	†	†	†	†	†	†
Commonwealth of the Northern Mariana Islands	—	—	†	†	†	†	†	†	†	†
Puerto Rico	1,446	472,936	227	15.4	868	62.3	54	3.8	297	18.5
U.S. Virgin Islands	31	15,405	0	†	0	†	28	93.4	3	6.6

— Not available.

† Not applicable.

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

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

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

⁴ 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 Glossary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009–10, Provisional Version 2a.

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 2009–10

State or jurisdiction	Total		City ¹		Suburban		Town		Rural	
	Number of students	Percent of students								
Reporting states²	21,982,464	46.9	7,601,462	58.9	6,397,058	38.9	2,938,602	50.8	5,045,342	43.0
Alabama	409,327	55.0	100,429	64.2	57,969	45.5	59,334	55.5	191,595	54.1
Alaska	46,538	39.6	16,866	39.9	842	21.0	8,269	29.0	20,561	48.1
Arizona	499,339	47.7	244,031	51.9	82,866	38.3	58,926	55.1	113,516	45.0
Arkansas	285,191	59.6	74,073	61.2	23,894	52.1	68,299	62.1	118,925	59.0
California	3,277,880	55.6	1,571,095	60.4	1,200,578	51.5	232,613	63.4	273,594	45.6
Colorado	313,026	38.4	140,272	52.0	84,550	31.8	34,666	38.9	53,538	28.2
Connecticut	172,048	31.9	85,301	57.7	71,381	24.5	7,012	30.1	8,354	10.8
Delaware	54,825	47.8	9,259	65.3	24,496	46.3	9,199	47.1	11,871	42.3
District of Columbia	46,131	71.8	46,131	71.8	0	†	0	†	0	†
Florida	1,375,431	53.5	345,804	56.9	701,790	52.9	85,635	63.0	242,202	48.4
Georgia	928,894	56.1	162,897	71.4	339,872	52.5	114,907	63.2	311,218	52.0
Hawaii	77,844	43.3	17,085	41.1	29,373	40.9	20,158	45.7	11,228	50.0
Idaho	116,298	42.9	30,438	39.8	15,407	37.8	26,512	46.3	43,941	45.4
Illinois	896,521	46.0	415,643	70.1	307,219	35.8	89,621	42.5	84,038	29.4
Indiana	472,138	45.3	178,028	61.0	94,073	38.3	80,283	46.7	119,754	35.9
Iowa	177,773	37.2	63,634	48.7	8,835	21.2	51,815	40.6	53,489	30.0
Kansas	214,205	45.7	70,002	60.7	18,745	28.2	66,165	52.1	59,293	37.0
Kentucky	365,700	54.7	74,701	57.6	42,943	44.2	84,568	56.2	163,488	56.2
Louisiana	424,798	65.1	118,598	70.0	90,402	58.5	88,605	71.8	127,193	62.0
Maine	76,692	41.6	11,441	49.6	4,901	22.1	14,624	42.1	45,726	43.9
Maryland	315,345	38.1	83,047	61.0	184,404	36.9	12,424	29.2	35,470	23.8
Massachusetts	293,911	32.2	112,847	61.1	157,531	26.0	6,328	34.0	17,205	16.4
Michigan	701,730	45.3	241,286	63.1	229,499	37.3	77,183	42.8	153,762	41.6
Minnesota	282,559	35.1	81,371	49.0	70,567	29.3	52,553	33.0	78,068	32.6
Mississippi	344,701	70.5	41,452	81.2	24,030	56.5	114,015	77.5	165,204	66.6
Missouri	397,162	44.2	93,845	60.7	91,076	33.8	82,935	47.0	129,306	43.4
Montana	56,178	40.0	11,739	36.5	1,580	40.1	19,422	37.7	23,437	44.4
Nebraska	121,494	41.2	47,439	47.8	10,718	30.8	31,673	45.0	31,664	35.1
Nevada	180,195	42.9	77,446	47.7	64,616	45.4	12,135	38.2	25,998	30.9
New Hampshire	46,246	23.5	10,693	37.9	9,957	16.1	10,244	30.5	15,352	20.8
New Jersey	432,092	32.3	82,565	62.4	314,150	30.0	10,817	41.2	24,560	18.3
New Mexico	215,081	66.7	63,368	59.5	24,908	69.1	62,294	71.4	64,511	69.6
New York	567,260	32.4	†	†	218,528	22.9	76,011	38.0	116,909	32.1
North Carolina	720,392	49.9	199,713	53.3	89,147	42.0	103,744	56.8	327,788	48.5
North Dakota	30,677	33.0	7,715	29.9	2,551	31.9	6,484	33.7	13,927	34.8
Ohio	706,250	40.3	214,432	61.7	227,241	32.7	108,132	44.0	156,445	33.6
Oklahoma	383,769	58.7	97,712	68.9	53,508	42.9	95,847	61.5	136,702	59.2
Oregon	270,021	50.3	87,506	50.3	54,031	42.8	81,055	57.1	47,429	50.2
Pennsylvania	650,058	37.9	242,364	73.8	206,403	26.2	78,611	37.1	122,680	31.7
Rhode Island	57,585	41.2	25,860	59.4	27,601	36.9	1,029	30.4	3,095	17.2
South Carolina	392,629	54.5	63,371	54.6	83,744	47.3	68,908	65.8	176,606	54.8
South Dakota	45,499	37.5	11,552	38.4	385	42.7	11,153	32.9	22,409	39.6
Tennessee	514,426	54.4	182,725	66.6	57,995	37.6	79,545	57.5	194,161	51.3
Texas	2,399,598	50.3	1,101,779	56.6	518,633	44.1	286,430	55.9	492,756	43.5
Utah	236,631	41.6	54,190	57.7	111,052	36.4	33,615	45.3	37,774	39.4
Vermont	29,529	34.6	2,119	35.5	2,120	23.9	8,634	38.9	16,656	34.5
Virginia	443,770	36.4	136,020	47.7	135,916	29.3	39,865	44.4	131,969	34.9
Washington	419,551	43.0	134,230	50.5	150,821	36.0	64,342	52.9	70,158	41.5
West Virginia	146,153	51.9	18,676	50.1	21,987	46.9	33,304	50.9	72,186	54.7
Wisconsin	320,956	37.1	135,930	57.4	51,287	24.8	56,622	31.4	77,117	31.8
Wyoming	30,417	35.0	6,930	33.1	936	67.8	12,037	33.8	10,514	36.3

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 2009–10—Continued

State or jurisdiction	Total		City ¹		Suburban		Town		Rural	
	Number of students	Percent of students								
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ³	—	—	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic ³	—	—	†	†	†	†	†	†	†	†
Bureau of Indian Education	—	—	†	†	†	†	†	†	†	†
American Samoa	—	—	†	†	†	†	†	†	†	†
Guam	—	—	†	†	†	†	†	†	†	†
Commonwealth of the										
Northern Mariana Islands	10,820	98.7	†	†	†	†	†	†	†	†
Puerto Rico	432,381	91.4	66,385	91.4	269,450	91.4	16,549	91.4	79,997	91.4
U.S. Virgin Islands	15,312	99.4	0	†	0	†	14,298	99.4	1,014	99.1

— Not available.

† Not applicable.

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

¹ Total includes suppressed data due to unmet reporting standards.

² 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.

³ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: Membership is the count of students enrolled on October 1 of the reported school year. 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 Glossary. The number of students eligible for free or reduced-price lunch was unavailable for 3.7 percent of U.S. schools, which included 3.0 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," 2009–10, Provisional Version 2a.

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. The data in these surveys are reported annually by state education agencies (SEAs).

Participation in 2009–10. The data are collected from SEAs through the Department of Education’s *EDFacts* collection 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 2009–10 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 2009–10 school year.

States report data to the *EDFacts* collection system through multiple file groups that fall into different reporting schedules throughout the year. The 2009–10 school year *EDFacts* collection of CCD data opened in January 2010. Depending on the specific variable or state, the data for the original 1a version of the report were extracted from *EDFacts* between April 29, 2010, and January 3, 2011. In June 2012, NCES conducted a special collection effort to improve data quality on the 2009–10 school universe file. This revised report includes corrections made by states resulting from this special collection effort which were extracted from *EDFacts* on July 18, 2012. Further updates from states may be included in subsequent file releases.

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 complete missing items. NCES also carries 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 were submitted by a state.) These procedures are used for any data item, and for all of the three nonfiscal CCD surveys. In 2009–10, 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.

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

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 (e.g., schools) 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 2009–10 file, which can be accessed at <http://nces.ed.gov/ccd/ccddata.asp>.

ED*Facts* collection system accepted blank responses in 2009–10 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 Services 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 either edit 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 additional data edits to all three data files to reduce data anomalies. For example, in 2009–10, some states reported more full-time equivalent (FTE) counts at the school level than the local education agency (LEA) level and the states confirmed that the LEA figures were accurate. Therefore, NCES edited the FTE data at the school level to match the data at the LEA level. More information about the edits is included in the documentation for the Public Elementary/Secondary School Universe Survey 2009–10 file, which can be accessed at <http://nces.ed.gov/ccd/ccddata.asp>.

Special collection effort to improve data quality. In May 2012, NCES became aware of data errors for key data items for several schools on the published version of the SY 2009–10 school file; in some cases these errors also affected district level data on the published 1a version of the LEA universe files for SY 2010–11. As a result, NCES conducted an in depth quality review of both the school and LEA universes for both the published SY 2009–10 school and LEA universe files and not yet published SY 2010–11 school and LEA universe files. During this review, NCES developed a revised editing strategy that more accurately identified data items that were likely to have errors. The review focused on school and school district enrollment, grade 12 enrollment, and free and reduced price lunch variables and related ratios such as pupil/teacher ratio, percent of enrollment from grade 12, and percent of students eligible for free and reduced price lunch. In the past data items were only compared to the reported data from the prior year for each school or LEA. The revised methodology used data from multiple years and was applied to both the reported data items and related ratios. Specifically, an average variation over the prior 4 years was computed based on the differences between each year and the other 3 years. Then, the average variation between the target year and the four preceding years was computed based on the differences between target year and each of the 4 prior years. The average variation for the target year was compared to the average variation among the prior years; cases with large differences were flagged as potential errors. Additionally, a requirement was added that in order for an item to be identified as a potential error, 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.

NCES subsequently applied this revised editing methodology to both the SY 2009–10 and SY 2010–11 school and LEA universe files. This resulted in identification of over 1,000 questionable data items in the school and LEA universe files for both school years. In June 2012, NCES generated edit reports for each state with affected data items and provided these to the SEA *EDFacts* coordinators asking them to submit corrected data or provide a justification for the large variation in the reported data. In most cases, SEAs provided corrections of the data items in question or provided an acceptable explanation for the apparent data anomaly. CCD Survey staff reviewed the revised data and explanations submitted by SEAs to ensure that revised data were of acceptable quality and that any unchanged items were adequately explained. For data items that were not adequately resolved CCD Survey Staff applied suppression codes indicating that these items did not meet NCES data quality standards. This report is based on the 2009–10 provisional version 2a data file, which contains revisions to only the data items that NCES identified as potential errors during this process.

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. 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 CCD). A total of 301 of these entities, referred to as “reportable programs,” were excluded from this report.

School type edits. Beginning with the 2007–08 school year, 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 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* collection system at the school and LEA level, but the CCD only contained IEP data at the LEA level.) 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 the CCD criteria for the originally reported type, the 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. 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. 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. For a detailed explanation see the documentation for the Public Elementary/Secondary School Universe Survey 2009–10 provisional version 2a file at <http://nces.ed.gov/ccd/ccdata.asp>.

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 1 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 2 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 3 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/mathematics, 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.