

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

First Look

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Introduction

This report presents findings on the numbers and types of public elementary and secondary local education agencies (LEAs) in the United States and other jurisdictions¹ in the 2009–10 school year, using data from the Local Education Agency 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* data 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 LEA universe file.

The Local Education Agency Universe Survey Data File can be used to report the numbers and types of LEAs. Information about LEAs also includes operational status (new, continuing, closed, etc.); the number of teachers, aides, administrators, student support and other staff members; and the total number of prekindergarten through grade 12 students and of students in ungraded classes.

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 the number of staff in a district. Fifty states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and the Bureau of Indian Education reported the 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 LEAs are responsible for educating students. For example, some regional education service agencies and supervisory unions provide administrative, research, or other services to regular school districts but do not enroll students.

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. The totals 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.

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.

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 17,807 operating local education agencies in 2009–10 (table 1). In the 2009–10 school year, 298 local education agencies closed and 222 opened for the first time.
- Most operating agencies were regular school districts (13,629) that were responsible for educating students residing within their jurisdiction (table 1).² A total of 1,521 were administrative or service agencies that typically provide services to school districts (table 2). A total of 2,236 were charter agencies in which all the associated schools were charter schools. An additional 421 agencies were operated by a state, federal, or other agency.
- Of the 49.2 million students³ served by local education agencies, 48.0 million attended schools in regular school districts (table 2). Local education agencies other than regular school districts enrolled more than 1.2 million students, including 279,000 students⁴ enrolled in administrative and service agencies, 877,000 students enrolled in charter agencies, and 71,000 enrolled in state- and federally operated and other types of agencies (derived from table 2).
- A total of 10,629 operating regular school districts (78.0 percent) were “combined” or “unified,” that is, responsible for all of grades prekindergarten through 12 (derived from table 3). There was no universal agreement on what grades constitute “elementary” and “secondary” districts. Using grade span as an indicator of a district’s instructional level, the 472 districts that had a low grade of 7 or higher and a high grade of 12 were considered secondary districts, while the 2,393 that had a low grade of prekindergarten or kindergarten or higher and a high grade up to 9 were considered elementary. An additional 135 districts do not have a grade range since they serve students enrolled in other districts.
- Of the 13,629 regular school districts, 26 enrolled 100,000 or more students (table 4). While these largest school districts were less than 1 percent of all districts, they served 12.3 percent of students receiving public education (derived from table 4 and table 5).
- Some regular school districts were very small. A total of 904 regular school districts (6.6 percent of districts with positive enrollment) enrolled 99 or fewer students (derived from table 4). These districts accounted for less than 1 percent of students (table 5).

² This count includes districts that educate students that are reported by other districts.

³ Counts of students are rounded to the nearest 100,000.

⁴ Counts of students are rounded to the nearest 1,000.

Related Data Files

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

Tables

Table 1. Operational and student membership status of public elementary and secondary local education agencies in the United States, by agency type: School year 2009–10

Operational and student membership status ¹	Agency type						
	All agencies	Regular school districts	Supervisory unions ²	Regional education service agencies ³	Charter agencies	State agencies	Federal and other agencies
All agencies	18,188	13,867	219	1,312	2,356	268	166
Operational status							
Operating ⁴	17,807	13,629	219	1,302	2,236	263	158
Continuing	17,421	13,581	211	1,161	2,056	258	154
Added ⁵	75	1	0	65	7	1	1
Reopened ⁶	69	1	0	68	0	0	0
Changed boundary	20	9	0	0	10	0	1
New ⁷	222	37	8	8	163	4	2
Non-operating	381	238	0	10	120	5	8
Inactive ⁸	50	8	0	1	41	0	0
Closed	298	228	0	9	48	5	8
Future ⁹	33	2	0	0	31	0	0
Student membership status of operating agencies							
With membership	16,158	13,503	34	265	2,194	140	22
Without membership ¹⁰	1,649	126	185	1,037	42	123	136

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

² Supervisory unions provide administrative services to school districts through a common superintendent.

³ Regional education service agencies provide services to a variety of local education agencies.

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

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

⁶ Reopened agencies were closed on previous year's file but has reopened.

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

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

⁹ Future agencies are expected to open within 2 years.

¹⁰ Includes local education agencies for which membership is zero, missing, suppressed, or not applicable.

NOTE: Table includes the 50 states and the District of Columbia. Table does not include Department of Defense domestic dependents schools or Bureau of Indian Education schools. For analytical purposes, New York City Public Schools, New York, is treated as a regular school district.

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

Table 2. Number of operating public elementary and secondary local education agencies and number of students in membership, by agency type and state or jurisdiction: School year 2009–10

State or jurisdiction	Total		Regular school districts		Administrative and service agencies ¹		Charter agencies		State, federal, and other agencies	
	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students
United States²	17,807	49,248,651	13,629	48,022,447	1,521	278,895	2,236	876,571	421	70,738
Alabama	171	748,889	133	748,889	0	†	0	†	38	0
Alaska	54	131,661	53	131,265	0	†	0	†	1	396
Arizona	642	1,077,831	224	958,968	18	3,283	379	113,500	21	2,080
Arkansas	295	480,559	244	474,897	15	0	18	5,440	18	222
California	1,190	6,190,372	958	6,099,547	198	76,832	26	13,120	8	873
Colorado	262	832,368	178	825,242	83	545	1	6,581	0	†
Connecticut	200	563,982	169	538,756	6	8,332	18	5,214	7	11,680
Delaware	40	126,801	19	117,628	1	0	18	9,173	2	0
District of Columbia	59	69,433	1	43,866	0	†	57	25,567	1	0
Florida	75	2,634,522	67	2,627,390	0	†	0	†	8	7,132
Georgia	206	1,667,685	180	1,660,643	16	0	4	5,656	6	1,386
Hawaii	1	180,196	1	180,196	0	†	0	†	0	†
Idaho	142	276,299	116	266,707	0	†	22	9,510	4	82
Illinois	1,076	2,104,422	869	2,101,445	201	173	1	362	5	2,442
Indiana	387	1,046,661	294	1,026,053	31	48	55	18,488	7	2,072
Iowa	371	491,255	361	491,255	10	†	0	†	0	†
Kansas	327	474,489	316	474,026	0	†	0	†	11	463
Kentucky	194	680,088	174	679,901	18	†	0	†	2	187
Louisiana	123	690,915	69	651,930	0	†	41	22,869	13	16,116
Maine	255	188,936	246	188,694	5	†	0	†	4	242
Maryland	25	848,412	24	848,252	0	†	0	†	1	160
Massachusetts	393	957,053	244	792,874	86	136,786	62	27,393	1	0
Michigan	855	1,635,716	551	1,510,716	57	13,070	240	111,844	7	86
Minnesota	558	837,053	337	798,508	64	2,986	154	35,290	3	269
Mississippi	165	492,481	152	491,651	0	†	0	†	13	830
Missouri	565	917,849	523	897,385	0	†	33	18,415	9	2,049
Montana	502	141,807	417	141,693	77	†	0	†	8	114
Nebraska	294	295,314	253	294,948	36	0	0	†	5	366
Nevada	18	428,947	17	423,859	0	†	0	†	1	5,088
New Hampshire	280	197,140	180	197,131	89	†	11	9	0	†
New Jersey	675	1,392,992	603	1,368,811	1	†	68	21,733	3	2,448
New Mexico	108	334,419	89	331,436	0	†	13	2,586	6	397
New York	879	2,766,052	696	2,721,522	37	0	140	43,963	6	567
North Carolina	231	1,483,396	115	1,444,409	0	†	96	38,987	20	0
North Dakota	228	95,073	185	94,997	40	0	0	†	3	76
Ohio	1,047	1,764,297	615	1,672,054	105	0	323	90,989	4	1,254
Oklahoma	584	654,802	532	653,592	0	†	3	875	49	335
Oregon	221	561,470	190	558,960	20	0	7	1,290	4	1,220
Pennsylvania	798	1,773,141	500	1,682,891	105	10,259	134	79,167	59	824
Rhode Island	52	145,118	32	130,623	4	10,400	10	2,331	6	1,764
South Carolina	103	723,143	85	715,590	13	0	1	6,245	4	1,308
South Dakota	166	123,712	156	123,558	5	0	0	†	5	154
Tennessee	140	972,549	140	972,549	0	†	0	†	0	†
Texas	1,280	4,850,210	1,032	4,728,202	20	†	214	119,642	14	2,366
Utah	117	582,793	41	548,397	4	†	70	33,968	2	428

See notes at end of table.

Table 2. Number of operating public elementary and secondary local education agencies and number of students in membership, by agency type and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Total		Regular school districts		Administrative and service agencies ¹		Charter agencies		State, federal, and other agencies	
	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students	Agencies	Students
Vermont	357	92,411	291	89,999	59	2,393	0	†	7	19
Virginia	207	1,245,340	134	1,231,205	70	13,468	0	†	3	667
Washington	310	1,035,347	295	1,034,698	10	320	0	†	5	329
West Virginia	57	282,662	55	281,828	0	†	0	†	2	834
Wisconsin	461	872,436	425	864,898	16	0	17	6,364	3	1,174
Wyoming	61	88,152	48	87,913	1	0	0	†	12	239
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ³	9	—	0	†	0	†	0	†	9	—
DDESS: DoDs Domestic ³	7	—	0	†	0	†	0	†	7	—
Bureau of Indian Education	196	41,351	174	41,351	22	†	0	†	0	†
American Samoa	1	—	1	—	0	†	0	†	0	†
Guam	1	—	1	—	0	†	0	†	0	†
Commonwealth of the Northern Marianas Islands	1	10961	1	10961	0	†	0	†	0	†
Puerto Rico	1	493,393	1	493,393	0	†	0	†	0	†
U.S. Virgin Islands	2	15,493	2	15,493	0	†	0	†	0	†

— Not available.

† Not applicable. These districts support students through other agencies.

¹ Administrative and service agencies include supervisory unions and regional education service agencies. See Glossary for more detail.

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: Table includes operating agencies only. This table includes districts operated by the Bureau of Indian Education and the Department of Defense although they are technically federally-operated. For analytical purposes, New York City Public Schools, New York, is treated as a regular school district. Numbers and types of agencies included in this table may differ from those published by the state; see glossary for Common Core of Data (CCD) definitions.

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

Table 3. Number of regular public elementary and secondary school districts, by grade span and state or jurisdiction: School year 2009–10

State or jurisdiction	Number of districts with grade span						
	Total districts	Elementary		Combined	Secondary		Other ¹
		pre-K, K, 1–6	pre-K, K, 1–9	pre-K, K, 1–12	7–12	9–12	
United States²	13,629	432	1,961	10,629	78	394	135
Alabama	133	0	0	132	1	0	0
Alaska	53	0	0	53	0	0	0
Arizona	224	0	102	102	1	19	0
Arkansas	244	0	0	244	0	0	0
California	958	47	438	401	10	60	2
Colorado	178	0	0	178	0	0	0
Connecticut	169	15	28	116	4	6	0
Delaware	19	0	0	17	2	0	0
District of Columbia	1	0	0	1	0	0	0
Florida	67	0	0	67	0	0	0
Georgia	180	0	1	179	0	0	0
Hawaii	1	0	0	1	0	0	0
Idaho	116	0	6	109	1	0	0
Illinois	869	1	385	382	1	99	1
Indiana	294	0	1	291	0	1	1
Iowa	361	0	0	361	0	0	0
Kansas	316	3	4	289	0	0	20
Kentucky	174	0	5	169	0	0	0
Louisiana	69	0	0	69	0	0	0
Maine	246	2	11	206	5	16	6
Maryland	24	0	0	24	0	0	0
Massachusetts	244	51	16	177	0	0	0
Michigan	551	9	20	522	0	0	0
Minnesota	337	0	2	333	0	0	2
Mississippi	152	1	0	148	1	2	0
Missouri	523	1	72	450	0	0	0
Montana	417	19	238	52	0	108	0
Nebraska	253	0	0	253	0	0	0
Nevada	17	0	1	16	0	0	0
New Hampshire	180	36	53	67	3	7	14

See notes at end of table.

Table 3. Number of regular public elementary and secondary school districts, by grade span and state or jurisdiction: School year 2009–10
–Continued

State or jurisdiction	Total districts	Number of districts with grade span					
		Elementary		Combined	Secondary		Other ¹
		pre-K, K, 1–6	pre-K, K, 1–9	pre-K, K, 1–12	7–12	9–12	
New Jersey	603	63	218	227	19	55	21
New Mexico	89	0	0	89	0	0	0
New York	696	27	15	644	8	0	2
North Carolina	115	0	0	115	0	0	0
North Dakota	185	8	25	146	3	1	2
Ohio	615	0	0	612	0	1	2
Oklahoma	532	9	98	425	0	0	0
Oregon	190	1	16	172	0	1	0
Pennsylvania	500	0	1	498	0	0	1
Rhode Island	32	2	2	28	0	0	0
South Carolina	85	0	0	85	0	0	0
South Dakota	156	0	0	155	0	0	1
Tennessee	140	3	13	124	0	0	0
Texas	1,032	13	42	974	1	0	2
Utah	41	0	0	41	0	0	0
Vermont	291	108	67	36	18	8	54
Virginia	134	0	1	129	0	0	4
Washington	295	13	34	248	0	0	0
West Virginia	55	0	0	55	0	0	0
Wisconsin	425	0	46	369	0	10	0
Wyoming	48	0	0	48	0	0	0
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions							
DoDDS: DoDs Overseas ³	9	0	0	9	0	0	0
DDESS: DoDs Domestic ³	7	0	2	5	0	0	0
Bureau of Indian Education	196	36	74	45	6	13	22
American Samoa	1	0	0	1	0	0	0
Guam	1	0	0	1	0	0	0
Commonwealth of the Northern Marianas Islands	1	0	0	1	0	0	0
Puerto Rico	1	0	0	1	0	0	0
U.S. Virgin Islands	2	0	0	2	0	0	0

¹ "Other" agencies do not have a grade range since they serve students enrolled in other districts or ungraded students.

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: This table includes districts operated by the Bureau of Indian Education and the Department of Defense although they are technically federally operated. For analytical purposes, New York City Public Schools, New York, is treated as a regular school district. Pre-K is prekindergarten and K is kindergarten.

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

Table 4. Number of regular public elementary and secondary school districts, by student membership size and state or jurisdiction:
School year 2009–10

State or jurisdiction	Number of districts with student membership ¹										
	Total districts	100,000 or more	10,000–99,999	5,000–9,999	3,000–4,999	1,000–2,999	500–999	300–499	100–299	1–99	Zero or not reported ²
United States³	13,629	26	856	1,044	1,422	3,806	2,330	1,310	1,805	904	126
Alabama	133	0	13	25	26	65	2	1	0	0	1
Alaska	53	0	3	2	2	9	6	13	12	6	0
Arizona	224	0	26	24	18	45	17	20	31	40	3
Arkansas	244	0	7	9	22	85	91	29	1	0	0
California	958	2	158	114	105	186	107	68	118	90	10
Colorado	178	0	19	11	9	34	22	29	44	10	0
Connecticut	169	0	10	20	32	57	22	12	14	2	0
Delaware	19	0	4	4	6	5	0	0	0	0	0
District of Columbia	1	0	1	0	0	0	0	0	0	0	0
Florida	67	7	31	12	5	12	0	0	0	0	0
Georgia	180	2	35	27	41	62	9	3	1	0	0
Hawaii	1	1	0	0	0	0	0	0	0	0	0
Idaho	116	0	6	6	12	28	15	18	24	7	0
Illinois	869	1	22	49	77	268	205	110	109	26	2
Indiana	294	0	24	33	36	148	45	1	5	0	2
Iowa	361	0	7	9	15	80	132	68	46	4	0
Kansas	316	0	7	11	11	54	77	64	61	8	23
Kentucky	174	0	11	15	37	77	23	8	3	0	0
Louisiana	69	0	17	17	15	19	1	0	0	0	0
Maine	246	0	0	2	12	52	27	16	40	83	14
Maryland	24	3	12	4	3	2	0	0	0	0	0
Massachusetts	244	0	9	30	55	84	25	12	25	4	0
Michigan	551	0	23	49	74	225	94	29	25	31	1
Minnesota	337	0	15	22	28	96	89	46	35	4	2
Mississippi	152	0	5	14	36	73	19	1	4	0	0
Missouri	523	0	20	18	39	101	116	72	116	41	0
Montana	417	0	1	3	5	20	31	35	123	199	0
Nebraska	253	0	3	6	7	23	47	62	99	6	0
Nevada	17	1	1	5	2	3	2	1	1	1	0
New Hampshire	180	0	2	2	9	47	36	22	32	26	4
New Jersey	603	0	19	52	67	187	111	57	61	14	35
New Mexico	89	0	8	7	12	13	16	11	15	7	0
New York	696	1	15	70	101	266	129	59	36	18	1
North Carolina	115	2	34	31	21	25	2	0	0	0	0
North Dakota	185	0	2	3	1	7	14	28	78	49	3
Ohio	615	0	16	49	87	316	126	13	3	3	2
Oklahoma	532	0	11	9	14	96	102	107	158	35	0
Oregon	190	0	13	17	17	42	31	14	27	29	0
Pennsylvania	500	1	16	56	108	247	62	7	2	1	0
Rhode Island	32	0	3	5	8	11	1	2	2	0	0
South Carolina	85	0	20	21	16	20	8	0	0	0	0
South Dakota	156	0	2	0	3	17	28	30	72	3	1
Tennessee	140	1	19	24	33	43	12	4	2	2	0
Texas	1,032	3	95	72	83	245	205	112	187	28	2
Utah	41	0	14	5	6	11	1	2	2	0	0

See notes at end of table.

Table 4. Number of regular public elementary and secondary school districts, by student membership size and state or jurisdiction:
School year 2009–10—Continued

State or jurisdiction	Number of districts with student membership ¹										Zero or not reported ²
	Total districts	100,000 or more	10,000–99,999	5,000–9,999	3,000–4,999	1,000–2,999	500–999	300–499	100–299	1–99	
Vermont	291	0	0	0	1	16	34	37	103	85	15
Virginia	134	1	26	21	24	46	10	1	1	0	4
Washington	295	0	31	28	26	64	42	23	42	38	1
West Virginia	55	0	7	10	15	21	2	0	0	0	0
Wisconsin	425	0	11	19	38	138	119	58	38	4	0
Wyoming	48	0	2	2	2	15	15	5	7	0	0
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions											
DoDDS: DoDs Overseas ⁴	9	0	0	0	0	0	0	0	0	0	9
DDESS: DoDs Domestic ⁴	7	0	0	0	0	0	0	0	0	0	7
Bureau of Indian Education	196	0	0	0	0	1	17	25	97	33	23
American Samoa	1	0	0	0	0	0	0	0	0	0	1
Guam	1	0	0	0	0	0	0	0	0	0	1
Commonwealth of the Northern Marianas Islands	1	0	1	0	0	0	0	0	0	0	0
Puerto Rico	1	1	0	0	0	0	0	0	0	0	0
U.S. Virgin Islands	2	0	0	2	0	0	0	0	0	0	0

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

² Includes local education agencies for which membership is zero, missing, suppressed, or not applicable.

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: This table includes districts operated by the Bureau of Indian Education and the Department of Defense although they are technically federally-operated. For analytical purposes, New York City Public Schools, New York, is treated as a regular school district.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2009–10, Provisional Version 2a.

Table 5. Percentage distribution of students in membership in regular public elementary and secondary school districts with membership, by student membership size and state or jurisdiction: School year 2009–10

State or jurisdiction	Total districts	Total students	Percentage distribution of students in districts with membership ¹								
			100,000 or more	10,000–99,999	5,000–9,999	3,000–4,999	1,000–2,999	500–999	300–499	100–299	1–99
United States²	13,629	48,022,447	12.3	41.5	15.1	11.4	14.2	3.5	1.1	0.7	0.1
Alabama	133	748,889	0.0	42.5	25.9	13.3	18.0	0.2	0.1	0.0	0.0
Alaska	53	131,265	0.0	61.6	11.0	6.1	12.3	3.2	3.9	1.7	0.3
Arizona	224	958,968	0.0	63.6	17.4	7.8	8.4	1.2	0.8	0.6	0.2
Arkansas	244	474,897	0.0	23.9	13.2	17.1	29.6	13.5	2.6	0.1	0.0
California	958	6,099,547	13.2	58.3	13.9	6.7	5.8	1.3	0.4	0.3	0.1
Colorado	178	825,242	0.0	75.1	9.4	4.2	6.9	1.9	1.4	1.0	0.1
Connecticut	169	538,756	0.0	27.1	24.6	23.1	20.9	3.0	0.8	0.5	#
Delaware	19	117,628	0.0	45.1	26.7	21.6	6.6	0.0	0.0	0.0	0.0
District of Columbia	1	43,866	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Florida	67	2,627,390	52.1	43.4	3.0	0.7	0.9	0.0	0.0	0.0	0.0
Georgia	180	1,660,643	16.1	55.5	11.4	9.4	7.2	0.4	0.1	#	0.0
Hawaii	1	180,196	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Idaho	116	266,707	0.0	40.8	15.5	18.8	16.2	4.2	2.7	1.7	0.1
Illinois	869	2,101,445	19.4	18.5	15.9	14.0	21.8	7.1	2.1	1.0	0.1
Indiana	294	1,026,053	0.0	35.5	21.8	13.5	25.4	3.6	#	0.1	0.0
Iowa	361	491,255	0.0	23.6	12.8	12.2	25.4	18.3	5.6	2.1	0.1
Kansas	316	474,026	0.0	35.9	14.8	9.6	19.9	11.7	5.3	2.8	0.1
Kentucky	174	679,901	0.0	37.5	15.5	21.1	22.7	2.7	0.5	0.1	0.0
Louisiana	69	651,930	0.0	65.4	19.2	9.3	6.0	0.1	0.0	0.0	0.0
Maine	246	188,694	0.0	0.0	6.3	22.0	52.6	10.8	3.2	3.7	1.4
Maryland	24	848,252	43.9	50.5	3.4	1.6	0.6	0.0	0.0	0.0	0.0
Massachusetts	244	792,874	0.0	23.1	24.8	27.3	21.3	2.3	0.6	0.6	#
Michigan	551	1,510,716	0.0	27.5	21.6	18.1	26.9	4.8	0.7	0.4	0.1
Minnesota	337	798,508	0.0	35.6	20.2	13.7	19.4	7.9	2.3	0.9	#
Mississippi	152	491,651	0.0	21.4	20.1	27.0	28.2	2.9	0.1	0.2	0.0
Missouri	523	897,385	0.0	36.6	12.6	16.7	18.9	9.2	3.1	2.6	0.3
Montana	417	141,693	0.0	7.4	12.3	13.0	22.5	14.9	9.6	15.3	5.1
Nebraska	253	294,948	0.0	36.0	15.3	9.1	13.4	11.0	8.3	6.8	0.2
Nevada	17	423,859	72.4	15.3	9.1	1.8	0.8	0.3	0.1	0.1	#
New Hampshire	180	197,131	0.0	13.8	5.7	19.3	39.9	13.4	4.2	2.9	0.8
New Jersey	603	1,368,811	0.0	21.5	26.3	19.1	24.5	6.0	1.6	0.9	0.1
New Mexico	89	331,436	0.0	60.1	15.0	12.9	6.6	3.1	1.3	0.8	0.2
New York	696	2,721,522	37.3	9.0	17.4	14.5	17.0	3.7	0.9	0.3	#
North Carolina	115	1,444,409	19.2	55.4	16.2	5.6	3.5	0.1	0.0	0.0	0.0
North Dakota	185	94,997	0.0	22.6	21.7	3.4	13.5	9.4	11.1	15.8	2.6
Ohio	615	1,672,054	0.0	20.4	20.0	20.1	33.4	5.8	0.3	#	#
Oklahoma	532	653,592	0.0	35.6	9.3	8.2	24.3	10.9	6.4	5.0	0.4
Oregon	190	558,960	0.0	47.6	19.9	11.9	14.4	4.0	1.0	1.0	0.2
Pennsylvania	500	1,682,891	9.8	13.4	22.0	24.5	27.1	2.9	0.2	#	#
Rhode Island	32	130,623	0.0	34.5	23.8	21.5	18.8	0.5	0.6	0.3	0.0

See notes at end of table.

Table 5. Percentage distribution of students in membership in regular public elementary and secondary school districts with membership, by student membership size and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Total districts	Total students	Percentage distribution of students in districts with membership ¹								
			100,000 or more	10,000–99,999	5,000–9,999	3,000–4,999	1,000–2,999	500–999	300–499	100–299	1–99
South Carolina	85	715,590	0.0	63.3	22.3	8.0	5.4	1.0	0.0	0.0	0.0
South Dakota	156	123,558	0.0	27.6	0.0	8.8	26.2	16.2	9.1	12.1	0.1
Tennessee	140	972,549	11.2	49.2	16.6	13.4	8.5	0.9	0.2	#	#
Texas	1,032	4,728,202	9.8	59.0	10.8	6.8	8.9	3.1	0.9	0.7	#
Utah	41	548,397	0.0	85.4	6.2	4.4	3.7	0.1	0.2	0.1	0.0
Vermont	291	89,999	0.0	0.0	0.0	3.9	27.1	27.9	15.7	20.6	4.7
Virginia	134	1,231,205	14.0	57.6	11.7	8.2	7.8	0.7	#	#	0.0
Washington	295	1,034,698	0.0	55.1	18.9	9.7	11.4	3.0	0.8	0.8	0.2
West Virginia	55	281,828	0.0	37.6	25.6	22.2	13.9	0.7	0.0	0.0	0.0
Wisconsin	425	864,898	0.0	28.0	14.5	16.8	27.1	9.9	2.7	1.0	#
Wyoming	48	87,913	0.0	28.8	15.1	7.7	32.4	12.2	2.3	1.5	0.0
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions											
DoDDS: DoDs Overseas ³	9	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ³	7	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	196	41,351	0.0	0.0	0.0	0.0	2.9	26.1	22.6	42.9	5.5
American Samoa	1	—	—	—	—	—	—	—	—	—	—
Guam	1	—	—	—	—	—	—	—	—	—	—
Commonwealth of the											
Northern Marianas Islands	1	10,961	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Puerto Rico	1	493,393	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
U.S. Virgin Islands	2	15,493	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0

— Not available. The Department of Defense dependents schools (overseas and domestic), American Samoa and Guam did not report membership to the Common Core of Data for the 2009–10 school year.

Rounds to zero.

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

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: This table includes districts operated by the Bureau of Indian Education and the Department of Defense although they are technically federally-operated. For analytical purposes, New York City Public Schools, New York, is treated as a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency 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 LEA 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. For example, American Samoa and Guam last reported data for the 2006–07 CCD files. (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.

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

EDFacts 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. Various edits were used to correctly identify responses as missing, not applicable, or zero after the fact, but it is possible that some blank responses were categorized incorrectly. For example, blank staff counts may have been categorized as missing when the actual count was 0. Detailed information about the edits is included in the documentation for the Public Elementary/Secondary Local Education Agency Universe Survey 2009–10 file, which can be accessed at <http://nces.ed.gov/ccd/ccddata.asp>.

Data quality. NCES performed extensive quality review of 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 either edited the value (as an example, replace a reported value with the sum of detail) or changed 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 applied 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. 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; inactive schools 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 may not have enrolled students at the time it was reported.

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. For example, hospitalized and homebound students may be reported in the membership for a regular school district but not for any of the district’s schools. NCES derived the numbers of students and staff shown in the tables for any CCD *First Look* report 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.

New York City Public Schools. In 2003–04, New York began reporting the New York City Public Schools as 33 separate sub-districts that are components of a supervisory union, the New

York City Public Schools. This report combines the sub-districts into a single regular school district.

Bureau of Indian Education Schools. In 2009–10, the Bureau of Indian Education reported each school on both the school file and the agency file. In prior years, the schools were listed only on the school file.

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.

Appendix B: Common Core of Data Glossary

Added Agency

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

Administrative and Service Agency

Includes supervisory unions and regional education service agencies. (See also "Supervisory Union" and "Regional Education Service Agency".)

Agency Charter Status

Indication of the relationship between the agency and associated charter schools. Categories are: all associated schools are charters; some associated schools are charter; no associated schools are charter.

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 Boundary Agency

An agency that was included in the prior year's CCD, but that has undergone a significant change in geographic boundaries or instructional responsibility.

Charter Agency

School district that includes only charter schools, typically a single school that was authorized under the charter.

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.

Closed Agency

An agency 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.

Federally Operated Education Agency

A federally operated agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services.

Full-time Equivalency (FTE)

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

Future Agency

An agency that is scheduled to become operational within two years.

Inactive Agency

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

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.

Local Education Agency Type

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

New Agency

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

Non-operating Agency

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

Operating Agency

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

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.

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.

Regional Education Service Agency

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

Regular School

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

Regular School District

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

State Education Agency (SEA)

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

State-Operated Agency

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

Student 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.

Supervisory Union

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

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.

Unified School District

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