

# Numbers and Types of Public Elementary and Secondary Schools From the Common Core of Data: School Year 2010–11

First Look



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## Introduction

This report presents findings on the numbers and types of public elementary and secondary schools in the United States and other jurisdictions<sup>1</sup> in the 2010–11 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 (SEAs) 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 2010-11 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.

SEAs follow standard definitions for the data items they report to the CCD via the *EDFacts* collection system. In some cases, SEAs 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 2010–11 CCD data through the *EDFacts* collection system; the Commonwealth of the Northern Mariana Islands and Guam reported directly to the CCD. The Department of Defense schools (also known as the Department of Defense Education Activity, or DoDEA) and American Samoa did not report data for the 2010–11 school year; the numbers and statuses of schools in these jurisdictions were carried over from prior year files and all the other data items were left as missing.

Not all schools report students. This is because the CCD allows a student to be reported in membership for only one school.<sup>2</sup> 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 data from the BIE, Department of Defense dependents schools (overseas and domestic), Puerto

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<sup>1</sup> The CCD includes the 50 states, the District of Columbia, DoDEA, 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.

<sup>2</sup> Membership is the count of students enrolled on October 1 of the reported school year.

Rico, or the other jurisdictions of American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, or the U.S. Virgin Islands.

Appendix A: Methodology and Technical Notes provides more information about the survey content and methodology. Appendix B: Common Core of Data Glossary provides definitions for data items found in this report. More information about the CCD surveys and products is available at <http://nces.ed.gov/ccd>.

## **Selected Findings: 2010–11 School Year**

- There were 98,817 operating public elementary/secondary schools in the 2010–11 school year (table 1). In this school year, 1,929 schools were closed and 1,665 new schools were opened. Most operating schools were regular schools (88,929) that were responsible for instruction in the standard curriculum as well as other areas. An additional total of 2,206 schools focused primarily on special education services; 1,485 schools were identified as vocational schools; and 6,197 were identified as alternative education schools.
- By 2010–2011, charter schools had been established in 40 states and the District of Columbia, and 31 states and the District of Columbia had designated magnet schools (table 2). Charter schools enrolled about 1.8 million students, and magnet schools enrolled about 2.1 million students in 2010–11 (table 3).
- Across all regular public schools that had membership, the overall pupil/teacher ratio<sup>3</sup> in 2010–11 was 15.7 (table 4), compared to 16.1 in 2009–10 (Chen 2011). In the 2010–11 school year, the ratio ranged from 10.9 in Vermont to 23.8 in Utah. The pupil/teacher ratio differed across school instructional levels: it was 15.6 in primary; 15.4 in middle; and 16.1 in high schools.
- School size differed by instructional level in 2010–11. On average, primary schools had 453 students in membership, middle schools had 576 students, and high schools had 847 students (table 5).
- More schools (29,202) were in rural locations than in any other locale in 2010–11. An additional 22,492 were in cities; 24,461 schools were in suburban areas; and 11,849 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 (25 percent), and towns (12 percent). These distributions were similar to those in 2009–10 (Chen 2011).
- 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, 48 percent of students were eligible for free or reduced-price lunch in 2010–11 (table 7), compared to the 47 percent reported in 2009–10 (Chen 2011). In 2010–11, the percentage of eligibility ranged from a low of 25 percent in New Hampshire to a high of 73 percent in District of Columbia. By locale, 60 percent of students in city schools were eligible for free or reduced-price lunch, compared to 52 percent in towns, 44 percent in rural areas, and 40 percent in suburban areas.

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<sup>3</sup> Pupil/teacher ratio is the number of students for each full-time equivalent (FTE) teacher. 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. (2011). *Numbers and Types of Public Elementary and Secondary Schools From the Common Core of Data: School Year 2009–10* (NCES 2011-345). 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 2010–11

Operational and student membership status <sup>1</sup>	All schools	School type			
		Regular	Special education	Vocational education	Alternative education
<b>Operating schools<sup>2</sup></b>	<b>98,817</b>	<b>88,929</b>	<b>2,206</b>	<b>1,485</b>	<b>6,197</b>
Continuing	96,797	87,379	2,047	1,426	5,945
Added <sup>3</sup>	80	42	17	5	16
Reopened	190	61	69	37	23
Changed agency <sup>4</sup>	85	69	5	2	9
New <sup>5</sup>	1,665	1,378	68	15	204
<b>Non-operating</b>	<b>2,861</b>	<b>2,002</b>	<b>82</b>	<b>17</b>	<b>760</b>
Inactive <sup>6</sup>	564	200	10	6	348
Closed	1,929	1,486	72	7	364
Future <sup>7</sup>	368	316	0	4	48
Student membership status of operating schools					
With membership	95,111	88,019	1,725	388	4,979
Without membership, providing instruction (shared time) <sup>8,9</sup>	1,483	73	154	919	337
Without membership (not shared time) <sup>9</sup>	2,223	837	327	178	881

<sup>1</sup> Membership is the count of students enrolled on October 1 of the reported school year.

<sup>2</sup> Operating schools include all those providing services during the reported school year.

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

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

<sup>5</sup> New schools opened for the first time within the school year reported.

<sup>6</sup> Inactive schools are closed temporarily and expected to reopen within 3 years.

<sup>7</sup> Future schools are expected to open within 2 years.

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

<sup>9</sup> 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," 2010–11 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 2010–11

State or jurisdiction	Total number of operating schools <sup>1</sup>	School type				Charter	Magnet <sup>2</sup>	Title I <sup>3</sup>	Title I schoolwide <sup>3</sup>
		Regular	Special education	Vocational education	Alternative education				
<b>Reporting states<sup>4</sup></b>	<b>98,817</b>	<b>88,929</b>	<b>2,206</b>	<b>1,485</b>	<b>6,197</b>	<b>5,274</b>	<b>2,722</b>	<b>66,646</b>	<b>48,990</b>
Alabama	1,600	1,372	41	72	115	†	30	924	897
Alaska	509	441	3	3	62	27	19	366	335
Arizona	2,265	1,950	21	217	77	519	—	1,764	1,224
Arkansas	1,110	1,069	4	26	11	40	38	810	710
California	10,124	8,526	147	86	1,365	908	282	6,028	4,878
Colorado	1,796	1,694	8	6	88	168	24	658	447
Connecticut	1,157	1,046	54	16	41	18	54	532	186
Delaware	214	183	19	6	6	19	3	171	155
District of Columbia	228	204	10	4	10	97	7	184	177
Florida	4,131	3,468	182	53	428	458	414	2,935	2,649
Georgia	2,449	2,265	66	1	117	67	78	1,566	1,399
Hawaii	289	285	3	0	1	31	†	205	183
Idaho	748	637	15	11	85	40	2	547	519
Illinois	4,361	4,012	146	53	150	50	104	3,272	1,575
Indiana	1,936	1,862	34	28	12	60	26	1,460	1,095
Iowa	1,436	1,390	6	0	40	7	†	978	519
Kansas	1,378	1,365	10	1	2	25	36	1,148	804
Kentucky	1,554	1,249	10	126	169	†	41	1,090	1,040
Louisiana	1,471	1,265	34	6	166	78	72	1,245	1,207
Maine	631	601	3	27	0	†	1	526	400
Maryland	1,449	1,322	40	24	63	44	90	412	312
Massachusetts	1,829	1,748	23	39	19	63	—	1,017	521
Michigan	3,877	3,257	279	62	279	300	464	2,836	1,672
Minnesota	2,392	1,641	277	11	463	176	73	854	284
Mississippi	1,083	925	3	90	65	0	20	877	837
Missouri	2,410	2,172	65	66	107	53	30	1,165	622
Montana	827	821	2	0	4	†	†	692	430
Nebraska	1,096	1,067	24	0	5	†	†	524	298
Nevada	645	598	12	1	34	34	24	374	328
New Hampshire	480	480	0	0	0	14	†	415	119
New Jersey	2,607	2,355	71	56	125	76	—	1,488	416
New Mexico	862	815	7	1	39	81	—	750	728
New York	4,757	4,576	124	29	28	170	‡	4,418	2,535
North Carolina	2,567	2,449	30	1	87	99	106	2,044	1,909
North Dakota	516	468	33	10	5	†	†	303	93
Ohio	3,758	3,621	59	72	6	339	†	2,913	2,116
Oklahoma	1,785	1,775	4	0	6	18	†	1,191	1,049
Oregon	1,296	1,252	2	0	42	108	†	600	446
Pennsylvania	3,233	3,125	9	86	13	145	52	2,373	1,491
Rhode Island	317	297	3	11	6	16	†	232	129
South Carolina	1,214	1,144	10	39	21	44	104	1,000	942
South Dakota	710	658	11	4	37	†	†	601	350
Tennessee	1,784	1,730	15	17	22	29	32	1,480	1,398
Texas	8,732	7,635	26	0	1,071	561	219	6,802	6,508
Utah	1,016	875	87	6	48	78	24	288	224
Vermont	320	304	0	15	1	†	†	243	183
Virginia	2,175	1,882	55	49	189	4	131	741	442
Washington	2,338	1,898	104	16	320	†	†	1,518	1,205
West Virginia	757	691	3	31	32	†	†	366	366
Wisconsin	2,238	2,131	9	7	91	207	4	1,535	547
Wyoming	360	333	3	0	24	3	†	185	91

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 2010–11—Continued

State or jurisdiction	Total number of operating schools <sup>1</sup>	School type				Charter	Magnet <sup>2</sup>	Title I <sup>3</sup>	Title I schoolwide <sup>3</sup>
		Regular	Special	Vocational	Alternative				
			education	education	education				
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions									
Department of Defense (DoDEA)	191	191	0	0	0	0	0	—	—
Bureau of Indian Education	173	173	0	0	0	†	—	173	173
American Samoa	28	27	0	1	0	—	—	—	—
Guam	40	40	0	0	0	—	—	†	†
Commonwealth of the Northern Mariana Islands	30	30	0	0	0	†	†	0	†
Puerto Rico	1,473	1,411	24	30	8	†	†	1,456	1,371
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

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

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

<sup>2</sup> Arizona, Massachusetts, New Jersey, and New Mexico have magnet schools but were not able to provide data that indicate school's magnet status. Total includes suppressed data due to unmet reporting standards.

<sup>3</sup> 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.

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

NOTE: Every school is assigned a school type based on its instructional emphasis; numbers and types of schools may differ from those published by states. See Appendix B: 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," 2010-11 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 2010–11

State or jurisdiction	Total number of students <sup>1</sup>	School type				Charter	Magnet <sup>2</sup>	Title I <sup>3</sup>	Title I schoolwide <sup>3</sup>
		Regular	Special education	Vocational education	Alternative education				
<b>Reporting states<sup>4</sup></b>	<b>49,177,617</b>	<b>48,259,245</b>	<b>190,910</b>	<b>164,013</b>	<b>563,449</b>	<b>1,787,091</b>	<b>2,055,133</b>	<b>33,447,494</b>	<b>24,842,892</b>
Alabama	732,895	729,215	984	26	2,670	†	14,486	447,286	434,128
Alaska	132,104	113,484	585	786	17,249	5,751	6,951	74,829	66,954
Arizona	1,069,592	1,056,368	910	2,209	10,105	124,467	—	1,023,465	651,047
Arkansas	482,114	480,303	224	0	1,587	10,209	21,668	322,613	275,471
California	6,207,959	6,005,125	25,467	4,470	172,897	363,916	284,446	3,722,019	3,119,140
Colorado	842,864	827,731	1,064	778	13,291	74,685	10,638	239,656	183,487
Connecticut	559,912	543,392	2,712	10,643	3,165	5,139	22,982	251,815	88,169
Delaware	128,935	119,134	1,455	7,195	1,151	9,525	2,106	102,887	91,422
District of Columbia	71,263	67,967	1,436	1,083	777	26,910	2,843	62,745	59,242
Florida	2,642,758	2,581,144	17,894	3,983	39,737	154,703	447,497	2,160,091	1,892,005
Georgia	1,677,067	1,663,442	10,097	†	3,528	41,981	72,661	1,019,836	911,468
Hawaii	179,601	179,409	78	†	114	8,289	†	121,108	104,039
Idaho	275,815	270,795	112	0	4,908	15,330	1,017	205,481	190,865
Illinois	2,082,121	2,064,005	9,555	367	8,194	43,049	75,252	1,613,556	813,435
Indiana	1,041,472	1,039,656	612	0	1,204	22,472	12,942	778,351	579,689
Iowa	484,856	481,650	557	†	2,649	298	†	318,190	174,136
Kansas	479,996	479,373	486	1	136	4,618	14,629	362,031	268,221
Kentucky	673,128	665,064	597	0	7,467	†	36,931	566,112	530,013
Louisiana	695,772	658,227	997	0	36,548	29,199	40,542	594,172	566,860
Maine	183,477	183,427	50	0	†	†	103	152,922	106,282
Maryland	852,202	831,573	4,200	8,188	8,241	14,492	81,050	183,151	139,970
Massachusetts	955,301	911,604	4,730	35,384	3,583	28,422	—	493,806	255,995
Michigan	1,553,564	1,492,762	26,429	1,314	33,059	111,344	213,054	1,259,591	702,976
Minnesota	837,930	807,005	15,528	174	15,223	37,253	36,998	324,783	97,072
Mississippi	489,462	489,462	†	†	†	†	4,378	476,559	442,804
Missouri	916,356	906,054	3,921	4,504	1,877	20,076	14,630	398,929	222,448
Montana	141,693	141,577	34	†	82	†	†	113,661	68,959
Nebraska	298,276	297,687	589	†	0	†	†	138,344	73,662
Nevada	436,840	432,355	839	236	3,410	14,127	35,672	256,844	224,676
New Hampshire	194,001	194,001	†	†	†	983	†	165,115	35,757
New Jersey	1,356,893	1,323,714	6,580	24,548	2,051	24,591	—	800,285	247,101
New Mexico	336,005	331,126	681	281	3,917	15,290	—	293,324	282,323
New York	2,733,530	2,666,763	25,284	35,073	6,410	54,443	‡	2,613,124	1,453,233
North Carolina	1,488,193	1,478,603	2,739	277	6,574	42,141	69,500	1,102,561	1,009,663
North Dakota	94,273	93,691	17	†	565	†	†	49,682	15,836
Ohio	1,750,235	1,742,803	5,641	905	886	96,669	†	1,316,107	908,147
Oklahoma	659,828	658,502	254	†	1,072	6,585	†	431,449	369,670
Oregon	553,617	547,851	132	†	5,634	20,372	†	220,645	171,333
Pennsylvania	1,763,594	1,743,318	1,134	18,344	798	90,613	26,478	1,243,425	741,964
Rhode Island	142,575	139,261	146	1,783	1,385	3,971	†	117,125	59,489
South Carolina	724,660	723,077	813	0	770	16,390	79,630	599,059	543,814
South Dakota	125,883	123,650	236	22	1,975	†	†	91,064	45,757
Tennessee	987,078	983,939	1,666	18	1,455	6,517	18,337	801,160	736,814
Texas	4,933,737	4,855,808	1,970	†	75,959	164,940	191,597	3,895,918	3,688,107
Utah	585,552	574,798	6,194	4	4,556	39,862	11,100	138,502	105,139
Vermont	85,144	85,131	†	0	13	†	†	61,613	44,713
Virginia	1,250,206	1,247,696	377	0	2,133	348	131,339	334,691	198,558
Washington	1,043,466	990,425	4,549	679	47,813	†	†	679,354	526,328
West Virginia	282,879	281,823	142	12	902	†	†	107,119	107,119
Wisconsin	872,164	866,602	206	726	4,630	36,863	1,581	559,884	196,745
Wyoming	88,779	87,673	7	†	1,099	258	†	41,455	20,647

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 2010–11—Continued

State or jurisdiction	Total number of students <sup>1</sup>	School type				Charter	Magnet <sup>2</sup>	Title I <sup>3</sup>	Title I schoolwide <sup>3</sup>
		Regular	Special education	Vocational education	Alternative education				
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions									
Department of Defense (DoDEA)	—	—	†	†	†	†	†	—	—
Bureau of Indian Education	41,853	41,853	†	†	†	†	—	41,853	41,853
American Samoa	—	—	†	—	†	—	—	—	—
Guam	31,618	31,618	†	†	†	—	—	†	†
Commonwealth of the Northern Mariana Islands	11,105	11,105	†	†	†	†	†	†	†
Puerto Rico	473,410	453,795	2,316	16,950	349	†	†	471,910	442,844
U.S. Virgin Islands	15,495	15,495	†	0	†	†	1,399	—	—

— 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.

<sup>1</sup> 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.

<sup>2</sup> Total includes suppressed data due to unmet reporting standards.

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

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

NOTE: 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," 2010-11 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 2010–11

State or jurisdiction	Total schools		Primary schools		Middle schools		High schools		Other schools	
	Number of schools <sup>1</sup>	Pupil/teacher ratio	Number of schools	Pupil/teacher ratio	Number of schools	Pupil/teacher ratio	Number of schools	Pupil/teacher ratio	Number of schools	Pupil/teacher ratio
<b>United States<sup>2</sup></b>	<b>88,019</b>	<b>15.7</b>	<b>52,241</b>	<b>15.6</b>	<b>16,341</b>	<b>15.4</b>	<b>15,993</b>	<b>16.1</b>	<b>3,444</b>	<b>‡</b>
Alabama	1,323	15.1	683	14.5	256	15.2	269	16.2	115	14.4
Alaska	441	15.2	166	15.6	36	15.3	48	17.5	191	11.8
Arizona	1,895	‡	1,128	18.3	249	18.9	404	‡	114	‡
Arkansas	1,068	14.1	551	15.2	219	14.2	274	12.5	24	14.6
California	8,504	—	5,633	—	1,299	—	1,136	—	436	—
Colorado	1,694	17.6	1,035	17.2	290	17.0	287	18.3	82	20.5
Connecticut	1,034	13.4	650	13.9	199	12.5	167	13.3	18	12.2
Delaware	183	15.4	112	14.9	39	15.9	27	15.8	5	15.7
District of Columbia	197	12.0	134	12.1	27	11.9	26	12.5	10	9.4
Florida	3,290	16.0	2,058	14.3	589	17.3	468	18.9	175	‡
Georgia	2,259	15.2	1,321	14.7	493	15.0	392	16.4	53	14.3
Hawaii	285	15.9	181	15.8	39	15.9	39	16.4	26	13.7
Idaho	629	17.8	351	18.4	113	17.0	121	16.7	44	20.6
Illinois	3,997	16.4	2,520	17.1	771	15.1	646	16.1	60	16.5
Indiana	1,835	18.4	1,104	18.5	341	18.4	336	18.4	54	16.5
Iowa	1,382	14.4	743	14.4	287	14.9	306	14.4	46	12.8
Kansas	1,363	14.5	754	14.7	249	13.5	327	14.9	33	12.8
Kentucky	1,240	16.1	763	15.9	232	16.1	216	16.7	29	14.4
Louisiana	1,264	14.7	716	14.7	242	14.7	212	14.9	94	14.1
Maine	601	12.3	371	12.4	109	11.9	110	12.5	11	9.4
Maryland	1,322	15.1	891	14.8	229	14.3	187	16.1	15	12.9
Massachusetts	1,747	14.1	1,094	14.6	336	13.5	283	13.6	34	13.5
Michigan	3,109	18.6	1,761	17.8	583	18.8	616	19.9	149	17.0
Minnesota	1,622	16.6	902	15.7	246	17.3	423	17.7	51	17.6
Mississippi	900	16.0	452	16.9	192	14.5	200	15.8	56	15.8
Missouri	2,152	14.6	1,234	14.3	380	14.8	485	14.9	53	14.2
Montana	821	13.8	424	14.2	229	13.9	168	13.1	0	†
Nebraska	1,010	13.6	608	13.9	127	13.5	275	13.1	0	†
Nevada	596	20.1	375	18.1	110	22.2	98	22.5	13	22.9
New Hampshire	478	12.6	292	12.8	97	12.1	87	12.8	2	9.4
New Jersey	2,339	14.6	1,533	15.1	442	14.1	332	14.2	32	13.3
New Mexico	813	15.3	459	15.2	172	14.9	157	16.1	25	14.4
New York	4,568	13.5	2,537	13.0	850	13.1	889	14.8	292	12.9
North Carolina	2,423	15.5	1,403	15.2	488	15.6	464	16.0	68	14.5
North Dakota	464	11.9	268	11.9	38	12.4	156	11.7	2	12.4
Ohio	3,609	17.5	1,955	18.3	725	16.6	781	16.6	148	20.9
Oklahoma	1,773	16.0	964	16.6	332	15.7	455	15.1	22	18.0
Oregon	1,250	20.6	734	20.2	210	20.2	245	21.5	61	18.2
Pennsylvania	3,110	14.4	1,839	14.7	549	13.5	608	14.2	114	16.3
Rhode Island	294	13.2	187	14.1	58	12.3	46	12.7	3	‡
South Carolina	1,141	16.5	663	16.2	257	16.1	197	17.1	24	19.9
South Dakota	656	13.5	334	13.1	162	13.7	160	14.0	0	†
Tennessee	1,701	15.4	1,018	14.7	309	16.2	294	16.3	80	15.2
Texas	7,586	14.9	4,360	15.5	1,714	14.6	1,150	14.3	362	13.2
Utah	864	23.8	551	23.9	134	24.0	134	23.3	45	24.2
Vermont	304	10.9	217	11.3	26	10.8	45	10.5	16	10.0
Virginia	1,864	17.7	1,192	17.2	346	17.4	308	18.7	18	16.9
Washington	1,871	19.5	1,148	18.7	359	19.7	315	20.8	49	17.3
West Virginia	690	14.4	448	14.5	119	13.9	109	14.7	14	13.5
Wisconsin	2,127	15.1	1,231	15.0	375	14.5	454	15.6	67	15.7
Wyoming	331	—	193	—	68	—	61	—	9	—

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 <sup>1</sup>	Pupil/teacher ratio	Number of schools	Pupil/teacher ratio	Number of schools	Pupil/teacher ratio	Number of schools	Pupil/teacher ratio	Number of schools	Pupil/teacher ratio
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
Department of Defense (DoDEA)	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	172	—	104	—	5	—	17	—	46	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	40	—	27	—	8	—	5	—	0	†
Commonwealth of the Northern Mariana Islands	30	18.3	21	17.2	3	20.2	5	19.5	1	17.7
Puerto Rico	1,409	13.2	842	12.5	229	13.6	163	15.0	175	12.6
U.S. Virgin Islands	31	11.4	20	11.7	6	9.9	4	12.3	1	6.7

— Not available.

† Not applicable.

‡ Reporting standards not met. For individual states, Data reported for less than 80 percent of schools in the state or jurisdiction; for U.S. total,

<sup>1</sup> 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.

<sup>2</sup> U.S. totals include the 50 states and the District of Columbia.

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," 2010-11 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 2010–11

State or jurisdiction	Total number of schools <sup>2</sup>	Average student membership <sup>1</sup> size					Largest school <sup>4</sup>	Smallest school
		All schools <sup>3</sup>	Primary schools	Middle schools	High schools	Other schools		
<b>United States<sup>5</sup></b>	<b>88,019</b>	<b>548.3</b>	<b>453.1</b>	<b>575.7</b>	<b>846.6</b>	<b>476.2</b>	<b>9,651</b>	<b>1</b>
Alabama	1,323	551.2	472.6	525.9	739.0	634.7	2,354	47
Alaska	441	257.3	309.3	459.5	600.9	87.7	2,211	1
Arizona	1,895	557.5	505.7	567.7	744.9	383.4	4,442	1
Arkansas	1,068	449.7	419.0	468.2	487.4	555.1	3,495	22
California	8,504	706.2	534.5	779.5	1,462.5	734.2	4,922	1
Colorado	1,694	488.6	411.4	491.8	757.1	512.1	5,034	2
Connecticut	1,034	525.5	407.7	581.1	933.2	384.4	2,898	1
Delaware	183	651.0	529.7	708.5	1,105.0	468.2	2,081	99
District of Columbia	197	345.0	311.4	307.6	515.6	453.1	1,518	25
Florida	3,290	784.5	622.5	871.4	1,533.8	394.7	4,289	1
Georgia	2,259	736.4	616.6	754.9	1,165.5	373.2	3,495	3
Hawaii	285	629.5	512.3	737.4	1,313.1	258.2	2,639	5
Idaho	629	430.5	362.4	495.8	582.4	388.9	2,766	3
Illinois	3,997	516.4	420.9	472.3	933.0	607.5	8,586	1
Indiana	1,835	566.6	439.3	610.9	945.2	531.6	4,443	17
Iowa	1,382	348.5	308.6	347.4	458.2	270.1	2,268	1
Kansas	1,363	351.7	315.3	373.0	432.0	228.1	2,265	3
Kentucky	1,240	536.3	443.1	565.3	854.6	386.8	2,214	6
Louisiana	1,264	520.7	466.0	502.5	746.0	476.7	2,351	12
Maine	601	305.2	233.2	360.9	502.7	206.0	1,400	2
Maryland	1,322	629.0	470.2	702.4	1,313.4	412.5	2,912	9
Massachusetts	1,747	521.8	401.0	592.7	895.9	593.8	4,145	4
Michigan	3,109	480.1	386.5	528.2	728.9	370.4	2,676	1
Minnesota	1,622	497.5	425.1	604.1	605.4	369.8	3,223	3
Mississippi	900	543.8	492.9	522.1	674.6	562.8	2,125	11
Missouri	2,152	421.0	355.5	475.7	541.3	454.8	2,285	1
Montana	821	172.4	164.0	126.3	256.6	†	1,906	1
Nebraska	1,010	294.7	250.9	384.6	350.2	†	2,548	3
Nevada	596	725.4	551.8	847.8	1,260.6	663.6	3,056	5
New Hampshire	478	405.9	298.7	452.7	716.8	258.5	3,169	7
New Jersey	2,339	565.9	430.6	607.5	1,128.6	637.1	3,373	19
New Mexico	813	407.3	362.2	391.3	572.0	311.1	2,351	1
New York	4,568	583.8	500.7	591.4	860.1	442.5	4,417	17
North Carolina	2,423	610.2	509.0	653.1	888.6	492.6	2,686	8
North Dakota	464	201.9	177.1	390.8	191.7	737.0	2,131	3
Ohio	3,609	482.9	405.0	495.1	651.9	560.3	9,639	6
Oklahoma	1,773	371.4	367.3	380.6	359.4	662.9	2,358	15
Oregon	1,250	438.3	354.9	514.2	675.9	226.0	3,254	4
Pennsylvania	3,110	560.6	435.1	603.4	866.1	748.8	9,651	17
Rhode Island	294	473.7	341.7	550.9	926.9	256.0	1,792	30
South Carolina	1,141	633.7	529.6	604.5	1,018.7	663.5	3,383	6
South Dakota	656	188.5	182.6	164.3	225.2	†	2,108	3
Tennessee	1,701	578.4	482.5	591.3	918.0	502.4	2,707	5
Texas	7,586	640.1	554.5	621.7	1,053.8	444.3	4,540	1
Utah	864	665.3	565.4	811.8	927.3	672.2	2,565	3
Vermont	304	280.0	212.9	310.1	579.9	298.0	1,345	14
Virginia	1,864	669.4	508.3	733.1	1,223.5	630.1	3,955	36
Washington	1,871	529.4	420.1	574.5	914.5	282.6	2,263	1
West Virginia	690	408.4	315.2	463.2	742.6	324.9	1,836	37
Wisconsin	2,127	407.4	347.8	415.7	571.2	348.1	2,280	1
Wyoming	331	264.9	221.6	293.4	385.5	160.1	1,649	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 <sup>2</sup>	Average student membership <sup>1</sup> size					Largest school <sup>4</sup>	Smallest school
		All schools <sup>3</sup>	Primary schools	Middle schools	High schools	Other schools		
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
Department of Defense (DoDEA)	—	—	—	—	—	—	—	—
Bureau of Indian Education	172	243	204	170	329	308	1,231	13
American Samoa	—	—	—	—	—	—	—	—
Guam	40	790	516	905	2,088	†	2,623	57
Commonwealth of the								
Northern Mariana Islands	30	370.2	276.4	585.3	698.2	53.0	1,392	31
Puerto Rico	1,409	322.1	253.1	374.7	537.5	384.3	1,229	27
U.S. Virgin Islands	31	499.8	388.7	424.2	1,236.0	233.0	1,501	112

— Not available.

† Not applicable.

<sup>1</sup> Membership is the count of students enrolled on October 1 of the reported school year.

<sup>2</sup> Total 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.

<sup>3</sup> All schools include primary, middle, high, and other schools.

<sup>4</sup> This column includes virtual schools. The largest operating regular school in 2010–11 was the Pennsylvania Cyber Charter School, Midland, Pennsylvania.

<sup>5</sup> U.S. totals include the 50 states and the District of Columbia.

NOTE: Instructional levels are primary (low-grade kindergarten 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," 2010–11 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 2010–11

State or jurisdiction	Total number of schools <sup>1</sup>	Total number of students <sup>2</sup>	City		Suburban		Town		Rural	
			Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students
<b>United States<sup>3</sup></b>	<b>88,019</b>	<b>48,259,245</b>	<b>22,492</b>	<b>29.0</b>	<b>24,461</b>	<b>34.4</b>	<b>11,849</b>	<b>12.0</b>	<b>29,202</b>	<b>24.7</b>
Alabama	1,323	729,215	270	20.4	188	17.6	193	14.5	672	47.6
Alaska	441	113,484	72	35.6	9	3.9	71	24.3	289	36.1
Arizona	1,895	1,056,368	871	48.4	266	16.8	246	10.1	512	24.7
Arkansas	1,068	480,303	210	25.7	82	9.8	206	21.9	570	42.6
California	8,504	6,005,125	3,505	43.5	3,055	39.4	646	6.2	1,298	10.8
Colorado	1,694	827,731	483	33.4	443	32.8	196	10.3	572	23.6
Connecticut	1,034	543,392	285	27.5	534	54.4	46	3.9	169	14.3
Delaware	183	119,134	31	12.5	78	46.5	32	16.6	42	24.4
District of Columbia	197	67,967	197	100.0	0	†	0	†	0	†
Florida	3,290	2,581,144	886	24.3	1,548	51.0	222	5.3	634	19.4
Georgia	2,259	1,663,442	387	13.7	751	39.4	263	10.6	858	36.2
Hawaii	285	179,409	61	19.8	101	43.4	77	26.2	46	10.6
Idaho	629	270,795	135	27.9	64	15.3	126	21.0	304	35.8
Illinois	3,997	2,064,005	1,023	31.2	1,476	43.9	534	10.4	964	14.6
Indiana	1,835	1,039,656	456	28.2	359	23.8	317	16.0	703	32.0
Iowa	1,382	481,650	232	26.4	82	9.1	322	26.4	746	38.2
Kansas	1,363	479,373	226	24.6	120	13.9	337	27.1	680	34.4
Kentucky	1,240	665,064	201	20.1	150	14.3	274	22.1	615	43.6
Louisiana	1,264	658,227	304	25.9	251	24.1	262	18.5	447	31.5
Maine	601	183,427	49	12.6	56	12.3	86	18.1	410	57.0
Maryland	1,322	831,573	258	16.4	747	60.7	70	5.0	247	17.8
Massachusetts	1,747	911,604	372	20.5	1,103	66.4	51	2.0	221	11.0
Michigan	3,109	1,492,762	701	23.9	1,056	40.3	398	11.9	954	23.9
Minnesota	1,622	807,005	309	20.7	328	29.3	302	19.7	683	30.2
Mississippi	900	489,462	98	10.3	65	8.8	261	29.0	476	52.0
Missouri	2,152	906,054	330	17.2	459	30.2	359	19.9	1,004	32.7
Montana	821	141,577	59	22.4	12	3.1	132	35.7	618	38.8
Nebraska	1,010	297,687	180	33.7	63	12.0	196	23.9	571	30.4
Nevada	596	432,355	211	39.2	146	32.1	63	7.2	176	21.4
New Hampshire	478	194,001	39	14.4	106	31.8	82	16.4	251	37.4
New Jersey	2,339	1,323,714	189	6.9	1,864	81.4	62	2.0	223	9.7
New Mexico	813	331,126	192	32.3	68	11.7	212	26.2	341	29.8
New York	4,568	2,666,763	1,916	43.7	1,437	35.7	421	7.6	794	12.9
North Carolina	2,423	1,478,603	584	25.6	299	14.7	330	12.5	1,196	46.6
North Dakota	464	93,691	52	26.9	14	8.9	60	20.8	338	43.4
Ohio	3,609	1,742,803	783	19.5	1,222	39.9	538	13.9	1,066	26.6
Oklahoma	1,773	658,502	257	21.3	189	19.8	366	23.4	961	35.5
Oregon	1,250	547,851	304	31.7	237	24.2	327	26.2	382	17.9
Pennsylvania	3,110	1,743,318	578	19.4	1,270	45.8	411	12.7	851	22.1
Rhode Island	294	139,261	94	31.2	153	53.5	6	1.7	41	13.5
South Carolina	1,141	723,077	184	17.1	241	24.5	183	14.1	533	44.4
South Dakota	656	123,650	53	25.3	2	0.8	94	28.9	507	45.1
Tennessee	1,701	983,939	500	29.3	222	16.4	254	14.5	725	39.9
Texas	7,586	4,855,808	2,700	40.5	1,417	24.4	1,009	10.6	2,460	24.5
Utah	864	574,798	144	16.4	373	52.5	116	12.8	231	18.3
Vermont	304	85,131	14	7.1	17	8.9	48	25.6	225	58.4
Virginia	1,864	1,247,696	429	23.0	589	39.2	165	7.0	681	30.8
Washington	1,871	990,425	457	28.8	661	41.4	245	12.5	508	17.4
West Virginia	690	281,823	80	13.3	95	16.3	139	23.3	376	47.1
Wisconsin	2,127	866,602	494	27.3	389	24.1	402	20.4	842	28.3
Wyoming	331	87,673	47	23.5	4	1.3	91	40.6	189	34.7

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 <sup>1</sup>	Total number of students <sup>2</sup>	City		Suburban		Town		Rural	
			Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
Department of Defense (DoDEA)	—	—	†	†	†	†	†	†	†	†
Bureau of Indian Education	172	41,853	4	4	5	3	12	8	151	85.5
American Samoa	—	—	†	†	†	†	†	†	†	†
Guam	40	31,618	†	†	†	†	†	†	†	†
Commonwealth of the Northern Mariana Islands	30	11,105	0	†	23	90	1	2	6	7.8
Puerto Rico	1,409	453,795	231	15.9	846	62.4	52	3.9	280	17.8
U.S. Virgin Islands	31	15,495	0	†	0	†	28	92.8	3	7.2

— Not available.

† Not applicable.

<sup>1</sup> Total 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.

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

<sup>3</sup> U.S. totals include the 50 states and the District of Columbia.

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," 2010-11 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 2010–11<sup>1</sup>

State or jurisdiction	Total		City		Suburban		Town		Rural	
	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students
<b>Reporting states<sup>2</sup></b>	<b>23,069,376</b>	<b>48.0</b>	<b>8,320,125</b>	<b>59.9</b>	<b>6,556,158</b>	<b>39.7</b>	<b>2,978,112</b>	<b>51.8</b>	<b>5,211,751</b>	<b>43.9</b>
Alabama	400,613	55.1	90,895	61.5	60,281	47.1	58,055	55.1	191,382	55.4
Alaska	47,840	42.2	17,855	44.1	1,047	23.7	8,649	31.4	20,289	49.5
Arizona	477,970	45.3	249,182	48.8	58,992	33.3	58,917	55.2	110,879	42.7
Arkansas	290,291	60.4	76,398	61.9	24,881	53.0	65,285	62.2	123,727	60.4
California	3,229,954	54.1	1,493,465	57.4	1,200,475	50.9	236,660	63.7	299,354	46.9
Colorado	330,077	39.9	146,722	53.1	90,922	33.5	35,314	41.5	57,119	29.3
Connecticut	183,213	34.1	92,085	61.7	74,537	25.8	6,816	32.4	9,775	12.6
Delaware	57,938	48.9	9,616	64.3	26,609	48.0	9,180	48.0	12,533	43.2
District of Columbia	49,664	73.1	49,664	73.1	0	†	0	†	0	†
Florida	1,444,914	56.0	370,288	59.1	733,695	55.7	87,684	64.4	253,247	50.5
Georgia	954,685	57.4	163,630	71.7	351,886	53.7	115,197	65.1	323,972	53.7
Hawaii	84,007	46.8	16,739	47.2	32,699	42.0	24,275	51.6	10,294	53.9
Idaho	120,992	44.7	32,064	42.4	15,943	38.5	27,707	48.6	45,278	46.8
Illinois	915,516	46.6	415,267	69.9	317,878	36.7	92,767	44.0	89,604	30.5
Indiana	484,670	46.7	184,107	63.2	97,324	39.4	80,154	48.3	123,085	37.0
Iowa	186,503	38.7	64,393	50.7	10,073	23.0	53,420	42.0	58,617	31.9
Kansas	228,338	47.6	74,410	63.0	20,523	30.9	70,139	54.1	63,266	38.3
Kentucky	375,866	56.5	79,877	59.9	43,281	45.7	85,380	58.0	167,328	57.8
Louisiana	431,009	65.5	119,481	70.1	93,933	59.1	87,921	72.2	129,674	62.6
Maine	78,895	43.0	11,639	50.5	5,120	22.7	14,875	44.7	47,261	45.2
Maryland	331,279	39.8	84,678	61.9	196,469	38.9	13,527	32.6	36,605	24.7
Massachusetts	305,334	33.5	116,239	62.1	164,403	27.2	6,503	35.5	18,189	18.1
Michigan	685,808	46.0	226,011	63.6	230,955	38.4	77,232	43.7	151,610	42.4
Minnesota	291,816	36.2	83,426	49.9	73,768	31.2	53,952	33.9	80,670	33.1
Mississippi	345,734	70.6	41,794	82.8	24,571	57.2	110,711	78.1	168,658	66.3
Missouri	401,734	45.0	94,005	61.4	93,978	35.0	84,897	47.4	128,854	44.1
Montana	57,809	41.2	12,075	38.1	1,882	43.0	19,488	38.6	24,364	45.3
Nebraska	126,784	42.6	49,944	49.8	11,897	33.4	32,874	46.1	32,069	35.5
Nevada	218,128	50.5	92,118	54.3	78,154	56.2	13,071	41.7	34,785	37.6
New Hampshire	48,904	25.2	11,862	42.5	10,716	17.4	10,362	32.5	15,964	22.0
New Jersey	432,881	32.7	71,927	78.3	325,824	30.3	11,319	42.6	23,802	18.6
New Mexico	223,991	67.7	64,649	60.5	27,737	71.8	61,081	70.6	70,524	71.4
New York	1,267,194	47.7	849,933	74	227,468	23.9	78,356	38.4	111,437	32.5
North Carolina	741,708	50.2	203,065	53.7	93,783	43.1	105,288	56.9	336,351	48.8
North Dakota	29,822	31.8	7,232	28.7	2,654	31.7	6,289	32.3	13,647	33.5
Ohio	741,822	42.6	228,977	67.8	242,504	34.8	109,535	45.2	160,806	34.6
Oklahoma	398,285	60.5	101,132	72.0	58,355	44.9	97,052	63.0	141,746	60.7
Oregon	277,756	50.7	87,928	50.7	59,166	44.7	82,368	57.4	48,294	49.2
Pennsylvania	674,485	39.1	252,295	74.8	218,182	27.6	80,530	38.1	123,478	32.1
Rhode Island	58,847	42.3	26,290	60.4	27,899	37.4	703	30.0	3,955	21.0
South Carolina	394,590	54.8	65,994	53.4	86,595	48.9	66,487	65.6	175,514	55.0
South Dakota	45,820	37.1	11,969	38.3	416	44.3	11,492	32.2	21,943	39.4
Tennessee	541,918	55.1	189,531	65.8	64,343	40.0	83,424	58.6	204,620	52.1
Texas	2,422,681	50.1	1,096,330	55.8	513,776	43.7	290,121	56.6	522,454	44.0
Utah	220,023	38.3	51,845	54.9	100,311	33.2	31,191	42.5	36,676	34.9
Vermont	31,339	36.8	2,255	37.5	2,048	27.0	9,103	41.7	17,933	36.1
Virginia	458,161	36.7	137,459	48.0	147,257	30.1	40,522	46.1	132,923	34.6
Washington	404,609	40.9	136,068	47.7	133,326	32.5	65,688	53.3	69,527	40.4
West Virginia	144,788	51.4	18,747	50.2	20,983	45.6	33,670	51.3	71,388	53.7
Wisconsin	340,037	39.2	139,229	58.9	55,793	26.7	60,442	34.2	84,573	34.5
Wyoming	32,334	36.9	7,341	35.7	846	74.7	12,439	35.0	11,708	38.5

See notes at end of table.

Table 7. Number and percent of students in city, suburban, town, and rural regular public elementary and secondary schools with membership who are eligible for free or reduced-price lunch, by state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Total		City <sup>1</sup>		Suburban		Town		Rural	
	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
Department of Defense (DoDEA)	—	—	†	†	†	†	†	†	†	†
Bureau of Indian Education	41,337	99	1,476	99	1,363	99	3,182	99	35,316	99
American Samoa	—	—	†	†	†	†	†	†	†	†
Guam	—	—	†	†	†	†	†	†	†	†
Commonwealth of the										
Northern Mariana Islands	10,965	98.7	0	†	9,886	99	231	99	848	98
Puerto Rico	417,509	92.0	66,561	92.0	260,484	92.0	16,092	92.0	74,372	92.0
U.S. Virgin Islands	15,402	99.4	0	†	0	†	14,294	99.4	1,108	99.2

— Not available.

† Not applicable.

<sup>1</sup> This table only includes schools where the enrollment counts and the free or reduced-price lunch counts are reported.

<sup>2</sup> A reporting states total is shown if data for any item in the table were not available for some, but not more than 15 percent, of all schools in the United States.

NOTE: 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 .42 percent of U.S. schools, which included .29 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," 2010-11 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. State Education Agencies (SEAs) report these data annually to the National Center for Education Statistics (NCES).

*Participation in 2010–11.* SEAs report nonfiscal data 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 2010–11 school year; Guam and the Commonwealth of the Northern Mariana Islands reported directly to the CCD. The Department of Defense schools and American Samoa did not report data for the 2010–11 school year.

States report data to the *EDFacts* collection system through multiple file groups that fall into different reporting schedules throughout the year. The 2010–11 school year *EDFacts* collection of CCD data opened in January 2011. Depending on the specific variable or state, the data for the original 1a version of the report were extracted from *EDFacts* between January 21, 2011 and November 15, 2011. In June 2012, NCES conducted a special collection effort to improve data quality on the 2010–11 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 include only the 50 states and the District of Columbia. These totals exclude data from the Bureau of Indian Education, DoDEA, 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 publish them later, through a written report or website. NCES imports data from these other published sources to complete missing directory items. NCES may carry some information, such as address or telephone number, forward from a prior year’s report if it is missing in the current year. In general, NCES does not carry forward prior year statistical information, such as the number of students in membership, to replace missing data items. An exception was made in 2010–11 for the DoDEA schools and American Samoa, neither of which reported data for the 2010–11 school year; the numbers and statuses of schools in these jurisdictions were carried over from prior year files and all the other data items were left as missing.

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. In order to report a state total of an item, the SEA must have reported at least 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).

The *EDFacts* collection system accepted blank responses in 2010–11 school year reports and did not require that states distinguish among missing, not applicable, and “zero” values. NCES used statistical editing procedures to identify responses as missing, not applicable, or zero after the fact, but it is possible that some blank responses were categorized incorrectly.

*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 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 reported a school’s enrollment of 12<sup>th</sup>-grade students that was substantially larger than the enrollment of 11<sup>th</sup>-grade students in the previous year, and the state could not explain the discrepancy, NCES would change the reported number of 12<sup>th</sup>-grade students to missing.

NCES also applies additional data edits to all three data files to reduce data anomalies. For example, in 2010–11, 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 by proportionately adjusting the counts.

*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 2009–10. 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 2010-11 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 and agencies are those that are closed temporarily with the intention that they will be reopened; these schools and agencies retain their original NCES identification code. When an LEA or school ceases to operate permanently, the CCD includes these as “Closed” schools or agencies for one school year after closing. “Future” schools are those that are scheduled to open, but have not yet begun to operate.

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

*Reportable programs.* NCES makes every effort to ensure that the CCD and *EDFacts* files agree in the numbers of schools they contain. Because the *EDFacts* system collects data for a number of programs in the U.S. Department of Education, it includes some entities that do not meet the CCD’s definition of a school (e.g., a self-contained magnet or alternative program within a school is counted as a separate school in *EDFacts*, but not in the CCD). 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 contains 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 CCD criteria for the originally reported type, the school type was not changed.

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

For more detailed explanations on CCD methodology and technical information, see the documentation to the *NCES Common Core of Data School Universe Survey: School Year 2010–11*, which can be accessed at <http://nces.ed.gov/ccd/ccddata.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 Common Core of Data.

**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 with no expectation of re-opening.

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

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

**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 grades 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 from an urbanized area.

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

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

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

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

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

**Operational Status, School**—Classification of the operational condition of a school. Classifications include currently operational (“continuing”); added; reopened; changed agency; new; temporarily closed and may reopen within 3 years (“inactive”); closed; and scheduled to be operational within 2 years (“future”).

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

**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 Title I eligible 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 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.