NCES 2013-441

U.S. DEPARTMENT OF EDUCATION

Selected Statistics From the Common Core of Data: School Year 2011–12

First Look

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Selected Statistics From the Common Core of Data: School Year 2011–12

First Look

OCTOBER 2013

Patrick Keaton
National Center for Education Statistics

NCES 2013-441
U.S. DEPARTMENT OF EDUCATION

CCD
COMMON CORE OF DATA

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

U.S. Department of Education
Arne Duncan
Secretary

Institute of Education Sciences
John Q. Easton
Director

National Center for Education Statistics
Jack Buckley
Commissioner

Elementary/Secondary & Libraries Studies Division
Jeffrey Owings
Associate Commissioner

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

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

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

NCES, IES, U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

October 2013

The NCES Home Page address is http://nces.ed.gov.
The NCES Publications and Products address is http://nces.ed.gov/pubsearch.

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

Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

Suggested Citation

Keaton, P. (2013). *Selected Statistics From the Common Core of Data: School Year 2011–12* (NCES 2013-441). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from http://nces.ed.gov/pubsearch.

Content Contact

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

Acknowledgments

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

Page intentionally left blank.

Contents

Page

Acknowledgments iii

List of Tables vi

Introduction 1

Selected Findings: School Year 2011–12 3

Reference and Related Data Files 4

Tables 5

Appendix A: Methodology and Technical Notes A-1

Appendix B: Common Core of Data Glossary B-1

List of Tables

Table		Page
1	Operational and student membership status of public elementary and secondary schools and agencies in the United States, by type: School year 2011–12	6
2	Number of operating public schools and districts, state enrollment, teacher, and pupil teacher ratio, by state: School year 2011–12	7
3	Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I, and Title I schoolwide status, and state or jurisdiction: School year 2011–12	9
4	Number of city, suburban, town, and rural regular public elementary and secondary schools with membership and percentage distribution of students in membership, by state or jurisdiction: School year 2011–12	11

Introduction

The Common Core of Data (CCD) is an annual collection of public elementary and secondary education data by the National Center for Education Statistics (NCES) in the Institute of Education Sciences of the U.S. Department of Education. The data presented in this report are selected from the three nonfiscal components of the Common Core of Data (CCD) survey system: the Public Elementary/Secondary School Universe Survey; the Local Education Agency (LEA) Universe Survey; and the State Nonfiscal Survey of Public Elementary/Secondary Education.

This First Look report presents findings on the numbers and types of public elementary and secondary schools and local education agencies and public school student enrollment and staff in the United States and other jurisdictions[1] for school year (SY) 2011–12 from the provisional version 1a school universe file, provisional version 1a LEA universe file, and the provisional version 1a state universe file.

The purpose of this First Look 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 data from the CCD nonfiscal survey components. 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 First Look provides users with an opportunity to access provisional data that have been fully reviewed and edited. State education agencies (SEAs) report data annually for the nonfiscal CCD via the ED*Facts* collection system. SEAs submit separate files for each of the three nonfiscal survey components (school, LEA and state). For each survey, SEAs submit only aggregate sums of person-level data such as membership or number of teachers. The ED*Facts* collection opens for each school year beginning in January, with groups of data collected over a schedule throughout the year. The data in this report represent data reported from January 2012 through April 2013. The SY 2011–12 ED*Facts* collection will remain open to SEAs for revisions and corrections for approximately 3 years after the opening of the initial collection, continuing through the end of 2015. NCES may release additional revisions of the provisional data when necessary to reflect the most recent revisions reported from SEAs. Once the collection for SY 2011–12 closes, NCES will issue a Final version of the nonfiscal survey data files to include any final reported revisions.

In subsequent school years, CCD expects to begin publishing preliminary data in an effort to provide earlier access to the datasets. The preliminary data will be subject to very limited data review and editing. The release of preliminary data will be followed by a later release of provisional data that will serve as an update to the previously released preliminary data, after more extensive review and editing process has been applied to the data.

[1] The CCD includes the 50 states, the District of Columbia, the Department of Defense Education Activity (DoDEA), the Bureau of Indian Education (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.

NCES and its ED*Facts* partners provide technical guidance and training to SEAs to enable them to use standard definitions for the data items they report. In some cases, SEAs may be unable to report a data item or may not be able to follow the definition exactly. If reported data do not meet NCES data quality standards, NCES may suppress these data or set them to missing. For the State Nonfiscal Survey only, NCES may use values from prior year reporting, other CCD survey variables, or alternate administrative data sources to edit the data or impute for missing data using statistical procedures. Please see Appendix A: Methodology and Technical Notes in this report for a more detailed discussion of the editing and review process.

SEAs from the 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands reported SY 2011–12 CCD data through the ED*Facts* collection system; the Commonwealth of the Northern Mariana Islands and Guam reported directly to the CCD survey staff through alternative electronic formats. DoDEA, BIE, and American Samoa did not report nonfiscal data for SY 2011–12. For the school and agency universes, NCES carried over the numbers and statuses of schools and agencies in these jurisdictions from prior year files and coded all the other data items as missing. For the state level universe, NCES carried over the jurisdiction's directory information from prior year files but coded the other data items as missing.

While tables include data for all of the CCD respondents, "United States" and "reporting states" totals in the tables include only the 50 states and the District of Columbia and exclude data from the BIE, DoDEA, Puerto 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: School Year 2011–12

- There were 98,328 operating public elementary/secondary schools in SY 2011–12, which included 1,517 new schools that opened for the first time (table 1). States reported 1,840 schools that closed since the prior SY 2010–11. Most operating schools were regular schools (88,663) that were responsible for instruction in the standard curriculum as well as other areas. An additional 2,087 schools focused primarily on special education services; 1,434 schools were identified as vocational schools; and 6,144 were identified as alternative education schools.

- There were 17,992 operating local education agencies in SY 2011–12 (table 1) including 211 new agencies that opened for the first time. States reported 161 local education agencies that closed since the prior SY 2010–11. Most operating agencies were regular school districts (13,567) that were responsible for educating students residing within their jurisdiction (table 1). A total of 1,540 operating agencies were supervisory unions or regional education service agencies that typically provide services to school districts (derived from table 1). A total of 2,485 were independent charter agencies in which all the associated schools were charter schools. An additional 400 agencies were operated by a state, federal, or other agency (derived from table 1).

- In SY 2011–12 public elementary and secondary schools reported 49.5 million students in membership (table 2), which is unchanged from membership reported for SY 2010–11 (Keaton 2012).

- In SY 2011–12, public elementary and secondary schools and local education agencies employed a total of 3.1 million full-time-equivalent (FTE) teachers (table 2). This is constant with the 3.1 million FTE teachers in SY 2010–11 (Keaton 2012).

- In SY 2011–12, the pupil/teacher ratio (i.e., the number of students for every FTE teacher) in public schools remained constant at 16.0 (table 2), compared to the ratio in SY 2010–11 (Keaton 2012). The ratio in SY 2011–12 ranged from a high of 23.4 in California to a low of 10.7 in Vermont.

- In SY 2011–12, 39 states and the District of Columbia reported having charter schools; and 34 states, the District of Columbia, and the U.S. Virgin Islands had designated magnet schools (table 3).[2]

- More schools (29,607) were in rural locations than in any other locale in SY 2011–12 (table 4). An additional 22,426 were in cities; 24,260 schools were in suburban areas; and 11,463 were in towns (table 4). 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).

[2] Massachusetts and New Jersey have magnet schools but were not able to provide data that indicate the magnet status of each school.

Reference and Related Data Files

Reference

Keaton, P. (2012). *Public Elementary and Secondary School Student Enrollment and Staff Counts from the Common Core of Data: School Year 2010–11* (NCES 2012-327). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Related Data Files

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

In addition to the data presented in the tables in this report, data users can look at information for individual schools or LEAs and create customized tables on the CCD Data Tools page of the CCD website at http://nces.ed.gov/ccd/search.asp.

Tables

Table 1. Operational and student membership status of public elementary and secondary schools and agencies in the United States, by type: School year 2011–12

	School type					Local Education Agency type						
	All schools	Regular	Special education	Vocational education	Alternative education	All agencies	Regular school districts	Supervisory unions[1]	Regional education service agencies[2]	Independent charter agencies[3]	State agencies	Federal and other agencies
All schools/agencies	**101,153**	**90,615**	**2,182**	**1,454**	**6,902**	**18,283**	**13,625**	**229**	**1,335**	**2,685**	**287**	**122**
Operating schools/agencies[4]	**98,328**	**88,663**	**2,087**	**1,434**	**6,144**	**17,992**	**13,567**	**227**	**1,313**	**2,485**	**280**	**120**
Continuing	96,564	87,268	2,038	1,417	5,841	17,734	13,530	216	1,309	2,287	279	113
Added[5]	26	8	2	1	15	22	11	0	2	4	0	5
Reopened	59	41	1	1	16	7	4	0	0	3	0	0
Changed agency / boundary[6]	162	113	6	3	40	18	8	0	0	10	0	0
New[7]	1,517	1,233	40	12	232	211	14	11	2	181	1	2
Nonoperating	**2,825**	**1,952**	**95**	**20**	**758**	**291**	**58**	**2**	**22**	**200**	**7**	**2**
Inactive[8]	533	201	4	6	322	31	6	0	1	24	0	0
Closed	1,840	1,340	87	11	402	161	47	2	18	85	7	2
Future[9]	452	411	4	3	34	99	5	0	3	91	0	0
Student membership[10] status of operating schools												
With membership	94,743	87,756	1,683	351	4,953	16,263	13,438	2	275	2,411	119	18
Without membership, providing instruction (shared time)[11,12]	1,461	68	107	934	352	†	†	†	†	†	†	†
Without membership (not shared time)[12]	2,124	839	297	149	839	1,729	129	225	1,038	74	161	102

† Not applicable. Shared time status only applies to schools.
[1] Supervisory unions provide administrative services to school districts through a common superintendent.
[2] Regional education service agencies provide services to a variety of local education agencies.
[3] Independent charter agencies contain only charter schools. Other charter schools may be reported through a different LEA type that contains both charter and noncharter schools.
[4] Operating schools/agencies include all those providing services during the reported school year.
[5] Added schools/agencies are reported for the first time although they have been operating for more than 1 year.
[6] Schools that changed agency are affiliated with a different LEA than that reported in the previous year.
[7] New schools/agencies opened for the first time within the school year reported.
[8] Inactive schools/agencies are closed temporarily and expected to reopen within 3 years.
[9] Future schools/agencies are expected to open within 2 years.
[10] Membership is the count of students enrolled on October 1 of the reported school year.
[11] Shared time schools provide instruction on a regular basis to students whose membership is reported for some other school.
[12] Includes schools for which membership is 0, missing, or not applicable.
NOTE: Table includes the 50 states and the District of Columbia.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," SY 2011–12, Provisional Version 1a, "Local Education Agency Universe Survey," SY 2011–12, Provisional Version 1a.

Table 2. Number of operating public schools and districts, state enrollment, teacher and pupil/teacher ratio by state: School year 2011–12

State or jurisdiction	Number of operational schools[1]	Number of operational districts	Membership[2]	Teachers[2]	Pupil/teacher ratio
United States[3]	**98,328**	**17,992**	**49,521,669**	**3,103,263**	**16.0**
Alabama	1,618	170	744,621	47,723	15.6
Alaska	511	54	131,167	8,088	16.2
Arizona	2,252	662	1,080,319	50,800	21.3
Arkansas	1,108	289	483,114	33,983	14.2
California	10,170	1,187	6,287,834	268,689	23.4
Colorado	1,813	259	854,265	48,078	17.8
Connecticut	1,150	200	554,437	43,805	12.7
Delaware	221	44	128,946	8,587	15.0
District of Columbia	228	56	73,911	6,278	11.8
Florida	4,212	76	2,668,156	175,006	15.2
Georgia	2,388	216	1,685,016	111,133	15.2
Hawaii	287	1	182,706	11,458	15.9
Idaho	762	149	279,873	15,990	17.5
Illinois	4,336	1,075	2,083,097	131,777	15.8
Indiana	1,933	394	1,040,765	62,339	16.7
Iowa	1,411	361	495,870	34,658	14.3
Kansas	1,359	321	486,108	37,407	13.0
Kentucky	1,565	194	681,987	41,860	16.3
Louisiana	1,437	132	703,390	48,657	14.5
Maine	621	260	188,969	14,888	12.7
Maryland	1,451	25	854,086	57,589	14.8
Massachusetts	1,835	401	953,369	69,342	13.7
Michigan	3,550	869	1,573,537	86,997	18.1
Minnesota	2,392	555	839,738	52,832	15.9
Mississippi	1,069	163	490,619	32,007	15.3
Missouri	2,408	572	916,584	66,252	13.8
Montana	826	500	142,349	10,153	14.0
Nebraska	1,090	288	301,296	22,182	13.6
Nevada	649	18	439,634	21,132	20.8
New Hampshire	477	281	191,900	15,049	12.8
New Jersey	2,596	700	1,356,431	109,719	12.4
New Mexico	866	135	337,225	21,957	15.4
New York	4,752	923	2,704,718	209,527	12.9
North Carolina	2,577	236	1,507,864	97,308	15.5
North Dakota	513	223	97,646	8,525	11.5
Ohio	3,714	1,079	1,740,030	107,972	16.1
Oklahoma	1,774	575	666,120	41,349	16.1
Oregon	1,261	221	568,208	26,791	21.2
Pennsylvania	3,181	784	1,771,395	124,646	14.2
Rhode Island	308	54	142,854	11,414	12.5
South Carolina	1,223	105	727,186	46,782	15.5
South Dakota	704	171	128,016	9,247	13.8
Tennessee	1,802	140	999,693	66,382	15.1
Texas	8,697	1,262	5,000,470	324,282	15.4
Utah	1,020	126	598,832	25,970	23.1
Vermont	320	369	89,908	8,364	10.7
Virginia	2,170	221	1,257,883	90,832	13.8
Washington	2,365	316	1,045,453	53,119	19.7
West Virginia	759	57	282,870	20,247	14.0
Wisconsin	2,243	462	871,105	56,245	15.5
Wyoming	354	61	90,099	7,847	11.5

See notes at end of table.

Table 2. Number of operating public schools and districts, state enrollment, teacher and pupil/teacher ratio by state: School year 2011–12—Continued

State or jurisdiction	Number of operational schools[1]	Number of operational districts	Membership[2]	Teachers[2]	Pupil/teacher ratio
Department of Defense Education Activity, Bureau of Indian Education, and other jurisdictions					
Department of Defense (DoDEA)	191	16	—	—	—
Bureau of Indian Education	173	195	—	—	—
American Samoa	28	1	—	—	—
Guam	40	1	31,243	2,291	13.6
Commonwealth of the Northern Mariana Islands	29	1	11,011	496	22.2
Puerto Rico	1,464	1	452,740	33,079	13.7
U.S. Virgin Islands	31	2	15,711	1,217	12.9

— Not available.
[1] Total number of operating schools excludes schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota.
[2] The membership and staff counts are from the State Nonfiscal Survey.
[3] U.S. totals include the 50 states and the District of Columbia.
NOTE: Data for teachers are expressed in full-time equivalents (FTE). Counts of public school teachers and enrollment include prekindergarten through grade 12.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," SY 2011–12, Provisional Version 1a, "Local Education Agency Universe Survey," SY 2011–12, Provisional Version 1a, "State Nonfiscal Survey of Public Elementary/Secondary Education," SY 2011–12, Provisional Version 1a.

Table 3. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I, and Title I schoolwide status, and state or jurisdiction: School year 2011–12

State or jurisdiction	Total number of operating schools[1]	School type				Charter	Magnet[2]	Title I[3]	Title I schoolwide[3]
		Regular	Special education	Vocational education	Alternative education				
Reporting states[4]	**98,328**	**88,663**	**2,087**	**1,434**	**6,144**	**5,696**	**2,949**	**68,276**	**48,453**
Alabama	1,618	1,386	42	72	118	†	32	904	873
Alaska	511	440	3	3	65	27	1	370	349
Arizona	2,252	1,944	20	221	67	531	19	1,776	1,270
Arkansas	1,108	1,067	4	26	11	41	38	965	893
California	10,170	8,631	146	88	1,305	985	281	8,565	4,867
Colorado	1,813	1,714	7	5	87	178	24	640	466
Connecticut	1,150	1,039	48	16	47	17	69	555	205
Delaware	221	188	21	6	6	22	3	184	166
District of Columbia	228	206	7	4	11	100	6	176	172
Florida	4,212	3,564	183	52	413	519	489	2,903	2,756
Georgia	2,388	2,267	58	1	62	128	21	‡	‡
Hawaii	287	284	2	0	1	31	†	219	202
Idaho	762	647	15	9	91	45	4	561	523
Illinois	4,336	3,994	141	51	150	52	108	3,277	1,647
Indiana	1,933	1,860	34	28	11	65	33	1,484	1,144
Iowa	1,411	1,372	6	0	33	7	†	971	550
Kansas	1,359	1,346	10	1	2	17	36	1,143	841
Kentucky	1,565	1,257	10	126	172	†	42	1,100	1,056
Louisiana	1,437	1,128	35	8	266	99	84	1,215	1,171
Maine	621	591	3	27	0	†	1	517	396
Maryland	1,451	1,331	40	24	56	50	91	369	312
Massachusetts	1,835	1,755	22	39	19	72	—	1,010	526
Michigan	3,550	3,067	197	9	277	306	436	2,775	1,739
Minnesota	2,392	1,621	276	11	484	174	77	849	290
Mississippi	1,069	912	4	90	63	0	19	691	680
Missouri	2,408	2,173	64	66	105	61	29	1,825	1,458
Montana	826	820	2	0	4	†	†	718	373
Nebraska	1,090	1,036	25	0	29	†	†	493	342
Nevada	649	601	12	1	35	39	37	‡	‡
New Hampshire	477	477	0	0	0	15	†	407	118
New Jersey	2,596	2,364	69	56	107	86	—	1,491	458
New Mexico	866	818	8	1	39	84	2	774	752
New York	4,752	4,575	122	29	26	183	‡	4,484	1,949
North Carolina	2,577	2,458	30	1	88	100	111	2,077	1,945
North Dakota	513	470	33	10	0	†	†	295	104
Ohio	3,714	3,579	57	72	6	355	†	2,925	2,185
Oklahoma	1,774	1,766	4	0	4	21	†	1,202	1,068
Oregon	1,261	1,218	2	0	41	115	†	580	431
Pennsylvania	3,181	3,074	8	87	12	162	53	2,384	1,499
Rhode Island	308	290	2	11	5	18	†	231	133
South Carolina	1,223	1,153	10	39	21	47	137	1,039	988
South Dakota	704	654	10	3	37	†	†	616	364
Tennessee	1,802	1,748	15	17	22	40	132	1,486	1,408
Texas	8,697	7,643	22	0	1,032	581	255	6,867	6,596
Utah	1,020	886	85	5	44	81	24	277	209
Vermont	320	304	0	15	1	†	†	236	187
Virginia	2,170	1,874	54	50	192	4	135	737	492
Washington	2,365	1,906	104	17	338	†	†	1,848	1,280
West Virginia	759	693	3	30	33	†	†	361	358
Wisconsin	2,243	2,138	11	7	87	234	4	1,543	578
Wyoming	354	334	1	0	19	4	†	161	84

See notes at end of table.

Table 3. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I, and Title I schoolwide status, and state or jurisdiction: School year 2011–12—Continued

State or jurisdiction	Total number of operating schools[1]	School type				Charter	Magnet[2]	Title I[3]	Title I schoolwide[3]
		Regular	Special education	Vocational education	Alternative education				
Department of Defense Education Activity, Bureau of Indian Education, and other jurisdictions									
Department of Defense (DoDEA)	191	191	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	29	29	0	0	0	†	†	0	0
Puerto Rico	1,464	1,402	23	30	9	†	†	1,441	1,360
U.S. Virgin Islands	31	30	0	1	0	†	1	‡	‡

— Not available.
† Not applicable. Some states/jurisdictions do not have charter school authorization and some states/jurisdictions do not designate magnet schools.
‡ Reporting standards were not met due to data that were missing for more than 20 percent of schools in the state or jurisdiction.
[1] Total number of operating schools excludes schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include one in Arizona, one in Michigan, and eight in North Dakota.
[2] Massachusetts and New Jersey have magnet schools but were not able to provide data that indicate the magnet status of each school.
[3] Schools eligible for Title I schoolwide programs are also included in the count of all Title I eligible schools. A Title I eligible school is a school that is eligible for participation in either the Targeted Assistance or the Schoolwide Program authorized by Title I of Public Law 103-382. A Title I schoolwide eligible school is a school that is eligible for participation in the Schoolwide Program. For the complete definitions, see Appendix B: Common Core of Data Glossary.
[4] A reporting states total is shown if data for any item in the table were missing for some, but reported for at least 85 percent of all schools in the United States.
NOTE: Every school is assigned only one school type based on its instructional emphasis. Independent of school type, every school is assigned a separate charter status, magnet status, and Title 1 status. Numbers and types of schools may differ from those published by states. For the complete definitions, see Appendix B: Common Core of Data Glossary.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," SY 2011–12 Provisional Version 1a.

Table 4. Number of city, suburban, town, and rural regular public elementary and secondary schools with membership and percentage distribution of students in membership, by state or jurisdiction: School year 2011–12

State or jurisdiction	Total number of schools[1]	Total number of students[2]	City		Suburban		Town		Rural	
			Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students
United States[3]	**87,756**	**48,273,539**	**22,426**	**28.9**	**24,260**	**34.0**	**11,463**	**11.6**	**29,607**	**25.4**
Alabama	1,314	729,226	269	20.6	186	16.9	190	14.4	669	48.0
Alaska	440	113,028	71	34.2	7	2.9	65	22.5	297	40.4
Arizona	1,918	1,064,795	882	48.5	262	16.3	239	10.0	535	25.2
Arkansas	1,066	481,277	212	25.8	79	9.6	195	20.3	580	44.3
California	8,556	6,002,120	3,534	43.4	3,066	39.3	641	6.1	1,315	11.3
Colorado	1,714	839,650	497	33.3	444	32.6	202	10.3	571	23.8
Connecticut	1,027	537,636	284	28.1	523	53.7	48	4.0	172	14.2
Delaware	187	118,329	34	13.4	77	45.2	34	17.2	42	24.2
District of Columbia	201	70,066	201	100.0	0	0	0	0	0	0
Florida	3,358	2,606,936	902	24.3	1,573	50.3	215	5.0	668	20.5
Georgia	2,260	1,667,928	390	14.0	717	38.0	243	9.9	910	38.0
Hawaii	284	182,529	60	19.5	100	42.7	75	25.3	49	12.5
Idaho	634	274,188	132	27.5	66	15.9	129	20.8	307	35.8
Illinois	3,971	2,056,618	1,019	31.3	1,454	43.3	521	10.3	977	15.1
Indiana	1,847	1,036,589	460	27.9	349	23.2	296	14.7	742	34.1
Iowa	1,366	482,856	230	26.4	77	8.2	310	25.4	749	40.1
Kansas	1,339	480,951	215	24.0	121	14.5	320	26.6	683	34.9
Kentucky	1,243	673,062	198	19.6	151	14.6	280	22.8	614	43.1
Louisiana	1,127	598,964	207	20.7	229	24.5	249	19.6	442	35.2
Maine	576	178,945	47	12.6	47	11.2	77	17.6	405	58.6
Maryland	1,331	833,712	264	16.9	741	59.9	73	5.3	253	18.0
Massachusetts	1,754	910,180	372	20.8	1,104	66.1	54	2.2	224	11.0
Michigan	3,047	1,463,687	686	23.8	1,035	40.2	376	11.4	950	24.6
Minnesota	1,601	808,060	300	20.8	328	29.4	294	19.5	679	30.4
Mississippi	899	490,619	95	10.0	64	8.9	259	28.9	481	52.2
Missouri	2,155	906,724	339	17.4	451	29.9	345	19.2	1,020	33.5
Montana	820	142,237	62	23.8	9	1.9	129	35.0	620	39.4
Nebraska	1,005	300,737	181	33.9	65	12.2	195	23.5	564	30.4
Nevada	597	434,181	210	38.5	146	32.0	59	6.6	182	22.9
New Hampshire	475	190,784	39	14.4	108	31.8	80	16.3	248	37.5
New Jersey	2,342	1,322,141	190	7.2	1,866	80.8	62	2.0	224	10.0
New Mexico	813	330,605	196	32.6	69	11.9	218	27.4	330	28.1
New York	4,519	2,638,575	1,898	44.1	1,426	35.3	405	7.3	790	13.2
North Carolina	2,407	1,490,177	579	25.9	286	14.1	307	11.6	1,235	48.4
North Dakota	467	95,526	55	26.0	14	8.9	62	20.2	336	45.0
Ohio	3,569	1,731,104	789	19.7	1,186	39.6	516	13.5	1,078	27.3
Oklahoma	1,765	664,893	257	21.9	188	19.4	358	22.9	962	35.8
Oregon	1,216	547,143	308	32.6	218	23.3	322	26.3	368	17.8
Pennsylvania	3,068	1,730,956	574	19.2	1,256	45.7	379	12.1	859	23.0
Rhode Island	288	138,124	87	31.4	155	54.4	7	2.4	39	11.9
South Carolina	1,151	724,303	186	17.4	239	24.3	188	14.3	538	44.0
South Dakota	650	125,976	53	25.8	2	0.8	90	27.0	505	46.5
Tennessee	1,698	983,992	513	29.8	218	16.1	241	14.0	726	40.2
Texas	7,618	4,919,236	2,687	39.7	1,432	24.5	942	9.8	2,557	26.0
Utah	880	587,065	145	16.5	373	50.9	120	12.9	242	19.7
Vermont	304	84,005	14	7.2	21	11.2	48	24.8	221	56.9
Virginia	1,855	1,253,217	425	23.0	581	38.8	159	6.9	690	31.3
Washington	1,883	994,543	460	29.1	662	41.1	243	12.3	518	17.5
West Virginia	689	281,760	77	13.0	95	15.5	125	21.0	392	50.4
Wisconsin	2,132	864,691	495	27.5	389	24.0	383	19.2	865	29.3
Wyoming	330	88,893	46	22.8	5	1.7	95	42.3	184	33.2

See notes at end of table.

Table 4. Number of city, suburban, town, and rural regular public elementary and secondary schools with membership and percentage distribution of students in membership, by state or jurisdiction: School year 2011–12—Continued

State or jurisdiction	Total number of schools[1]	Total number of students[2]	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 Education Activity, Bureau of Indian Education, and other jurisdictions										
Department of Defense (DoDEA)	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	40	31,243	0	0.0	0	0.0	36	91.3	4	8.7
Commonwealth of the Northern Mariana Islands	29	11,011	0	0.0	23	90.4	1	0.3	5	9.3
Puerto Rico	1,402	431,881	302	21.2	879	65.3	56	4.0	165	9.6
U.S. Virgin Islands	30	15,711	0	0.0	0	0.0	27	92.9	3	7.1

— Not available.

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

[2] Total number of students is the count of students enrolled on October 1 of the reported school year aggregated from the school level.

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

NOTE: Detail may not sum to total due to rounding. 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. For complete definitions, see Appendix B: Common Core of Data Glossary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," SY 2011–12 Provisional Version 1a.

Appendix A: Methodology and Technical Notes

Common Core of Data (CCD) survey system. The CCD is a program of the U.S. Department of Education's National Center for Education Statistics (NCES) that annually collects fiscal and nonfiscal data about all public schools, public local education agencies, and state education agencies in the United States. The system consists of both nonfiscal and fiscal survey components. The State Nonfiscal Survey of Public Elementary/Secondary Education, the Local Education Agency (LEA) Universe Survey, and the Public Elementary/Secondary School Universe Survey are the nonfiscal components. These three surveys, which are the subject of this report, include information that describes schools and LEAs, including name, address, and phone number; as well as descriptive information about students, teachers, and staff. The School District Finance Survey and the National Public Education Financial Survey are the fiscal components. The fiscal surveys include school finance information such as revenues and current expenditures.

Data collection for nonfiscal CCD. SEAs report data for the three nonfiscal CCD universe surveys through the U.S. Department of Education's ED*Facts* collection system. ED*Facts* is an initiative to centralize and coordinate administrative data reporting to the Department of Education for elementary and secondary public education. SEAs deliver data to the ED*Facts* collection system through a series of file groups that fall into different reporting schedules throughout the year. The school year (SY) 2011–12 ED*Facts* collection of CCD data opened in January 2012, with groups of data collected over a requested schedule throughout the year. Depending on the specific variable or state, the data in this report represent data reported from January 2012 through April 2013. The SY 2011–12 ED*Facts* collection will remain open to SEAs for revisions and corrections for approximately 3 years after the opening of the initial collection, continuing through the end of 2015. For more information about the ED*Facts* data collection, please visit the following website: http://www2.ed.gov/about/inits/ed/edfacts/index.html.

Participation in SY 2011–12. SEAs from the 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands reported in ED*Facts* for SY 2011–12; the Commonwealth of the Northern Mariana Islands and Guam reported directly to the CCD. The Department of Defense Education Activity (DoDEA), the Bureau of Indian Education (BIE), and American Samoa did not report data for SY 2011–12.

Data quality. NCES performed an extensive quality review of all CCD data submissions. Data analysts asked state ED*Facts* and CCD coordinators to correct or confirm any numbers that appear out of range when compared to other states' data or with the state's reports in previous years. If no correction or explanation for anomalous data was provided by the SEA, NCES either edited the value (for example, replace a reported total value with the sum of detail) or suppressed the data. For example, if a state reported enrollment of 12th grade students that was substantially larger than the enrollment of 11th grade students in the previous year, and the state could not explain the discrepancy, NCES would suppress the reported number of 12th grade students.

As part of the quality review, NCES also checked for consistency among the school, LEA, and state-level files. In some states where inconsistencies were identified and SEAs were not able to provide a correction or explanation, NCES also applied additional data edits across all three data

files to reduce data anomalies. For example, in SY 2011–12, some states reported more full-time equivalent (FTE) counts at the school level than the 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 proportionally adjusting the counts.

Totals. "United States" and "reporting states" totals in the tables include only the 50 states and the District of Columbia. These totals exclude data from the BIE, DoDEA, Puerto Rico, or the other jurisdictions of American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, or the U.S. Virgin Islands. The term "reporting states" is used when not all states have been able to report a data item.

Missing data. Not all states or jurisdictions collect and report all of the data items requested in CCD surveys. NCES attempts to complete missing data first by drawing on other sources. For example, if an SEA does not report the number of teachers in the State Nonfiscal Survey of Public Elementary/Secondary Education, but reports the number of teachers for each LEA in the LEA Universe Survey, NCES would complete the state-level number by summing the number of teachers from the state's LEAs. In some cases, if a state is unable to report data during the collection period but publishes them later through a written report or website, NCES may import data from these other published sources to complete missing items. When this is done, table footnotes identify all instances in which NCES summed or imported data from other CCD surveys or outside sources. NCES uses editing procedures to complete missing data for any CCD data item in any of the three CCD nonfiscal surveys, as necessary. NCES may carry some directory 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 2011–12 for the DoDEA, the BIE and American Samoa, which did not report data for the 2011–12 school year; the numbers and statuses of the schools and agencies in these jurisdictions were carried over from prior year files and all the other data items were left as missing. NCES also carries over the state directory information from prior year files with all the other data items left as missing.

When reporting results, NCES treats missing data within individual states differently than it treats missing data across all states and the District of Columbia. If information is missing for some items, but at least 85 percent of items have been reported for totals 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). In order for NCES to report a state total of an item, the SEA must have reported at least 80 percent of possible cases within that state.

State nonfiscal imputed data. NCES imputes missing values in the State Nonfiscal Survey of Public Elementary/Secondary Education to create data files that more accurately reflect student and staff counts and to improve comparability among states. Imputations are performed on data from the 50 states and District of Columbia only. Imputations provide plausible values in cases where the data are missing. An imputation assigns a value to the missing item, which increases subtotals containing this item by the amount of the imputation. An example of one of the imputation methods used is the following: if a state is unable to report the number of prekindergarten teachers employed by the state for a particular school year, the number of prekindergarten teachers for the state would be imputed by calculating a median growth rate for

all states that reported prekindergarten teachers in the previous and current year, and applying this median growth rate to the state's prior year reported number of prekindergarten teachers. For more information about the imputation procedures used to assign values to missing items, please refer to the documentation for the State Nonfiscal Survey of Public Elementary/Secondary Education, which can be accessed at http://nces.ed.gov/ccd/stnfis.asp.

NCES does not currently impute missing items in the Public Elementary/Secondary School Universe Survey or the LEA Universe Survey. Data users should use caution in making inferences when comparing totals tabulated from the school and LEA universe files compared to prior year files, as the files may have different occurrences of missing school or LEA data from year to year.

Edits. NCES uses statistical editing procedures to identify potential errors and apply corrections for reported values. An example of one of the editing procedures is the following: if a state reports a total count of teachers that exceeds or is less than the sum of associated detail counts, but none of the associated components have been imputed, NCES edits the reported total to equal the sum of the associated detail counts. NCES notifies the SEA of the potential errors and asks the SEA to verify the information or provide corrected information. However, when the data cannot be corrected or validated, a trained CCD analyst uses information provided by the SEA in the current and prior years, together with information from outside sources such as SEA or LEA published information to determine if and when corrections or suppressions should be made to the data.

Beginning in SY 2009–10, NCES implemented a revised editing methodology for agency and school data to improve the precision of our edits in identifying errors. The revised methodology used data from multiple years and was applied to both the reported data items and related ratios. The methodology placed an additional requirement for an item to be identified as a potential error that both the count and a related ratio must be identified as potential errors. For example, for total student membership to be flagged as a potential error, both total membership and a related ratio, such as pupil/teacher ratio, must be flagged. This methodology was applied to school-level membership data used in table 4 of this report. For more information about the procedures used to edit reported data, please refer to the documentation associated with each of the CCD Surveys at http://nces.ed.gov/ccd/data_resources.asp.

Blank Responses. The ED*Facts* collection system accepted blank responses in SY 2011–12 and did not require that states distinguish among missing, not applicable, and "zero" values. NCES used statistical editing procedures to change blank responses to missing, not applicable, or zero using information available from SEAs or from prior year reporting. However, it is possible that some blank responses may have been categorized incorrectly. For example, blank staff counts may have been categorized as missing when the actual count was zero.

School and agency operational and membership status. In order to ensure continuity over time, the CCD includes schools and agencies that may not be operating during the school year reported. "Inactive" schools and agencies are those that are closed temporarily with the intention that they will be reopened; these schools and agencies retain their original NCES identification code. When an LEA or school ceases to operate permanently, the CCD includes these as

"Closed" schools or agencies for one school year after closing. "Future" schools are those that are scheduled to open, but have not yet begun to operate.

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

School type edits. Beginning with SY 2007–08, the CCD edits the reported school type if it does not agree with the CCD definition. For example, if a school name indicated that it focused primarily on the needs of students with disabilities or if the state reported in ED*Facts* that at least 80 percent of the students enrolled in the school had special education individual education programs, CCD analysts reclassified the school as a special education school. Similarly, if a school name suggested that it was a vocational or alternative school, NCES researched the school through different resources (e.g., school website or education association) or by calling the school to determine if the school should be reclassified as a vocational or alternative school. NCES asked CCD Coordinators to review these reclassifications, and if they provided evidence that a school met CCD criteria for the originally reported type, the school type was not changed.

Reportable programs. NCES makes every effort to ensure that the CCD and ED*Facts* files agree in the numbers of schools they contain. Because the ED*Facts* 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 ED*Facts*, but not in the CCD). These entities, referred to as "reportable programs," were excluded from this report.

BIE Schools. Beginning with the 2010–11 school year, BIE reported each school on both the school file and the agency file. In prior years, the schools were listed only on the school file.

Teacher counts. SEAs report all teacher counts in FTE units. This is the amount of time required to perform an assignment stated as a proportion of a full-time position. It is computed by dividing the amount of time an individual is employed by the time normally required for a full-time position.

State agencies vary in their staff and teacher data collection and reporting systems, which may cause inconsistency among states in how they report teacher and staff data. Several states collapse two or more categories of staff (including teachers) into one. In these cases, for the state nonfiscal data only, NCES imputes this number by distributing the reported number of staff across the several categories based on the average distribution of these staff in the reporting states. NCES does not impute teacher or staff counts in the LEA and school surveys.

Agreement across survey levels. For LEA membership counts, SEAs report students in the LEA that initially receives funds for their education and has responsibility for their education. For school membership counts, SEAs report students in the school they attend. Each student may only be reported for a single school and for a single agency. Some students receive a public

education outside a regular school district (for example, they may attend a state-operated residential school). Some students in a regular school district may not be served by a school. Hospitalized and homebound students, for example, may be reported in the membership for a regular school district but not for any of the district's schools. NCES derives the numbers of students and staff shown in the tables. NCES considers the numbers reported in the State Nonfiscal Survey of Public Elementary/Secondary Education to be the official statistics for a state.

For more detailed explanations on CCD methodology and technical information, see the data file documentation for the Common Core of Data that can be accessed at http://nces.ed.gov/ccd/ccddata.asp.

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 1 year.

Added School—A school that is reported for the first time although it has been in operation for more than 1 year.

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

Alternative Education School—A public elementary/secondary school that (1) addresses needs of students that typically cannot be met in a regular school, (2) provides nontraditional education, (3) serves as an adjunct to a regular school, or (4) falls outside the categories of regular, special education, or vocational education.

Bureau of Indian Education School and District—A school or district that is directly funded by Bureau of Indian Education (formerly Bureau of Indian Affairs), U.S. Department of the Interior.

Changed Agency School—A school that is affiliated with a different local education agency than was reported on the previous year's Common Core of Data.

Changed Boundary Agency—An agency that was included in the prior year's Common Core of Data, but that has undergone a significant change in geographic boundaries or instructional responsibility.

Charter School—A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school.

City Locale—See "Locale, Urban-Centric."

Closed Agency—An agency that was operating in the prior year, but is closed in the current reporting year.

Closed School—A school that was operating in the prior year, but is closed in the current reporting year with no expectation of re-opening.

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

Full-Time Equivalency (FTE)—The amount of time required to perform an assignment stated as a proportion of a full-time position and computed by dividing the amount of time employed by the time normally required for a full-time position.

Future Agency—An agency that is scheduled to become operational within 2 years.

Future School—A school that is scheduled to become operational within 2 years.

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

Inactive School—A school that is temporarily closed and expected to reopen within 3 years.

Independent Charter Agency—A school district that includes only charter schools, typically a single school that was authorized under the charter.

Local Education Agency (LEA)—The agency at the local level whose primary responsibility is to operate public schools or to contract for public school services.

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

Locale Code, Metro-Centric—See "Locale, Metro-Centric."

Locale Code, Urban-Centric—See "Locale, Urban-Centric."

Locale, Urban-Centric—An indication of school's location relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools' membership. The urban-centric locale assignment system has been used starting in 2006–07. Definitions for the geographic terms, such as urbanized area and urban cluster, can be found at the following website: http://www.census.gov/geo/reference/terms.html

The locale code categories are defined below.

City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

City, Mid-size: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

Suburb, Mid-size: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.

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

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

Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is more than 10 miles from an urban cluster.

Magnet School or Program—A special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation (50 percent or more minority enrollment); and/or to provide an academic or social focus on a particular theme (e.g., science/mathematics, performing arts, gifted/talented, or foreign language).

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

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

Nonoperating Agency—An agency that does not provide services during the reported school year. Includes inactive, closed, and future agencies.

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

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

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

Operational Status, Agency—Classification of the operational condition of an agency. Classifications include continuing, added, reopened, changed boundary, new, closed, temporarily closed and may reopen within 3 years, and scheduled to be operational within 2 years.

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

Pupil/Teacher Ratio—The ratio of pupils to teachers within an entity (i.e., state, school district, or school). The district-level pupil/teacher ratio uses the total of pupils and the total FTE number

of teachers reported in the schools associated with the school district. The pupil/teacher ratio does not represent class size, but rather is a district-level measure of pupils and teachers.

Regional Education Service Agency—An agency created for the purposes of providing specialized educational services to other education agencies.

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

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

Reopened School—A school that was closed in the prior year and is reopened during the reported school year.

Reportable Program—A program within a school that may be self-contained, but does not have its own principal.

Rural Locale—See "Locale, Urban-Centric."

School—An institution that provides educational services and (1) has one or more grade groups (prekindergarten through grade 12) or is ungraded, (2) has one or more teachers to give instruction, (3) is located in one or more buildings or sites, (4) has an assigned administrator, (5) receives public funds as primary support, and (6) is operated by an education agency.

School Type—A classification of schools based on the type of instruction conducted by the school. Each school is assigned only one type. The types are: (1) regular school, (2) special education school, (3) vocational education school, (4) alternative/other school, and (5) reportable programs.

Shared Time School—A school in which some or all of the students are enrolled at a different school of record and attend the shared time school on a part-day basis: for example, a regional vocational center attended by students from multiple high schools on a part-day basis.

Special Education School—A public elementary/secondary school that focuses primarily on special education—including instruction for students with any of the following conditions: autism, deaf-blindness, developmental delay, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments—and that adapts curriculum, materials, or instruction for students served.

State Education Agency (SEA)—An agency of the state charged with primary responsibility for coordinating and supervising public instruction, including setting standards for elementary and secondary instructional programs.

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

Student—An individual for whom instruction is provided in an elementary or secondary education program that is not an adult education program and is under the jurisdiction of a school, school system, or other education institution.

Student Membership—Annual headcount of students enrolled in school on October 1 or the school day closest to that date. In any given year, some small schools will not have any students.

Suburb Locale—See "Locale, Urban-Centric."

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

Teacher—A professional school staff member who instructs students in prekindergarten, kindergarten, grades 1 through 12, or ungraded classes, and maintains daily student attendance records.

Town Locale—See "Locale, Urban-Centric."

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

Vocational Education School—A public elementary/secondary school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.