

Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2015–16

First Look

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Mark Glander
National Center for Education Statistics

U.S. Department of Education

Betsy DeVos
Secretary

Institute of Education Sciences

Thomas Brock
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Peggy G. Carr
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Content Contact

Mark Glander
(202) 245-7427
Mark.Glander@ed.gov

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Introduction

This National Center for Education Statistics (NCES) First Look report introduces new data for the universe of public elementary and secondary schools and agencies in the United States¹ in school year (SY) 2015–16. Specifically, this report includes statistics that describe the following:

- the numbers and types of public elementary and secondary schools and local education agencies² (LEAs);
- the operational status of schools and districts, including those that opened as new in SY 2015–16 or had closed since the prior school year;
- student membership counts;
- teacher counts;³ and
- pupil/teacher ratios.

The public elementary and secondary universe data used in this report are from the nonfiscal components of the Common Core of Data (CCD). The CCD is the primary NCES database on public elementary and secondary education in the United States. There are three nonfiscal components of CCD: the Public Elementary/Secondary School Universe Survey, the Local Education Agency (LEA) Universe Survey, and the State Nonfiscal Survey of Public Elementary/Secondary Education.

The CCD includes a complete directory listing of all public schools and LEAs with the name, address, and descriptive characteristics for each school and LEA (e.g., operational status, type, charter status). The data also include aggregate counts of students in membership for each state, LEA, and school by grade and student demographic characteristics (e.g., race/ethnicity, sex) and aggregate counts of teachers and other staff in key occupational categories that are commonly found in schools. State education agencies (SEAs) report these data through the U.S. Department of Education’s *EDFacts* Submission System (ESS), an electronic file submission system that facilitates transmission of data from the SEAs to the Department. This First Look is based on provisional data from the SY 2015–16 public elementary and secondary education universe that have been fully reviewed and edited.⁴ The purpose of a First Look report is to introduce new data through the presentation of tables containing descriptive information; therefore, the tables and selected findings chosen for this report are meant to illustrate some of the typical types of information available from the public elementary and secondary universe files. The tables chosen include tabulations from only some of the available data items. The findings do not represent a

¹ This report includes data for the 50 states, the District of Columbia, the Department of Defense Education Activity (DoDEA), the Bureau of Indian Education (BIE), Puerto Rico, American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands. The findings discussed in this report are limited to the 50 states and the District of Columbia.

² LEAs may also be referred to as school districts.

³ Teacher counts are reported in terms of full-time-equivalent teachers.

⁴ Provisional data have undergone a complete review and been subjected to NCES data quality control procedures. Prior to this provisional release, NCES released a preliminary directory derived from school and LEA files for SY 2015–16 that included only basic directory data that had undergone cursory review and minimal editing. Preliminary data may be less complete due to late reporting or data quality concerns.

complete review of all observed differences in the data and are not meant to emphasize any particular issue. The calculated totals in this report, identified as “United States” totals in tabulations and “national” estimates in text, include data for only the 50 states and the District of Columbia and exclude data for other jurisdictions.

Appendix A in this document provides an overview of the methodology used to collect these data.

Selected Findings: School Year 2015–16

- Table 1 provides counts of schools by their operating status and type. There were 98,456 operating public elementary and secondary schools in SY 2015–16; this number includes 1,253 new schools that opened for the first time. States reported that 1,160 schools had closed since SY 2014–15. Most operating schools were regular schools (89,644) that were primarily responsible for instruction in the standard curriculum and other areas. An additional 2,011 schools focused primarily on special education services; 1,419 schools were identified as vocational schools; and 5,382 were identified as alternative education schools.
- Table 1 also provides counts of LEAs by their operating status and type. There were 18,328 operating LEAs in SY 2015–16, including 274 new agencies that opened for the first time. States reported that 195 LEAs had closed since SY 2014–15. Most operating agencies were regular school districts (13,584) that were responsible for educating students residing within their jurisdiction. A total of 1,377 operating agencies were supervisory unions (218) or regional education service agencies (1,159) that typically provided services to other LEAs. A total of 2,964 were independent charter agencies in which all the associated schools were charter schools. An additional 403 agencies were operated by state (263) or federal and other agencies (140) (derived from table 1).
- In SY 2015–16, there were 50.33 million public elementary and secondary school students in membership (table 2), an increase of less than 0.1 percent from the 50.31 million students reported in SY 2014–15 (Glander 2016).
- In SY 2015–16, public elementary and secondary schools and LEAs employed a total of 3.2 million full-time-equivalent (FTE) teachers (table 2).
- In addition to total teacher FTE, table 2 provides state-level counts of operating schools and LEAs, total membership, and pupil/teacher ratios. In SY 2015–16, the pupil/teacher ratio (i.e., the number of students for every FTE teacher) in public schools was 16.0, down from 16.1 in SY 2014–15 (Glander 2016). Among the 50 states and the District of Columbia, the pupil/teacher ratio in SY 2015–16 ranged from a high of 23.6 in California to a low of 10.5 in Vermont.
- In SY 2015–16, across the 42 states (including the District of Columbia) that reported charter schools, there were a total of 6,857 charter schools (table 3). This is an increase of 1.6 percent from the 6,752 reported in SY 2014–15 (Glander 2016).
- Table 4 provides state-level counts of schools and the percentage distribution of students by schools' locales. More schools (28,291) were in suburban locations than in any other locale in SY 2015–16. An additional 23,756 were in cities; 25,188 schools were in rural areas; and 11,582 were in towns. The largest percentage of students attended suburban schools (40 percent); schools in cities had the next largest percentage of students (30 percent), followed by schools in rural areas (19 percent) and towns (11 percent).

References and Related Data Files

References

Glander, M. (2016). *Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2014–15* (NCES 2016-076). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved September 13, 2017 from <http://nces.ed.gov/pubsearch>.

Glander, M. (2017). *Documentation to the 2015–16 Common Core of Data (CCD) Universe Files* (NCES 2017-074). 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 2015–16

Status of public elementary and secondary schools and agencies	School type					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	100,553	91,104	2,059	1,442	5,948	18,639	13,647	218	1,170	3,192	270	142
Operating schools/agencies⁴	98,456	89,644	2,011	1,419	5,382	18,328	13,584	218	1,159	2,964	263	140
Continuing	97,016	88,555	1,918	1,395	5,148	18,031	13,552	218	1,154	2,710	257	140
Added ⁵	15	6	4	1	4	1	0	0	0	0	1	0
Reopened	28	20	0	0	8	5	1	0	0	3	1	0
Changed agency/boundary ⁶	144	143	0	0	1	17	8	0	0	9	0	0
New ⁷	1,253	920	89	23	221	274	23	0	5	242	4	0
Nonoperating schools/agencies	2,097	1,460	48	23	566	311	63	0	11	228	7	2
Inactive ⁸	527	192	8	6	321	40	17	0	0	20	2	1
Closed	1,160	887	35	14	224	195	40	0	5	145	4	1
Future ⁹	410	381	5	3	21	76	6	0	6	63	1	0
Student membership¹⁰ status of operating schools/agencies												
With membership	95,227	88,835	1,618	357	4,417	16,676	13,376	2	230	2,919	128	21
Without membership, providing instruction (shared time) ^{11,12}	1,382	68	103	826	385	†	†	†	†	†	†	†
Without membership (not shared time) ¹²	1,847	741	290	236	580	1,652	208	216	929	45	135	119

† Not applicable.

¹Supervisory unions provide administrative services to school districts through a common superintendent.

²Regional education service agencies provide services to a variety of local education agencies (LEAs).

³Independent charter agencies contain only charter schools. Other charter schools may be reported through a different LEA type that contains both charter and noncharter schools.

⁴Operating schools/agencies include all those providing services as of the start of the reported school year. Total number of operating schools excludes schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE includes one in Arizona, one in Michigan, and eight in North Dakota.

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

⁶Schools that changed agency are affiliated with a different LEA than that reported in the previous year.

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

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

⁹Future schools/agencies are expected to open within 2 years.

¹⁰Membership is the count of students enrolled on October 1 of the reported school year.

¹¹Shared time schools provide instruction on a regular basis to students whose membership is reported by another school. Schools not reporting a shared time status are counted as “not shared time” schools.

¹²Includes 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. For analytical purposes, New York City Public Schools, New York, is treated as a single regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2015–16, Provisional Version 1a and “Local Education Agency Universe Survey,” 2015–16, Provisional Version 1a.

Table 2. Number of operating public schools and districts, student membership, teachers, and pupil/teacher ratio, by state or jurisdiction: School year 2015–16

State or jurisdiction	Number of operating schools ¹	Number of operating districts	State Level		Pupil/Teacher Ratio
			Student Membership ²	Teachers ²	
United States³	98,456	18,328	50,327,015	3,151,497	16.0
Alabama	1,509	180	743,789	40,766	18.2
Alaska	508	54	132,477	7,832	16.9
Arizona	2,284	692	1,109,040	47,944	23.1
Arkansas	1,088	289	492,132	35,804	13.7
California	10,303	1,163	6,226,737	263,475	23.6
Colorado	1,862	265	899,112	51,798	17.4
Connecticut	1,369	205	537,933	43,772	12.3
Delaware	223	50	134,847	8,962	15.0
District of Columbia	228	64	84,024	6,789	12.4
Florida	4,322	76	2,792,234	182,586	15.3
Georgia	2,297	223	1,757,237	113,031	15.5
Hawaii	290	1	181,995	11,747	15.5
Idaho	744	159	292,277	15,656	18.7
Illinois	4,175	1,052	2,041,779	129,948	15.7
Indiana	1,921	418	1,046,757	57,675	18.1
Iowa	1,349	345	508,014	35,687	14.2
Kansas	1,320	317	495,884	40,035	12.4
Kentucky	1,541	186	686,598	41,902	16.4
Louisiana	1,390	179	718,711	58,469	12.3
Maine	611	267	181,613	14,857	12.2
Maryland	1,437	25	879,601	59,414	14.8
Massachusetts	1,862	408	964,026	71,969	13.4
Michigan	3,468	902	1,536,231	84,181	18.2
Minnesota	2,478	564	864,384	55,985	15.4
Mississippi	1,076	157	487,200	32,175	15.1
Missouri	2,424	567	919,234	67,635	13.6
Montana	823	490	145,319	10,412	14.0
Nebraska	1,085	284	316,014	23,308	13.6
Nevada	662	19	467,527	22,702	20.6
New Hampshire	490	299	182,425	14,770	12.4
New Jersey	2,588	694	1,408,845	114,969	12.3
New Mexico	884	158	335,694	21,722	15.5
New York	4,824	989	2,711,626	206,086	13.2
North Carolina	2,603	297	1,544,934	99,355	15.5
North Dakota	518	222	108,644	9,195	11.8
Ohio	3,619	1,103	1,716,585	101,742	16.9
Oklahoma	1,800	605	692,878	42,452	16.3
Oregon	1,242	221	576,407	29,086	19.8
Pennsylvania	3,019	784	1,717,414	120,893	14.2
Rhode Island	313	64	142,014	10,631	13.4
South Carolina	1,248	102	763,533	50,237	15.2
South Dakota	698	168	134,253	9,638	13.9
Tennessee	1,859	146	1,001,235	66,488	15.1
Texas	8,826	1,232	5,301,477	347,329	15.3
Utah	1,033	152	647,870	28,348 ⁴	22.9
Vermont	314	357	87,866	8,338	10.5
Virginia	2,133	222	1,283,590	90,255	14.2
Washington	2,427	330	1,087,030	57,942	18.8
West Virginia	744	57	277,452	19,664	14.1
Wisconsin	2,255	465	867,800	58,185	14.9
Wyoming	370	60	94,717	7,653	12.4

See notes at end of table.

Table 2. Number of operating public schools and districts, student membership, teachers, and pupil/teacher ratio, by state or jurisdiction: School year 2015–16—Continued

State or jurisdiction	Number of operating schools ¹	Number of operating districts	State Level		
			Student Membership ²	Teachers ²	Pupil/Teacher Ratio
Department of Defense Education Activity (DoDEA), Bureau of Indian Education, and other jurisdictions					
DoDEA	173	14	74,970	—	—
Bureau of Indian Education	174	196	—	—	—
American Samoa	28	1	—	—	—
Guam	41	1	30,821	2,336	13.2
Commonwealth of the Northern Mariana Islands	—	—	—	—	—
Puerto Rico	1,322	1	379,818	30,438	12.5
U.S. Virgin Islands	28	2	13,805	1,106	12.5

— Not available.

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

²The student membership and staff counts are from the state education agency (SEA) data files referenced in the source notes. Data for teachers are expressed in full-time equivalents (FTE). Counts of public school teachers and enrollment include prekindergarten through grade 13.

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

⁴Utah did not report staff data in time for inclusion in this release of CCD data. The value shown here is an imputation based on the data submitted in prior years. Please see *Documentation to the 2015–16 Common Core of Data (CCD) Universe Files* (NCES 2017-074) for a detailed description of imputations.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2015–16, Provisional Version 1a, “Local Education Agency Universe Survey,” 2015–16, Provisional Version 1a, and “State Nonfiscal Survey of Public Elementary/Secondary Education,” 2015–16, Provisional Version 1a.

Table 3. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I, Title I schoolwide status, and state or jurisdiction: School year 2015–16

State or jurisdiction	Total number of operating schools ¹	School Type				Charter	Magnet	Title I ²	Title I schoolwide ²
		Regular	Special education	Vocational education	Alternative education				
Reporting states³	98,456	89,644	2,011	1,419	5,382	6,857	3,237	68,614	53,669
Alabama	1,509	1,326	34	68	81	0	40	‡	‡
Alaska	508	478	3	3	24	28	32	358	337
Arizona	2,284	1,963	20	242	59	552	0	1,724	1,306
Arkansas	1,088	1,052	4	26	6	65	30	988	924
California	10,303	8,936	151	74	1,142	1,224	504	7,339	5,640
Colorado	1,862	1,756	6	6	94	226	28	690	539
Connecticut	1,369	1,062	168	17	122	24	85	608	270
Delaware	223	198	13	6	6	28	3	151	151
District of Columbia	228	216	3	0	9	115	6	186	181
Florida	4,322	3,716	174	53	379	653	536	3,109	2,950
Georgia	2,297	2,237	19	0	41	82	80	1,630	1,548
Hawaii	290	288	1	0	1	34	+	192	192
Idaho	744	635	18	14	77	54	19	576	504
Illinois	4,175	3,929	108	0	138	64	105	3,312	2,095
Indiana	1,921	1,863	22	28	8	88	30	1,510	1,219
Iowa	1,349	1,324	3	0	22	3	0	923	512
Kansas	1,320	1,315	4	0	1	10	32	1,137	873
Kentucky	1,541	1,230	8	121	182	+	66	1,119	1,084
Louisiana	1,390	1,341	32	12	5	138	36	1,239	1,212
Maine	611	582	2	27	0	7	1	527	392
Maryland	1,437	1,329	37	27	44	50	97	800	704
Massachusetts	1,862	1,796	7	38	21	81	—	1,061	596
Michigan	3,468	2,962	187	4	315	370	386	2,302	1,523
Minnesota	2,478	1,686	292	9	491	216	80	965	454
Mississippi	1,076	915	2	91	68	2	17	738	736
Missouri	2,424	2,247	53	63	61	70	29	1,887	1,569
Montana	823	817	2	0	4	+	0	720	436
Nebraska	1,085	1,009	25	0	51	+	+	454	345
Nevada	662	610	14	0	38	47	44	349	347
New Hampshire	490	490	0	0	0	31	1	434	164
New Jersey	2,588	2,384	64	56	84	89	0	1,764	553
New Mexico	884	846	6	0	32	99	+	788	767
New York	4,824	4,618	131	21	54	256	‡	3,578	2,937
North Carolina	2,603	2,498	24	7	74	158	123	2,112	1,987
North Dakota	518	474	31	13	0	+	+	259	109
Ohio	3,619	3,495	51	73	0	373	—	2,887	2,267
Oklahoma	1,800	1,791	4	0	5	45	+	1,602	1,112
Oregon	1,242	1,209	1	0	32	126	+	572	486
Pennsylvania	3,019	2,925	4	84	6	175	50	2,417	1,707
Rhode Island	313	297	1	10	5	29	+	241	154
South Carolina	1,248	1,185	9	42	12	68	111	587	587
South Dakota	698	651	12	3	32	0	+	588	329
Tennessee	1,859	1,806	16	15	22	100	126	1,575	1,516
Texas	8,826	7,872	14	0	940	702	258	7,080	6,770
Utah	1,033	935	64	6	28	117	22	321	250
Vermont	314	298	0	15	1	+	2	226	200
Virginia	2,133	1,864	53	89	127	7	140	737	584
Washington	2,427	1,998	96	20	313	9	—	1,535	1,283
West Virginia	744	682	3	30	29	+	0	350	348
Wisconsin	2,255	2,147	12	6	90	242	8	2,205	833
Wyoming	370	361	3	0	6	0	0	162	87

See notes at end of table

Table 3. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I, Title I schoolwide status, and state or jurisdiction: School year 2015–16—Continued

State or jurisdiction	Total number of operating schools ¹	School Type					Charter	Magnet	Title I ²	Title I schoolwide ²
		Regular	Special education	Vocational education	Alternative education					
Department of Defense Education Activity (DoDEA), Bureau of Indian Education, and other jurisdictions										
Department of Defense (DoDEA)	173	173	0	0	0	†	0	†	†	
Bureau of Indian Education	174	174	0	0	0	†	0	—	—	
American Samoa	28	27	0	1	0	0	—	—	—	
Guam	41	40	0	0	1	†	†	0	†	
Commonwealth of the Northern Mariana Islands	—	—	—	—	—	—	—	—	—	
Puerto Rico	1,322	1,262	18	32	10	†	†	1,303	1,235	
U.S. Virgin Islands	28	27	0	1	0	†	1	†	†	

— Not available.

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

‡ Reporting standards not met. A systematic error was found in Alabama’s reporting of schools’ Title I status and the status flags have been suppressed. In school year 2014-15, Alabama reported 915 Title I schools and 899 schoolwide Title I schools. New York was unable to report the magnet status of more than 20 percent of schools in the state for both SY 2015-16 and 2014-15.

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

²Schools 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 local education agency (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: Glossary.

³A reporting states’ total is shown if data for any item in the table were unavailable 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: 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,” 2015–16, Provisional Version 1a.

Table 4. Number of city, suburban, town, and rural regular, operating public elementary and secondary schools with student membership and percentage distribution of students in membership, by state or jurisdiction: School year 2015–16

State or jurisdiction	Total number of schools ¹	Total number of students ²	City		Suburban		Town		Rural	
			Number of schools	Percent of students						
United States³	88,835	49,312,454	23,756	30.2	28,291	39.7	11,582	11.3	25,188	18.7
Alabama	1,315	740,713	289	23.7	232	21.9	195	14.6	599	39.7
Alaska	474	129,054	88	35.4	14	8.6	82	25.8	290	30.2
Arizona	1,910	1,090,144	895	48.6	476	31.3	243	10.3	296	9.8
Arkansas	1,052	491,390	227	28.6	120	14.2	233	23.6	472	33.6
California	8,788	6,044,665	3,592	42.7	3,592	45.8	632	5.7	972	5.8
Colorado	1,756	878,804	585	38.5	545	39.0	198	9.0	428	13.5
Connecticut	1,062	519,528	296	29.7	557	55.5	38	2.8	157	12.0
Delaware	196	124,161	36	13.3	99	52.8	31	16.7	30	17.3
District of Columbia	211	80,914	211	100.0	0	0.0	0	0.0	0	0.0
Florida	3,472	2,727,105	961	25.6	1,856	58.5	217	4.4	438	11.5
Georgia	2,237	1,753,296	406	15.8	847	46.4	270	10.5	714	27.3
Hawaii	288	181,870	68	23.9	107	45.2	72	21.8	41	9.1
Idaho	635	286,447	114	23.3	119	27.8	143	23.9	258	24.8
Illinois	3,908	2,012,523	965	30.0	1,635	49.0	499	10.2	809	10.8
Indiana	1,862	1,045,085	514	30.8	394	26.9	288	14.4	664	27.9
Iowa	1,323	497,345	233	27.4	109	12.8	321	25.5	660	34.2
Kansas	1,311	488,382	249	28.3	148	17.4	321	26.3	593	28.1
Kentucky	1,221	676,793	159	16.0	224	22.1	307	25.5	531	36.5
Louisiana	1,337	714,923	367	29.5	324	29.0	231	14.2	415	27.3
Maine	581	176,396	48	12.7	66	16.6	77	17.1	390	53.6
Maryland	1,329	861,595	299	20.6	762	62.0	55	3.6	213	13.8
Massachusetts	1,793	914,148	328	17.7	1,226	72.0	39	1.4	200	8.8
Michigan	2,939	1,412,050	665	23.6	1,079	43.7	368	11.5	827	21.1
Minnesota	1,666	832,485	329	21.4	426	36.2	325	20.6	586	21.7
Mississippi	908	486,910	103	10.7	86	14.0	267	28.4	452	46.9
Missouri	2,220	913,246	378	18.5	529	34.7	388	20.3	925	26.6
Montana	817	145,240	64	25.2	11	2.0	138	36.7	604	36.1
Nebraska	1,001	316,014	211	38.8	85	14.8	190	21.0	515	25.4
Nevada	609	464,272	260	50.4	173	36.0	71	7.5	105	6.1
New Hampshire	488	181,307	49	14.8	133	36.9	71	14.1	235	34.2
New Jersey	2,374	1,337,561	232	10.4	1,884	79.7	63	2.1	195	7.8
New Mexico	834	330,429	219	34.4	83	13.6	227	27.3	305	24.7
New York	4,617	2,634,356	2,037	45.4	1,484	36.8	352	6.3	744	11.4
North Carolina	2,495	1,536,724	653	28.6	485	23.8	307	10.5	1,050	37.0
North Dakota	471	106,372	61	27.7	24	11.6	64	21.5	322	39.2
Ohio	3,479	1,708,484	751	19.1	1,288	45.3	506	13.3	934	22.3
Oklahoma	1,791	692,546	279	23.7	219	22.2	388	23.6	905	30.5
Oregon	1,207	562,870	326	34.7	254	27.0	291	23.8	336	14.5
Pennsylvania	2,921	1,692,726	569	20.8	1,344	51.3	286	9.0	722	18.8
Rhode Island	297	136,719	72	24.5	188	65.4	0	0.0	37	10.1
South Carolina	1,182	761,721	216	19.6	345	35.4	151	11.3	470	33.6
South Dakota	650	132,433	56	26.8	6	1.7	99	30.2	489	41.3
Tennessee	1,744	991,648	572	32.5	277	20.5	281	16.6	614	30.3
Texas	7,851	5,224,531	2,923	41.5	1,988	32.3	1,004	9.8	1,935	16.4
Utah	928	636,734	149	16.0	495	62.9	118	10.8	166	10.3
Vermont	298	84,355	14	7.8	17	9.4	52	27.1	215	55.7
Virginia	1,846	1,281,866	429	23.0	676	45.4	161	7.0	580	24.5
Washington	1,961	1,040,890	572	32.8	683	42.7	266	12.5	440	12.1
West Virginia	677	276,449	81	15.4	126	20.6	123	21.6	347	42.4
Wisconsin	2,145	861,518	504	29.2	445	28.1	419	19.7	777	23.0
Wyoming	358	94,717	52	25.0	6	2.0	114	44.1	186	28.9

See notes at end of table.

Table 4. Number of city, suburban, town, and rural regular, operating public elementary and secondary schools with student membership and percentage distribution of students in membership, by state or jurisdiction: School year 2015–16—Continued

State or jurisdiction	Total number of schools ¹	Total number of students ²	City		Suburban		Town		Rural	
			Number of schools	Percent of students						
Department of Defense Education Activity (DoDEA), Bureau of Indian Education, and other jurisdictions										
Department of Defense (DoDEA)	173	74,970	22	12.5	22	11.8	11	5.5	6	3.6
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	40	30,782	0	0.0	0	0.0	33	85.7	7	14.3
Commonwealth of the Northern Mariana Islands	—	—	—	—	—	—	—	—	—	—
Puerto Rico	1,261	359,048	302	24.4	805	65.9	59	4.4	95	5.3
U.S. Virgin Islands	27	13,805	0	0.0	0	0.0	27	100.0	0	0.0

— Not available.

¹ The total number of schools is limited to regular, operating schools with membership. The total excludes schools reported by both a state and the Bureau of Indian Education (BIE). These 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.

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

NOTE: Detail may not sum to total due to rounding. The locales of “city,” “suburban,” “town,” and “rural” are a collapse of the 12-category, urban-centric locale code. See “Locale, Urban-Centric” in appendix B: Glossary.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” Provisional Version 1a, and the NCES Education Demographic and Geographic Estimates (EDGE), “Public Elementary/Secondary School Universe—Geographic Data,” 2015–16.

Appendix A: Methodology and Technical Notes

The Common Core of Data (CCD) is a subset of the data collected through the U.S. Department of Education's *EDFacts* collection system. State education agencies (SEAs) annually submit over 100 data files through the *EDFacts* Submission System (ESS). The CCD universe files are based on the data provided in nine of those files. Submission due dates for these files ranged from January 1, 2016, through January 17, 2017. Not all states were able to meet the initial due dates.

ESS checks submitted files for format and conducts some validation checks. Files that pass these initial checks are then passed to the National Center for Education Statistics (NCES) for additional processing.

The school year (SY) 2015–16 collection was the first CCD collection processed completely through *EDFacts*' Partner Support Center (PSC) and the new Data Management System (DMS). The PSC used the DMS to reach out to SEAs and resolve any data issues. When errors in data were found, SEAs were encouraged to resubmit the data file through ESS. This provisional release of the CCD universe files is based on the submissions and resubmissions received through January 17, 2017, and is designated as "1a" in file names. Re-releases of these data files will be designated with an incremented release number (e.g., "2a").

Prior to SY 2014–15, geographic data were included with the CCD directory files. Those data are now processed and published separately by NCES's Education Demographic and Geographic Estimates (EDGE) program (see <https://nces.ed.gov/programs/edge/> for more details).

When SEAs could not resubmit files to correct data problems, NCES made the corrections to the data directly. NCES's preference is to publish the data as reported by the SEAs. However, NCES makes some adjustments to the reported data for the following reasons:

- To set appropriate default values.
- To bring SEAs' definitions into conformity with NCES definitions (e.g., school types).
- To carry over corrected data researched and resolved in prior years.
- To impute for missing values in state-level data.
- To suppress local education agency (LEA) or school-level enrollment or staff counts that are greatly inconsistent with prior year reports. This suppression is done only if the SEA did not provide an explanation for the anomaly.
- To suppress high or low counts that might compromise confidential data.

Imputations for missing data are only done for state-level data.

In prior years, NCES has imputed all state-level missing values. In the 2015-16 collection there were number of cases (13 distinct values in 7 states) where the same values in the same states had been imputed by the same method for three or more years in a row. NCES decided to leave these values as missing rather than impute for a fourth year in a row.

More detailed explanations of the methodology used to collect these data and a glossary of CCD terms are available in the *Documentation to the 2015–16 Common Core of Data (CCD) Universe Files* (NCES 2017-074), available online at <http://nces.ed.gov/ccd/stnfnis.asp>.

Appendix B: 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.

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 the 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 with no expectation of re-opening.

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, 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: Territory defined as rural by the Bureau of the Census that is 5 miles or less from an urbanized area, as well as rural territory that is 2.5 miles or less from an urban cluster.

Rural, Distant: Territory defined as rural by the Bureau of the Census that is more than 5 miles but no more than 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but no more than 10 miles from an urban cluster.

Rural, Remote: Territory defined as rural by the Bureau of the Census 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 currently operating (“continuing”); added (operating but not reported in prior year); 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 operating (“continuing”); added (operating but not reported in prior year); 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.

Schoolwide Title I eligible school – A Title I eligible school in which at least 40 percent of students are low-income. (See also "Title I Eligible School".)

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 program (self-contained within a school, but does not have its own principal)..

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.

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.”

Unified school district—A 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.