

# Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2014–15

First Look



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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 States<sup>1</sup> in school year (SY) 2014–15. Specifically, this report includes statistics that describe:

- the numbers and types of public elementary and secondary schools and local education agencies<sup>2</sup> (LEAs);
- the operational status of schools and districts, including those that opened as new in SY 2014–15 or have closed since the prior school year;
- student membership counts;
- teacher counts<sup>3</sup> 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 2014–15 public elementary and secondary education universe that have been fully reviewed and edited.<sup>4</sup> 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 secondary universe files. The tables chosen

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<sup>1</sup> 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. For ease of reading, in this report, the term “state” or “states” refers to these entities.

<sup>2</sup> Local education agencies may also be referred to as school districts.

<sup>3</sup> Teacher counts are reported in terms of full-time-equivalent teachers.

<sup>4</sup> 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 2014–15 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. NCES plans to release final files that include any updates by SEAs once the *EDFacts* collection for SY 2014–15 closes at the end of 2017.

include tabulations from only some of the available data items. The findings do not represent a 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 2014–15

- Table 1 provides counts of schools by their operating status and type. There were 98,373 operating public elementary/secondary schools in SY 2014–15; this number includes 1,457 new schools that opened for the first time. States reported that 1,573 schools closed since SY 2013–14. Most operating schools were regular schools (89,528) that were primarily responsible for instruction in the standard curriculum and other areas. An additional 1,960 schools focused primarily on special education services; 1,408 schools were identified as vocational schools; and 5,477 were identified as alternative education schools.
- Table 1 also provides counts of LEAs by their operating status and type. There were 18,260 operating LEAs in SY 2014–15, including 487 new agencies that opened for the first time. States reported that 194 LEAs closed since SY 2013–14. Most operating agencies were regular ones (13,601) that were responsible for educating students residing within their jurisdiction. A total of 1,383 operating agencies were supervisory unions or regional education service agencies that typically provided services to other LEAs. A total of 2,868 were independent charter agencies in which all the associated schools were charter schools. An additional 408 agencies were operated by a state, federal, or other agency (derived from table 1).
- In SY 2014–15 there were 50.3 million public elementary and secondary school students in membership (table 2), an increase of 0.5 percent from the 50.0 million students reported in SY 2013–14 (Glander 2015).
- In SY 2014–15, public elementary and secondary schools and local education agencies employed a total of 3.1 million full-time-equivalent (FTE) teachers (table 2).
- Table 2 also provides pupil/teacher ratios. In SY 2014–15, the pupil/teacher ratio (i.e., the number of students for every FTE teacher) in public schools was 16.1, unchanged from SY 2013–14 (Glander 2015). Among the 50 states and the District of Columbia, the pupil/teacher ratio in SY 2014–15 ranged from a high of 23.6 in California to a low of 10.6 in Vermont.
- In SY 2014–15, some 42 states including the District of Columbia reported having a total of 6,752 charter schools (table 3). This is an increase of 4.4 percent from the 6,465 reported in SY 2013–14 (Glander 2015).
- Table 4 provides state-level counts of schools and the percentage distribution of students by schools' locales. More schools (28,292) were in suburban locations than in any other locale in SY 2014–15. An additional 23,632 were in cities; 25,152 schools were in rural areas; and 11,666 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).

## Reference and Related Data Files

### Reference

Glander, M. (2015). *Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2013–14* (NCES 2015-151). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Glander, M. (2016). *Documentation to the 2014–15 Common Core of Data (CCD) Universe Files* (NCES 2016077). 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 2014–15

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 <sup>1</sup>	Regional education service agencies <sup>2</sup>	Independent charter agencies <sup>3</sup>	State agencies	Federal and other agencies
<b>All</b>	<b>100,891</b>	<b>91,217</b>	<b>2,043</b>	<b>1,444</b>	<b>6,187</b>	<b>18,581</b>	<b>13,672</b>	<b>218</b>	<b>1,178</b>	<b>3,098</b>	<b>268</b>	<b>147</b>
<b>Operating schools/agencies<sup>4</sup></b>	<b>98,373</b>	<b>89,528</b>	<b>1,960</b>	<b>1,408</b>	<b>5,477</b>	<b>18,260</b>	<b>13,601</b>	<b>218</b>	<b>1,165</b>	<b>2,868</b>	<b>262</b>	<b>146</b>
Continuing	96,690	88,302	1,800	1,358	5,230	17,739	13,553	218	1,122	2,444	257	145
Added <sup>5</sup>	63	14	17	1	31	1	0	0	0	0	1	0
Reopened	28	22	0	1	5	9	6	0	0	3	0	0
Changed agency/boundary <sup>6</sup>	135	126	0	1	8	24	14	0	0	10	0	0
New <sup>7</sup>	1,457	1,064	143	47	203	487	28	0	43	411	4	1
<b>Non-operating schools/agencies</b>	<b>2,518</b>	<b>1,689</b>	<b>83</b>	<b>36</b>	<b>710</b>	<b>321</b>	<b>71</b>	<b>0</b>	<b>13</b>	<b>230</b>	<b>6</b>	<b>1</b>
Inactive <sup>8</sup>	491	181	10	6	294	14	11	0	0	2	1	0
Closed	1,573	1,118	66	23	366	194	50	0	11	128	4	1
Future <sup>9</sup>	454	390	7	7	50	113	10	0	2	100	1	0
Student membership <sup>10</sup> status of operating schools/agencies												
With membership	95,234	88,746	1,688	319	4,481	16,603	13,395	2	234	2,823	130	19
Without membership, providing instruction (shared time) <sup>11,12</sup>	1,266	70	101	748	347	†	†	†	†	†	†	†
Without membership (not shared time) <sup>12</sup>	1,873	712	171	341	649	1,657	206	216	931	45	132	127

† Not applicable.

<sup>1</sup>Supervisory unions provide administrative services to school districts through a common superintendent.

<sup>2</sup>Regional education service agencies provide services to a variety of local education agencies.

<sup>3</sup>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.

<sup>4</sup>Operating schools/agencies include all those providing services as of the start of the reported school year.

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

<sup>6</sup>Schools that changed agency are affiliated with a different local education agency than that reported in the previous year.

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

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

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

<sup>10</sup>Membership is the count of students enrolled on October 1 of the reported school year.

<sup>11</sup>Shared time schools provide instruction on a regular basis to students whose membership is reported by another school.

<sup>12</sup>Includes schools for which membership is 0, missing, or not applicable.

NOTE: Table includes the 50 states and the District of Columbia. Charter status is independent of school type; charter schools are included in the school type totals. 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," 2014–15, Provisional Version 1a and "Local Education Agency Universe Survey," 2014–15, Provisional Version 1a.

Table 2. Number of operating public schools and districts; state enrollment, teacher and pupil teacher ratio by state or jurisdiction: School year 2014–15

State or jurisdiction	Number of operational schools <sup>1</sup>	Number of operational districts	State Level		Pupil/teacher ratio
			Membership <sup>2</sup>	Teacher <sup>2</sup>	
<b>United States<sup>3</sup></b>	<b>98,373</b>	<b>18,260</b>	<b>50,312,581</b>	<b>3,132,351</b>	<b>16.1</b>
Alabama	1,519	179	744,164	42,737	17.4
Alaska	507	54	131,176	7,759	16.9
Arizona	2,281	692	1,111,695	48,124	23.1
Arkansas	1,100	287	490,917	35,430	13.9
California	10,303	1,163	6,312,161	267,685	23.6
Colorado	1,843	262	889,006	51,388	17.3
Connecticut	1,299	205	542,678	42,062	12.9
Delaware	219	46	134,042	9,649	13.9
District of Columbia	229	64	80,958	6,565	12.3
Florida	4,319	76	2,756,944	180,442	15.3
Georgia	2,329	218	1,744,437	111,470	15.6
Hawaii	289	1	182,384	11,663	15.6
Idaho	742	158	290,885	15,609	18.6
Illinois	4,201	1,066	2,050,239	132,456	15.5
Indiana	1,910	411	1,046,269	56,547	18.5
Iowa	1,364	347	505,311	35,684	14.2
Kansas	1,337	317	497,275	37,659	13.2
Kentucky	1,548	185	688,640	41,586	16.6
Louisiana	1,383	139	716,800	46,340	15.5
Maine	616	261	182,470	14,937	12.2
Maryland	1,438	25	874,514	59,194	14.8
Massachusetts	1,866	406	955,844	71,859	13.3
Michigan	3,496	911	1,537,922	85,038	18.1
Minnesota	2,435	554	857,235	55,690	15.4
Mississippi	1,071	157	490,917	32,311	15.2
Missouri	2,414	567	917,785	67,356	13.6
Montana	824	492	144,532	10,234	14.1
Nebraska	1,092	284	312,635	22,988	13.6
Nevada	665	19	459,189	21,656	21.2
New Hampshire	488	296	184,670	14,773	12.5
New Jersey	2,571	693	1,400,579	115,067	12.2
New Mexico	885	152	340,365	22,411	15.2
New York <sup>4</sup>	4,826	982	2,741,185	203,781	13.5
North Carolina	2,594	287	1,548,895	99,320	15.6
North Dakota	513	221	106,586	9,049	11.8
Ohio	3,631	1,106	1,724,810	106,526 <sup>5</sup>	16.2
Oklahoma	1,796	600	688,511	42,073	16.4
Oregon	1,242	220	601,318	27,850	21.6
Pennsylvania	3,055	796	1,743,160	122,030	14.3
Rhode Island	307	63	141,959	9,471	15.0
South Carolina	1,244	102	756,523	49,475	15.3
South Dakota	698	170	133,040	9,618	13.8
Tennessee	1,851	146	995,475	65,341	15.2
Texas	8,798	1,244	5,233,765	342,257	15.3
Utah	1,020	148	635,577	27,374 <sup>5</sup>	23.2
Vermont	316	360	87,311	8,276	10.6
Virginia	2,134	222	1,280,381	89,968	14.2
Washington	2,398	322	1,073,638	59,555	18.0
West Virginia	745	57	280,310	20,029	14.0
Wisconsin	2,255	466	871,432	58,376 <sup>5</sup>	14.9
Wyoming	367	61	94,067	7,615	12.4

See notes at end of table.

Table 2. Number of operating public schools and districts; state enrollment, teacher and pupil teacher ratio by state or jurisdiction: School year 2014–15—Continued

State or jurisdiction	Number of operational schools <sup>1</sup>	Number of operational districts	State Level		Pupil/teacher ratio
			Membership <sup>2</sup>	Teacher <sup>2</sup>	
Department of Defense Education Activity, Bureau of Indian Education, and other jurisdictions					
Department of Defense (DoDEA)	179	14	—	—	—
Bureau of Indian Education	174	196	—	—	—
American Samoa	—	—	—	—	—
Guam	40	1	31,144	2,286	13.6
Commonwealth of the Northern Mariana Islands	—	—	—	—	—
Puerto Rico	1,378	1	410,950	31,186	13.2
U.S. Virgin Islands	30	2	14,241	1,131	12.6

— Not available.

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

<sup>2</sup>The 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. (Grade 13 is a special program offered in some states; a fifth year of high school during which students earn postsecondary school credits.)

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

<sup>4</sup>For analytical purposes, New York City Public Schools, New York, is treated as a single regular school district.

<sup>5</sup>Ohio, Utah and Wisconsin did not report staff data in time for inclusion in this release of CCD data. The values shown here are growth-rate imputations based on the data these states submitted for 2013–14. Please see *Documentation to the 2014–15 Common Core of Data (CCD) Universe Files* (NCES 2016-077) for a detailed description of growth-rate imputations.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/ Secondary School Universe Survey,” 2014–15, Provisional Version 1a, “Local Education Agency Universe Survey,” 2014–15, Provisional Version 1a, and “State Nonfiscal Survey of Public Elementary/Secondary Education,” 2014–15, 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 2014–15

State or jurisdiction	Total number of operating schools <sup>1</sup>	School type					Charter	Magnet	Title I <sup>2</sup>	Title I schoolwide <sup>2</sup>
		Regular	Special education	Vocational education	Alternative education					
<b>Reporting states<sup>3</sup></b>	<b>98,373</b>	<b>89,528</b>	<b>1,960</b>	<b>1,408</b>	<b>5,477</b>	<b>6,752</b>	<b>3,285</b>	<b>69,531</b>	<b>54,623</b>	
Alabama	1,519	1,333	35	67	84	†	41	915	899	
Alaska	507	461	3	3	40	27	33	375	344	
Arizona	2,281	1,971	20	229	61	619	‡	1,730	1,298	
Arkansas	1,100	1,064	4	26	6	60	30	997	953	
California	10,303	8,886	152	75	1,190	1,177	504	7,245	5,527	
Colorado	1,843	1,741	6	6	90	214	27	669	519	
Connecticut	1,299	1,053	134	17	95	22	107	613	272	
Delaware	219	194	13	6	6	24	3	159	159	
District of Columbia	229	215	4	0	10	112	5	179	178	
Florida	4,319	3,710	179	53	377	651	534	3,056	2,887	
Georgia	2,329	2,243	19	0	67	89	80	1,611	1,516	
Hawaii	289	287	1	0	1	34	†	192	192	
Idaho	742	634	18	12	78	52	21	575	575	
Illinois	4,201	3,956	106	0	139	68	105	3,292	1,899	
Indiana	1,910	1,852	22	28	8	80	32	1,489	1,197	
Iowa	1,364	1,338	3	0	23	3	0	937	521	
Kansas	1,337	1,332	4	0	1	11	33	1,152	899	
Kentucky	1,548	1,225	8	121	194	†	37	1,113	1,077	
Louisiana	1,383	1,334	32	12	5	135	79	1,218	1,193	
Maine	616	588	1	27	0	6	1	516	399	
Maryland	1,438	1,329	37	27	45	47	97	818	696	
Massachusetts	1,866	1,801	7	38	20	80	‡	1,070	602	
Michigan	3,496	2,993	186	4	313	375	454	2,304	1,499	
Minnesota	2,435	1,674	283	9	469	205	80	897	386	
Mississippi	1,071	914	1	91	65	0	17	858	843	
Missouri	2,414	2,235	53	64	62	62	29	1,860	1,546	
Montana	824	818	2	0	4	†	0	717	415	
Nebraska	1,092	1,016	24	0	52	†	0	463	340	
Nevada	665	611	15	0	39	45	37	357	351	
New Hampshire	488	488	0	0	0	28	1	426	156	
New Jersey	2,571	2,374	63	55	79	87	0	1,680	526	
New Mexico	885	847	5	1	32	97	†	790	764	
New York	4,826	4,618	129	24	55	248	‡	4,422	3,156	
North Carolina	2,594	2,485	23	8	78	149	111	2,181	2,062	
North Dakota	513	470	31	12	0	†	†	260	104	
Ohio	3,631	3,517	44	70	0	381	—	2,829	2,201	
Oklahoma	1,796	1,791	4	0	1	35	0	1,276	1,108	
Oregon	1,242	1,209	1	0	32	126	†	573	483	
Pennsylvania	3,055	2,959	4	85	7	185	8	2,316	1,593	
Rhode Island	307	291	1	10	5	25	†	235	147	
South Carolina	1,244	1,181	9	42	12	66	141	1,098	1,093	
South Dakota	698	654	12	4	28	0	†	596	348	
Tennessee	1,851	1,796	16	17	22	80	129	1,508	1,457	
Texas	8,798	7,818	13	0	967	681	253	7,055	6,734	
Utah	1,020	920	69	4	27	110	22	316	234	
Vermont	316	300	0	15	1	†	2	253	222	
Virginia	2,134	1,866	53	90	125	7	126	727	558	
Washington	2,398	1,966	94	20	318	1	—	1,599	1,342	
West Virginia	745	682	3	30	30	†	0	337	333	
Wisconsin	2,255	2,146	11	6	92	244	6	1,517	732	
Wyoming	367	342	3	0	22	4	0	160	88	

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 2014–15—Continued

State or jurisdiction	Total number of operating schools <sup>1</sup>	School type				Charter	Magnet	Title I <sup>2</sup>	Title I schoolwide <sup>2</sup>
		Regular	Special education	Vocational education	Alternative education				
Department of Defense Education Activity, Bureau of Indian Education, and other jurisdictions									
Department of Defense (DoDEA)	179	179	0	0	0	†	—	†	†
Bureau of Indian Education	174	174	0	0	0	†	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—
Guam	40	40	0	0	0	†	—	—	—
Commonwealth of the Northern Mariana Islands	—	—	—	—	—	—	—	—	—
Puerto Rico	1,378	1,319	19	30	10	†	0	1,358	1,284
U.S. Virgin Islands	30	29	0	1	0	†	1	—	—

— Not available.

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

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

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

<sup>2</sup>Schools eligible for Title I schoolwide programs are also included in the count of all Title I eligible schools. A Title I eligible school is one in which the percentage of children from low-income families is at least 35 percent of children from low-income families served by the LEA as a whole. A schoolwide Title I eligible school has a percentage of low-income students that is at least 40 percent. For the complete definitions, see Appendix B: Glossary in *Documentation to the 2014–15 Common Core of Data (CCD) Universe Files* (NCES 2016-077).

<sup>3</sup>A “reporting states” total is shown only if data are available for at least 85 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. For detailed definitions of school type, please see Appendix B: Glossary in *Documentation to the 2014–15 Common Core of Data (CCD) Universe Files* (NCES 2016-077). 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,” 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 2014–15

State or jurisdiction	Total number of schools <sup>1</sup>	Total number of students <sup>2</sup>	City		Suburban		Town		Rural	
			Number of schools	Percent of Students	Number of schools	Percent of Students	Number of schools	Percent of students	Number of schools	Percent of students
<b>United States<sup>3</sup></b>	<b>88,746</b>	<b>49,178,936</b>	<b>23,632</b>	<b>30.2</b>	<b>28,292</b>	<b>39.8</b>	<b>11,666</b>	<b>11.4</b>	<b>25,152</b>	<b>18.6</b>
Alabama	1,322	741,659	289	23.6	232	21.9	195	14.4	606	40.1
Alaska	457	122,525	84	36.3	13	8.1	75	25.2	285	30.3
Arizona	1,941	1,095,898	909	48.9	471	31.0	262	10.5	299	9.6
Arkansas	1,064	490,108	229	28.2	121	14.3	238	24.2	476	33.3
California	8,753	6,049,964	3,562	42.8	3,593	45.9	634	5.7	963	5.6
Colorado	1,741	869,795	572	38.3	542	39.4	196	9.0	431	13.4
Connecticut	1,047	524,843	296	29.5	555	55.7	40	2.8	156	12.0
Delaware	194	123,553	35	13.7	98	53.0	32	16.7	29	16.7
District of Columbia	209	79,504	209	100.0	0	0	0	0	0	0
Florida	3,463	2,692,584	957	25.7	1,866	58.8	216	4.4	424	11.1
Georgia	2,239	1,740,279	413	15.9	851	46.5	276	10.8	699	26.8
Hawaii	287	182,258	69	24.0	105	45.1	73	21.8	40	9.1
Idaho	634	283,716	116	23.5	117	27.8	143	24.0	258	24.7
Illinois	3,932	2,029,591	973	30.1	1,636	49.0	505	10.2	817	10.7
Indiana	1,848	1,044,388	504	30.6	395	26.8	289	14.7	660	27.9
Iowa	1,335	494,299	232	27.5	109	12.5	321	25.6	673	34.3
Kansas	1,328	490,696	244	27.5	152	18.1	331	26.6	601	27.8
Kentucky	1,219	679,271	157	16.0	224	22.0	312	26.0	526	35.9
Louisiana	1,330	713,135	364	29.2	322	29.0	231	14.5	412	27.3
Maine	585	177,271	48	12.5	66	16.6	76	17.1	395	53.8
Maryland	1,329	855,963	303	20.9	759	61.6	56	3.7	211	13.8
Massachusetts	1,801	916,309	327	17.6	1,234	72.0	39	1.5	201	9.0
Michigan	2,973	1,416,830	670	23.7	1,088	43.6	371	11.6	844	21.2
Minnesota	1,655	826,878	323	21.4	419	36.2	323	20.7	590	21.7
Mississippi	913	490,917	102	10.8	89	13.9	267	28.4	455	46.9
Missouri	2,210	912,758	370	18.5	528	34.8	391	20.5	921	26.2
Montana	818	144,447	64	25.3	11	2.0	138	36.8	605	35.9
Nebraska	1,005	312,635	210	38.4	89	15.3	192	21.2	514	25.1
Nevada	610	455,370	254	48.9	178	37.3	70	7.4	108	6.3
New Hampshire	485	183,600	48	14.8	133	37.0	69	14.1	235	34.1
New Jersey	2,370	1,337,551	237	10.0	1,877	80.0	61	2.1	195	7.9
New Mexico	841	334,899	217	34.1	87	14.1	229	27.2	308	24.5
New York	4,618	2,643,046	2,035	45.0	1,485	37.1	353	6.4	745	11.5
North Carolina	2,483	1,526,956	640	28.4	483	23.7	308	10.6	1,052	37.3
North Dakota	468	104,339	59	28.0	23	11.1	63	21.1	323	39.9
Ohio	3,506	1,717,463	770	19.2	1,295	45.3	511	13.4	930	22.2
Oklahoma	1,791	688,300	277	23.6	218	22.2	396	24.1	900	30.2
Oregon	1,205	558,208	327	34.8	253	27.0	293	24.1	332	14.1
Pennsylvania	2,946	1,709,778	571	20.7	1,355	51.2	293	9.2	727	18.9
Rhode Island	291	136,704	69	24.3	185	65.4	0	0.0	37	10.3
South Carolina	1,179	754,725	211	19.7	348	35.6	157	11.8	463	32.9
South Dakota	651	130,683	59	27.6	6	1.7	100	30.7	486	40.0
Tennessee	1,724	991,191	559	32.4	272	20.3	283	16.9	610	30.4
Texas	7,793	5,152,965	2,890	41.7	1,971	32.3	1,013	9.9	1,919	16.0
Utah	915	623,495	150	16.3	484	62.7	116	10.9	165	10.1
Vermont	300	84,437	14	7.8	17	9.1	53	27.2	216	55.9
Virginia	1,848	1,278,161	428	23.1	673	45.2	163	7.1	584	24.6
Washington	1,934	1,028,131	550	32.8	688	42.7	262	12.5	434	12.0
West Virginia	676	279,180	82	15.4	125	20.4	130	22.4	339	41.8
Wisconsin	2,144	864,530	504	29.4	445	28.0	418	19.6	776	22.9
Wyoming	336	93,150	50	25.2	6	2.0	103	45.0	177	27.7

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 2014–15—Continued

State or jurisdiction	Total number of schools <sup>1</sup>	Total number of students <sup>2</sup>	City		Suburban		Town		Rural	
			Number of schools	Percent of Students	Number of schools	Percent of Students	Number of schools	Percent of students	Number of schools	Percent of students
Department of Defense Education Activity, Bureau of Indian Education, and other jurisdictions										
Department of Defense (DoDEA)	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Mariana Islands	—	—	—	—	—	—	—	—	—	—
Puerto Rico	1,318	390,306	320	24.9	830	65.2	63	4.4	105	5.6
U.S. Virgin Islands	29	14,241	0	0	0	0	29	100.0	0	0.0

— Not available.

† Not applicable.

<sup>1</sup> The total number of schools is limited to regular, operational schools with membership and 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.

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

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

NOTE: Detail may not sum to total due to rounding. 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 in *Documentation to the 2014–15 Common Core of Data (CCD) Universe Files* (NCES 2016-077).

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,” 2014–15.

## Appendix A: Methodology and Technical Notes

The CCD is a subset of the data collected through the 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 9 of those files. Submission due dates for these files ranged from January 1, 2015 through May 30, 2015. 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 NCES for additional processing.

During the course of the SY 2014–15 collection, NCES moved the post-ESS data processing from the Census Bureau and Census' processing system, to *EDFacts*' Partner Support Center (PSC) and the new Data Management System (DMS). Census processed the initial submissions and produced exception reports which were provided to SEAs. In November of 2015, the responsibility for follow-up and issue resolution was transferred to PSC. Data issue identification and resolution relied primarily on the Census-generated issues report. However, some late submissions and re-submissions used the DMS to identify and resolve remaining issues. When errors in data were found, SEAs were encouraged to re-submit the data file through ESS. This provisional release of the CCD universe files is based on the submissions and re-submissions received through December 30, 2015 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').

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

When SEAs could not re-submit files to correct data problems, NCES made the corrections to the data directly. NCES' 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 typologies).
- To carry over corrections researched and resolved in prior years.
- To impute for missing values in state-level data.
- To suppress LEA or school-level enrollment or staff counts that are greatly inconsistent with prior year reports. This 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.

More detailed explanations of the methodology used to collect these data and a glossary of CCD terms are available in the *Documentation to the 2014–15 Common Core of Data (CCD) Universe Files* (NCES 2016077), available online at <http://nces.ed.gov/ccd/stnfis.asp>.

## **Appendix B: Glossary**

### **agency charter status**

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

### **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 career/technical education.

### **American Indian/Alaska Native**

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment (OMB directive, 1977, 1997).

### **American National Standards Institute (ANSI) code**

Two-digit code assigned by the Federal Information Processing Standards that uniquely identifies a state or other jurisdiction.

### **Asian**

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Island, Thailand, and Vietnam (OMB directive, 1997).

### **Asian/Pacific Islander**

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, Vietnam, Guam, the Philippine Islands, Samoa, and other Pacific Islands (OMB directive, 1977).

### **Black or African American**

A person having origins in any of the black racial groups of Africa (OMB directive, 1977, 1997).

### **boundary change**

See “Operational Status, Agency” for definition. Name of term was changed to “Operational Status, Agency” after SY 1997–98.

### **Career and Technical Education (CTE) school**

CTE schools form one of the 4 types of schools identified by the CCD variable TYPE. A school of this type focuses primarily on providing career and technical education (formerly called “vocational education”).

The *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* Sec. 3(5), defines “career and technical education” as “organized educational activities that—(A) offer a sequence of courses that—(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

**charter school**

A school providing free public elementary 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.”

**classroom teacher**

See “Teacher.”

**combined statistical area (CSA)**

If an area that qualifies as a metropolitan area (MA) has greater than one million people, two or more core-based statistical areas (CBSAs) may be defined within it. Each CBSA consists of a large urbanized county or cluster of counties (cities and towns in New England) that demonstrate very strong internal economic and social links, in addition to close ties to other portions of the larger area. When CBSAs are established, the larger MA of which they are component parts is designated a combined statistical area (CSA). CSAs and CBSAs are established only where local governments favor such designations for a large MA.

**congressional district code**

Congressional districts are legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. A state or equivalent entity may consist of a single congressional district or similar representational area. The American National Standards Institute (ANSI) provides the structure of numeric codes for representing congressional districts and similar areas defined for the various congresses of the United States.

The congressional district codes are two-digit numeric codes used to represent the congressional districts of each multidistrict state of the United States. For example, the First Congressional District is identified as “01,” the Second Congressional District as “02,” etc. The Congressional District in a state with only a single representative elected at large is designated as “00.” In the 110th Congress, this applies to Alaska, Delaware, Montana, North Dakota, South Dakota,



Vermont, and Wyoming. For an entity with a nonvoting delegate—the District of Columbia, American Samoa, Guam, Puerto Rico (whose delegate is referred to as a “resident commissioner”), and the U.S. Virgin Islands—the representational area is designated as “98.” Those entities with no representation in the Congress—the Northern Mariana Islands, Palau, and the several U.S. minor outlying islands are designated as “99.”

Although congressional district codes are unique within each state and equivalent entity, and for each Congress, the congressional districts in different states may have the same code. For example, the First Congressional District of Alabama and of Arizona are both coded “01.” Since the CCD requires the identification of congressional districts in more than one state, the congressional district code is preceded by the ANSI state numeric code. For example, the First Congressional District of Arizona is coded “0401,” with the first two digits (04) representing the ANSI state numeric code.

**core-based statistical area (CBSA)**

If an area that qualifies as an MA has greater than one million people, two or more CBSAs may be defined within it. Each CBSA consists of a large urbanized county or cluster of counties (cities and towns in New England) that demonstrate very strong internal economic and social links, in addition to close ties to other portions of the larger area.

**county name, local education agency (LEA) file**

The name of the county in which a LEA is located. Prior to SY 2006–07, the county assignment was based on the counties of the schools associated with the LEA, weighted by student enrollment.

**county name, school file**

The name of the county in which a school is located.

**county number**

Five-digit code assigned by ANSI that uniquely identifies every county in the United States. Digits 1 and 2 are the state ANSI code and digits 3–5 identify a county within that state.

**diploma recipient**

A student who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance.) (See also “Graduate, High School.”)

**diploma, high school**

A formal document certifying the successful completion of a secondary school program prescribed by the SEA or other appropriate body.

**district locale code, metro-centric**

See “District Locale, Metro-Centric.”

**district locale code, urban-centric**

See “District Locale, Urban-Centric.”

**district locale, metro-centric**

A code derived from the locale codes of schools within the district, weighted by the number of students in each locale type. The metro-centric locale assignment system was used until SY 2006–07. (See also “Locale, Metro-Centric.”)

**district locale, urban-centric**

A code derived from the locale codes of schools within the district, weighted by the number of students in each locale type. The urban-centric locale assignment system has been used since SY 2006–07. (See also “Locale, Urban-Centric.”)

**dropout**

A student who was enrolled in school at some time during the previous school year; was not enrolled at the beginning of the current school year; has not graduated from high school or completed a state- or district-approved educational program; and does not meet any of the following exclusionary conditions: has transferred to another public school district, private school, or state- or district-approved educational program; is temporarily absent due to suspension or school-approved illness; or has died. Item was first collected in SY 1992–93.

**education agency**

A government agency administratively responsible for providing public elementary or secondary instruction or educational support services.

**elementary**

A general level of instruction classified by state and local practice as “elementary,” composed of any span of grades not above grade 8; preschool or kindergarten included only if it is an integral part of an elementary school or a regularly established school system.

**elementary teacher**

Teacher of a group or class that is within a general level of instruction classified by state and local practice as elementary. Preschool or kindergarten are included only if an integral part of an elementary school or a regularly established school system.

**English language learner (ELL)**

“English language learner (ELL)” was formerly referred to as LEP. Refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also, ELL students are individuals who were not born in the United States or whose native languages are languages other than English; individuals who are migratory, whose native language are languages other than English, and who come from environments where a language other than English is dominant; American Indians or Alaska Natives, or native residents of the outlying areas and who come from environments where languages other than English have a significant impact on their level of English-language proficiency; and individuals who have sufficient difficulties in speaking, reading, writing, or

understanding the English language which deny such individuals the ability to meet the state's proficient level or achievement on state assessments, or the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. Item was first collected in SY 1998–99.

**federally operated education agency**

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

**free-lunch eligible student**

A student who is eligible to participate in the Free Lunch Program under the National School Lunch Act.

**full-time equivalent (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.

**general educational development (GED) test**

A comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate through achievement of satisfactory scores.

**Grade 13**

Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12. (See section 2.5 of the 052-Membership file specifications for a more detailed description.) There is a grade-offered flag for grade 13 on the directory files; it is a possible low and high grade (GSLO and GSHI); and it is considered in the derivation of the school LEVEL variable. Enrollment counts for grade 13 students are included in the membership file and they are included in the MEMBER count of students.

**grade span offered**

The span of grades intended to be served by a school or agency, whether or not there are students currently enrolled in all grades. If a high school also has a prekindergarten program, the grade span of the high school is reported as a high school, not as a PK–12 school. In addition, the ungraded designation (UG) cannot be used in a grade span unless the whole school consists of ungraded students, and in this case, the grade span is reported as UGUG. “Grade span” was calculated from school membership through SY 1997–98 and first collected as a separate item in SY 1998–99.

**graduate, high school**

A student who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance). (See also, “Diploma Recipient.”)

**guidance counselor/director**

Professional staff assigned specific duties and school time for counseling students and parents, addressing learning problems, evaluating student abilities, and assisting students in career and personal development. The state applies its own standards in apportioning the aggregate of guidance counselors/directors into the elementary- and secondary-level components.

**Head Start Program**

A federally funded program that provides comprehensive educational, social, health, and nutritional services to low-income preschool children and their families, and children from ages 3 to school-entry age (i.e., the age of compulsory school attendance). Head Start students and teachers are reported on the CCD only when the program is administered by an LEA.

**high school completion count**

A count of diploma recipients and other high school completers. Does not include high school equivalency recipients.

**high school equivalency certificate**

A formal document certifying that an individual met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination, and meeting other performance requirements (if any) set by a SEA or other appropriate body.

**high school equivalency recipient**

Individual who received a high school equivalency certificate during the previous school year or subsequent summer. The CCD reports only equivalency recipients who are 19 years of age or younger. Item was last reported on the Local Education Agency Survey in SY 1990–91 but was collected by the State Nonfiscal Survey through SY 2002–03. Beginning with the SY 2003–04 collection, the item was replaced by the number of individuals age 19 or younger who passed the GED examination, as reported by the GED Testing Service.

**high school graduate, other programs**

A student who received a high school diploma, equivalency diploma, or other completion credential during the previous school year or subsequent summer school. The credential is based upon completion of other-than-the-standard high school requirements or is achieved through nontraditional means. Term was last used in SY 1986–87. See “Other Diploma Recipient,” “High School Equivalency Recipient,” and “Other High School Completer.”

**high school graduate, regular day school**

A student who received a high school diploma during the previous school year or subsequent summer school; the diploma is based upon completion of high school requirements through traditional means. Term was last used in SY 1986–87. See “Regular Diploma Recipient.”

**Hispanic**

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race (OMB directive, 1977, 1997).

**Individualized Education Program (IEP)**

A written instructional plan for students with disabilities designated as “special education students” under the Individuals with Disabilities Education Act, Part B. Each plan includes (1) a statement of the child’s present levels of educational performance; (2) a statement of measurable annual goals, including academic and functional goals; (3) for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short term objectives; (4) a statement of the special education and related services and supplementary aids and services; and (5) a statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessment; and if the IEP Team determines that the child must take an alternate assessment instead of a particular regular state or districtwide assessment of student achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

**instructional aide**

Staff assigned to assist a teacher with routine activities associated with teaching (i.e., activities requiring minor decisions regarding students), such as monitoring, conducting rote exercises, operating equipment, and clerking. Includes only paid staff and excludes volunteer aides.

**instructional coordinator and supervisor**

Staff supervising instructional programs at the school district or subdistrict level, including supervisors of educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and supervisory staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

**kindergarten**

A group or class that is part of a public school program and is taught during the year preceding first grade.

**kindergarten teacher**

Teacher of a group or class that is part of a public school program and is taught during the year preceding first grade.

**large city locale**

See “Locale, Metro-Centric.”

**large town locale**

See “Locale, Metro-Centric.”

**latitude**

Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their

decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a school's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000.

**librarian or media specialist**

A professional staff member or supervisor assigned specific duties and school time for professional library services activities. These include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers, and instructional staff; and guiding individuals in the use of library books and material maintained separately or as a part of an instructional materials center.

**library and media support staff**

Staff member who renders other professional library and media services; also includes library aides and those involved in library/media support. Duties include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials maintained separately or as part of an instructional materials center. Also, include activities in the audiovisual center, TV studio, related work-study areas, and services provided by audiovisual personnel.

**limited-English-proficient (LEP)**

See "English Language Learner (ELL)."

**local education agency (LEA)**

The government agency at the local level, whose primary responsibility is to operate public schools or to contract for public school services. Also referred to as a school district.

**local education agency administrative support staff**

Staff members providing direct support to LEA administrators, business office support, data processing, secretarial, and other clerical staff.

**local education agency administrator**

Chief executive officers of education agencies, including superintendents, deputies, assistant superintendents, and other persons with districtwide responsibilities (e.g., business managers and professional instructional support staff). Excludes supervisors of instructional or student support staff.

**local education agency ID**

Seven-digit code assigned by NCES that uniquely identifies each LEA. Digits 1 and 2 are the ANSI state code; digits 3–7 are assigned by NCES and are unique within a state.

**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, metro-centric**

An indication of a school’s location, relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools’ membership. The metro-centric locale assignment system was used from SY 1998–99 through SY 2005–06. The locale code categories are defined below.

*Large city:* A principal city of a metropolitan CBSA, with the city having a population greater than or equal to 250,000.

*Midsized city:* A principal city of a metropolitan CBSA, with the city having a population fewer than 250,000.

*Urban fringe of a large city:* Any incorporated place, Census-designated place, or nonplace territory within a metropolitan CBSA of a large city and defined as urban by the Census Bureau.

*Urban fringe of a midsized city:* Any incorporated place, Census-designated place, or nonplace territory within a metropolitan CBSA of a midsized city and defined as urban by the Census Bureau.

*Large town:* An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

*Small town:* An incorporated place or Census-designated place with a population fewer than 25,000 and greater than or equal to 2,500 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

*Rural, outside CBSA:* Any incorporated place, Census-designated place, or nonplace territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau.

*Rural, inside CBSA:* Any incorporated place, Census-designated place, or nonplace territory within a metropolitan CBSA and defined as rural by the Census Bureau.

**locale, urban-centric**

An indication of school’s location relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools’ membership. The urban-centric locale assignment system has been used since SY 2006–07. The locale code categories are defined below.

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

*City, midsized:* Territory inside an urbanized area and inside a principal city with a population fewer than 250,000 and greater than or equal to 100,000.

*City, small:* Territory inside an urbanized area and inside a principal city with a population fewer than 100,000.

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

*Suburb, midsize:* Territory outside a principal city and inside an urbanized area with a population fewer than 250,000 and greater than or equal to 100,000.

*Suburb, small:* Territory outside a principal city and inside an urbanized area with a population fewer than 100,000.

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

*Town, distant:* Territory inside an urban cluster that is greater than 10 miles and fewer than or equal to 35 miles from an urbanized area.

*Town, remote:* Territory inside an urban cluster that is greater than 35 miles from an urbanized area.

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

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

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

### **longitude**

Longitude is the east or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with latitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a school's longitude is 90 degrees, 15 minutes west, then it is shown as -90.250000.

### **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 to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language).

### **media specialist**

See "Library and Media Support Staff."

### **membership**

The count of students on the current roll taken on the school day closest to October 1, by using either the sum of original entries and re-entries, minus total withdrawals or the sum of the total present and the total absent.



**metropolitan statistical area (MSA)**

An area consisting of one or more contiguous counties (cities and towns in New England) that contain a core area with a large population nucleus, as well as adjacent communities having a high degree of economic and social integration with that core.

**metropolitan status (metro status)**

Metro status is defined as the classification of the reported location of an education agency's administrative office, relative to an MSA. (See also "Metropolitan Statistical Area.")

**micropolitan statistical area**

A CBSA associated with at least one urban cluster that has a population of at least 10,000 but fewer than 50,000. The micropolitan statistical area consists of the central county or counties that contain the core, plus adjacent outlying counties having a high degree of social and economic integration with the central county, as measured through commuting.

**midsize city locale**

See "Locale, Metro-Centric."

**migrant student**

Children who are, or whose parents or parent's spouses are, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work (a) have moved from one LEA to another; (b) in a state that consists of a single LEA, have moved from one administrative area to another within such LEA; or (c) reside in a LEA of more than 15,000 square miles and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

**Native Hawaiian or Other Pacific Islander**

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands (OMB directive, 1997).

**officials and administrators**

See "Local Education Agency Administrator."

**operational status, agency**

Classification of the operational conditions or changes in an education agency's boundaries or jurisdiction. Classifications include currently operational; closed; new; added; changed boundary; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years; and reopened. Prior to SY 1998–99, the term "Boundary Change" was used.

**operational status, school**

Classification of the operational condition of a school. Classifications include currently operational; closed; new; added; changed agency; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years; and reopened.

**other diploma recipient**

A student who received a diploma through other than a regular school program during the previous school year or subsequent summer. Last reported in SY 1997–98; combined with “Regular Diploma Recipient” in SY 1998–99, with both categories reported as “Diploma Recipient.”

**other high school completer**

Student who has received a certificate of attendance or other certificate of completion in lieu of a diploma during the previous school year and subsequent summer school.

**other support staff**

Support staff not reported in instructional or student support. Includes employees such as plant and equipment maintenance workers, bus drivers, security, and food service workers.

**prekindergarten student**

A student who is enrolled in a group or class that is part of a public school program taught during the year or years preceding kindergarten, excluding Head Start students unless part of an authorized public education program of a LEA.

**prekindergarten teacher**

Teacher of a group or class that is part of a public school program that is taught during the year or years preceding kindergarten; includes teachers of Head Start students if part of an authorized public education program of a LEA.

**public school**

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

**reduced-price-lunch eligible student**

A student who is eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.

**regional education service agency**

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

**regular diploma recipient**

See “High School Graduate, Regular Day School.” Last reported in SY 1997–98; combined with “Other Diploma Recipient” in SY 1998–99, with both categories reported as “Diploma Recipient.”

**regular school**

A public elementary/secondary school providing instruction and education services that do not

focus primarily on special education, career/technical education, or alternative education, or on any of the particular themes associated with magnet/special program emphasis schools.

**reportable program**

A “program within an education agency that may be self-contained and is supported or partially supported through federal funding to provide educational services. These programs do not have their own administrator(s) and do not meet the definition of a public school.” (from the 029 Directory file specifications). These are identified as a TYPE=5 on the CCD school directory. No enrollment or staff data are reported for these programs. These programs are not included in any NCES reporting. However, they can provide researchers with a fuller picture of public elementary/secondary education activities, and so have been added to the published files.

**rural locale**

See “Locale, Urban-Centric.”

**rural, inside CBSA**

See “Locale, Metro-Centric.”

**rural, outside CBSA**

See “Locale, Metro-Centric.”

**school**

An institution that provides educational services and:

- has one or more grade groups (prekindergarten through 12) or is ungraded
- has one or more teachers
- is located in one or more buildings
- has assigned administrator(s)
- receives public funds as its primary support, and
- is operated by an education agency.

**school administrative support staff**

Staff whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons. Category includes clerical staff and secretaries.

**school administrator**

Staff whose activities are concerned with directing and managing the operation of a particular school. Category includes principals, assistant principals, and other assistants; and persons who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

**school district**

An education agency or administrative unit that operates under a public board of education. Also referred to as an LEA.

**school identification (ID) number**

Twelve-digit code assigned by NCES that uniquely identifies each public school. Digits 1 and 2 are the ANSI state code; digits 3–7 are the LEAID; and digits 8–12 identify the school uniquely within a state.

**school type**

The CCD classification of public elementary/secondary schools according to the curriculum offered. The types are

- regular;
- special education;
- career/technical; and
- alternative.

**schoolwide Title I eligible school**

A school that is a Title I eligible school and its percentage of low-income students is at least 40 percent. (See also “Title I Eligible School.”)

**secondary**

The general level of instruction classified by state and local practice as secondary and composed of any span of grades beginning with the next grade following the elementary grades and ending with or below grade 12.

**secondary teacher**

Teacher of a group or class that is within the general level of instruction classified by state and local practice as secondary.

**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 career/technical center attended by students from multiple high schools on a part-day basis.

**small town locale**

See “Locale, Metro-Centric.”

**special education school**

A public elementary/secondary school that focuses primarily on special education—including instruction for any of the following students with: autism, deaf-blindness, developmental delay, hearing impairment, intellectual disability, 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, federal, and other agencies**

Include stated operated agency, federally operated agency, and other education agency. (See also “State-Operated Agency,” “Federally Operated Education Agency,” and “Other Education Agency.”)

**state-operated agency**

Agency that is charged, at least in part, with providing elementary and 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 support services staff**

Professional staff members whose activities are concerned with the direct support of students and who nurture, but do not instruct, students. Includes attendance officers; staff providing health, psychology, speech pathology, audiology, or social services; and supervisors of the preceding staff and of health, transportation, and food service workers.

**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 1–12, or ungraded classes, and who maintains daily student attendance records.

**teacher of ungraded class**

Teacher of a group or class that is not organized based on grade grouping and has no standard grade designation. This includes regular classes that have no grade designations and special classes for exceptional students that have no grade designations. Such a class is likely to contain students of different ages who, frequently, are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level.

**Title I eligible school**

A Title I eligible school is a school designated under appropriate state and federal regulations as being high poverty and eligible for participation in programs authorized by Title I of P.L. 107-110. A Title I eligible school is one in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the

LEA as a whole or that the LEA has designated as Title I eligible because 35 percent or more of the children are from low-income families.

**town locale**

See “Locale, Urban-Centric.”

**Two or more races**

A person choosing more than one of the five race categories (OMB directive, 1997).

**ungraded student**

Individual assigned to class or program that does not have standard grade designations.

**urban fringe of a large city locale**

See “Locale, Metro-Centric.”

**urbanized area**

An area that is a densely settled core with a population concentration of at least 50,000.

**vocational education school**

See “Career and Technical Education school”.

**White**

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (OMB directive, 1977, 1997).