

ELEMENTARY AND SECONDARY EDUCATION

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NAEP Reading 2002

The Nation's Report Card: Reading 2002

Wendy S. Grigg, Mary C. Daane, Ying Jin, and Jay R. Campbell

This article was excerpted from The Nation's Report Card: Reading Highlights 2002, a tabloid-style publication that summarizes the complete report. The sample survey data are from the National Assessment of Educational Progress (NAEP) 1992, 1994, 1998, 2000, and 2002 Reading Assessments.

Introduction

The National Assessment of Educational Progress (NAEP) is an ongoing nationally representative sample survey of student achievement in core subject areas. Authorized by Congress, administered by the National Center for Education Statistics (NCES) within the U.S. Department of Education's Institute of Education Sciences, and overseen by the National Assessment Governing Board (NAGB), NAEP

regularly reports to the public on the educational progress of fourth-, eighth, and twelfth-grade students.

This report presents the results of the NAEP 2002 Reading Assessment for the nation at grades 4, 8, and 12 and for participating states and other jurisdictions at grades 4 and 8. The national results reflect the performance of students attending both public and nonpublic schools, while the

state/jurisdiction results reflect only the performance of students attending public schools.

Comparisons are made to results from previous years. In addition to the 2002 results, national results are reported from the 1992, 1994, 1998, and 2000 (fourth-grade only) assessments. State/jurisdiction results are also reported from the 1992, 1994, and 1998 assessments at grade 4 and from the 1998 assessment at grade 8.

Accommodations and comparisons

The results presented in the figures and tables throughout the report distinguish between two different reporting samples that reflect a change in administration procedures. The more recent results are based on administration procedures in which testing accommodations were permitted for students with disabilities and limited-English-proficient students. Prior to 1996, accommodations were not permitted in NAEP assessments. Beginning with the 2002 assessment, NAEP has been using only one set of administration procedures—permitting accommodations. Comparisons between results from 2002 and those from assessment years in which both types of administration procedures were used (in 1998 at all three grades and again in 2000 at the fourth grade only) are discussed based on the results when accommodations were permitted, even though significant differences in results when accommodations were not permitted may be noted in the figures and tables. Additional information about the change in administration procedures can be found in the full report, *The Nation's Report Card: Reading 2002*.

NAEP reading framework

The NAEP reading framework, which defines the content for the 2002 assessment, was developed through a comprehensive national process and adopted by NAGB. The reading framework is organized along two dimensions, the *context* for reading and the *aspect* of reading. The context dimension is divided into three areas that characterize the purposes for reading: reading for literary experience, reading for information, and reading to perform a task. All three contexts are assessed at grades 8 and 12, but reading to perform a task is not assessed at grade 4. The aspects of reading, which define the types of comprehension questions used in the assessments, include forming a general understanding, developing interpretation, making reader/text connections, and examining content and structure. The complete framework is available on the NAGB web site at <http://www.nagb.org>.

Scale scores and achievement levels

Assessment results are described in terms of students' average reading score on a 0–500 scale and in terms of the percentage of students attaining each of three achievement levels: *Basic*, *Proficient*, and *Advanced*.

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient* represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *Advanced* signifies superior performance.

Achievement levels are performance standards set by NAGB that provide a context for interpreting student performance on NAEP. These performance standards, based on recommendations from broadly representative panels of educators and members of the public, are used to report what students should know and be able to do at the *Basic*, *Proficient*, and *Advanced* levels of performance in each subject area and at each grade assessed.

As provided by law, NCES, upon review of a congressionally mandated evaluation of NAEP, has determined that the achievement levels are to be used on a trial basis and should be interpreted and used with caution. However, both NCES and NAGB believe that these performance standards are useful for understanding trends in student achievement. NAEP achievement levels have been widely used by national and state officials. Detailed descriptions of the NAEP reading achievement levels can be found on the NAGB web site at <http://www.nagb.org/pubs/readingbook.pdf>.

In addition to providing average scores and achievement-level performance in reading for the nation and for states and other jurisdictions, the report provides results for subgroups of students defined by various background characteristics. Following is a summary of major findings.

Overall Reading Results for the Nation

National results are for students attending both public and nonpublic schools.

2002 average score trends differ by grade

The fourth-grade average score in 2002 was higher than in 1994, 1998, and 2000 (figure A), but was not found to be significantly different from 1992. Among eighth-graders, the average score in 2002 was higher than in 1992 or 1994. The twelfth-grade average score in 2002 was lower than in 1992 and 1998.

2002 achievement levels show gains and losses

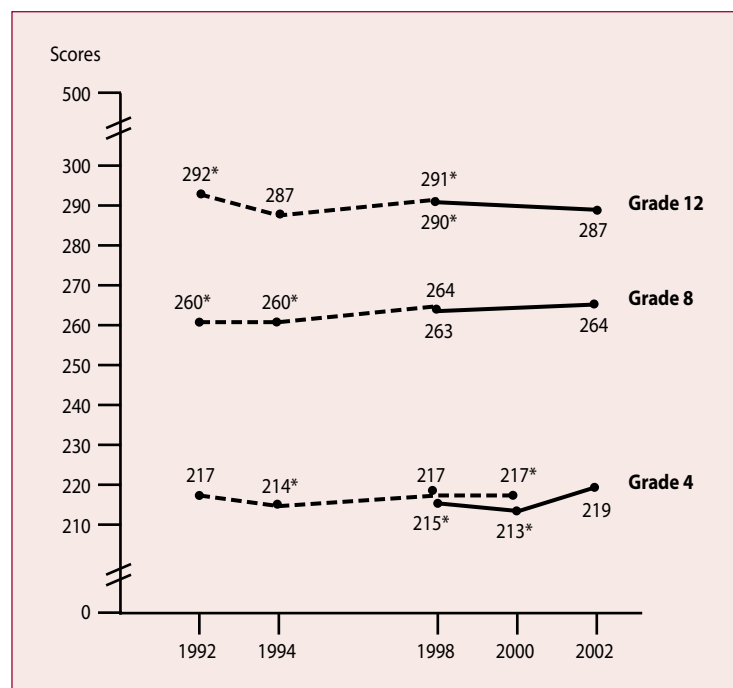
As shown in table A, the percentage of fourth-graders at or above *Basic* was higher in 2002 than in 1994, 1998, and 2000 but was not found to be significantly different from 1992. The percentage of fourth-graders at or above *Proficient*—the achievement level identified by NAGB as the standard all students should reach—was higher in 2002 than in 1992 and 1998. The percentage of eighth-graders at or above *Basic* was higher in 2002 than in all

previous assessment years. The percentage of eighth-graders at or above *Proficient* was higher in 2002 than in 1992 and 1994. The percentages of twelfth-graders at or above *Basic* and *Proficient* fell below levels seen in 1992 and 1998.

Trends in percentiles differ by grade level

Looking at changes in scores for students at higher, middle, and lower performance levels gives a more complete picture of student progress. An examination of scores at different percentiles on the 0–500 reading scale at each grade indicates whether or not the changes seen in the national average score results are reflected in the performance of lower-, middle-, and higher-performing students. The percentile indicates the percentage of students whose scores fell below a particular score.

Figure A. Average reading scale scores, grades 4, 8, and 12: 1992–2002



*Significantly different from 2002.

—•— Accommodations not permitted.

—•— Accommodations permitted.

NOTE: In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2002) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. For more details, see appendix A of the full report, *The Nation's Report Card: Reading 2002*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments. (Previously published on p. 1 of *The Nation's Report Card: Reading Highlights 2002*.)

Table A. Percentage of students, by reading achievement level, grades 4, 8, and 12: 1992–2002

		<i>Below Basic</i>	<i>At Basic</i>	<i>At Proficient</i>	<i>At Advanced</i>	<i>At or above Basic</i>	<i>At or above Proficient</i>
Grade 4							
Accommodations not permitted	1992	38	34	22*	6	62	29*
	1994	40*	31*	22*	7	60*	30
	1998	38	32	24	7	62	31
	2000	37	31	24	8	63	32
Accommodations permitted	1998	40*	30*	22*	7	60*	29*
	2000	41*	30*	23	7	59*	29
	2002	36	32	24	7	64	31
Grade 8							
Accommodations not permitted	1992	31*	40*	26*	3	69*	29*
	1994	30*	40*	27*	3	70*	30*
	1998	26	41*	31	3	74	33
Accommodations permitted	1998	27*	41	30	3	73*	32
	2002	25	43	30	3	75	33
Grade 12							
Accommodations not permitted	1992	20*	39	36*	4	80*	40*
	1994	25	38	32	4	75	36
	1998	23*	37	35*	6*	77*	40*
Accommodations permitted	1998	24*	36	35*	6*	76*	40*
	2002	26	38	31	5	74	36

*Significantly different from 2002.

NOTE: Percentages within each reading achievement-level range may not add to 100, or to the exact percentages at or above achievement levels, because of rounding. In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2002) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A of the full report, *The Nation's Report Card: Reading 2002*, for more details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments. (Previously published on p. 2 of the complete report from which this article is excerpted.)

At grade 4, scores at the 10th, 25th, and 50th percentiles were higher in 2002 than in 1998 and 2000 but were not found to be significantly different from 1992 (figure B). The score at the 75th percentile was higher than in 1992.

At grade 8, scores were higher in 2002 than in 1992 at all but the 90th percentile. However, only scores for lower-performing students at the 10th and 25th percentiles were higher in 2002 than in 1998.

At grade 12, the decline in performance since 1992 was evident across most of the score distribution (at the 10th, 25th, 50th, and 75th percentiles). Performance declined between 1998 and 2002 at the 90th percentile.

Fourth- and Eighth-Grade Results for Participating States and Other Jurisdictions

In addition to national results for students' reading performance, the 2002 assessment collected performance data for fourth- and eighth-graders who attended public schools in

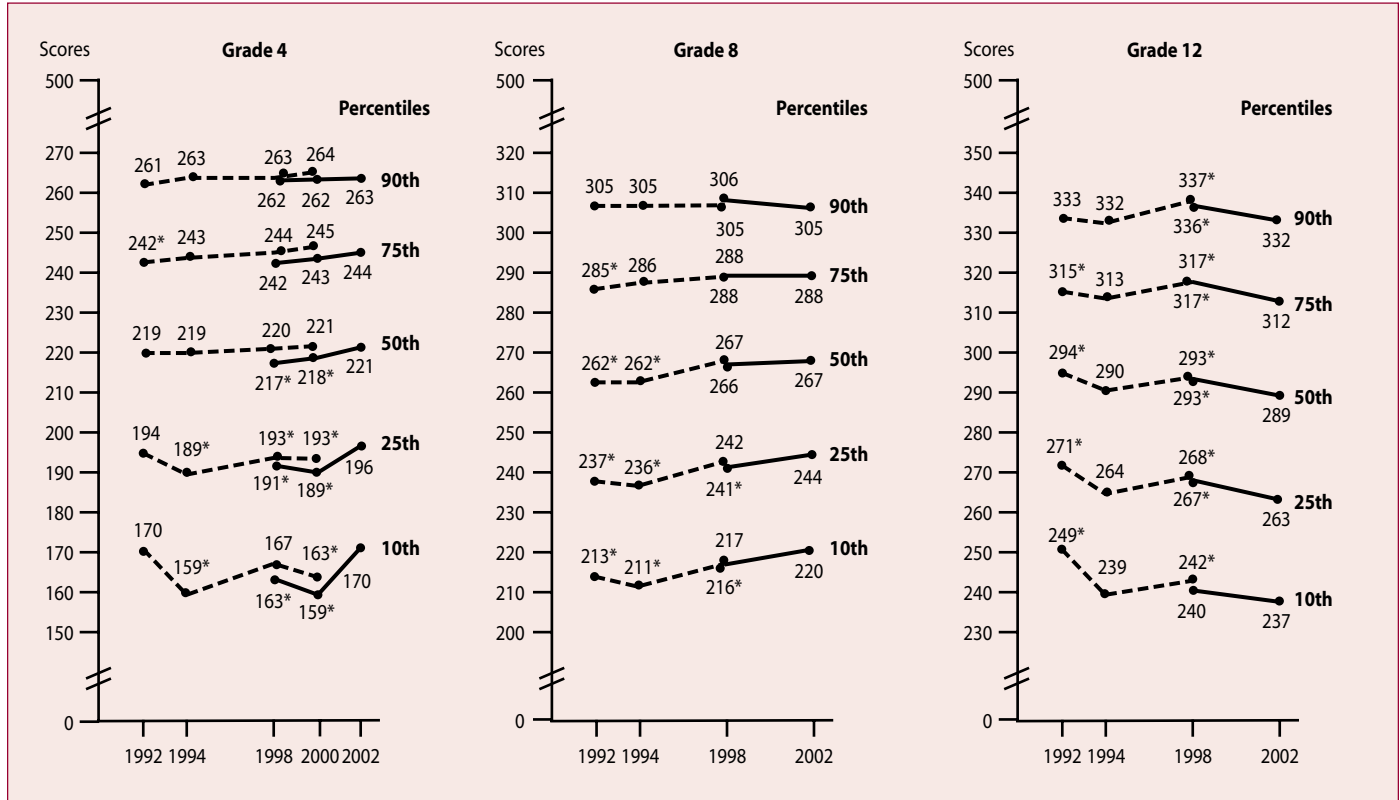
states and other jurisdictions that volunteered to participate. In 2002, 45 states and 5 other jurisdictions participated at grade 4, and 44 states and 6 other jurisdictions participated at grade 8. Two states at grade 4 and three states at grade 8 participated but did not meet minimum school participation guidelines for reporting their results in 2002.

While the national results presented in the previous sections reflect the performance of students in both public and nonpublic schools combined, results for jurisdictions are based on the performance of students attending public schools only. For purposes of comparison, the national performance results presented here are for public school students only.

Average score results

Among the 40 jurisdictions that participated in both the 1998 and 2002 fourth-grade reading assessments, 19 showed score increases in 2002 and only 1 showed a

Figure B. Reading scale-score percentiles, grades 4, 8, and 12: 1992–2002



*Significantly different from 2002.

—•— Accommodations not permitted.

—•— Accommodations permitted.

NOTE: In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2002) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A of the full report, *The Nation's Report Card: Reading 2002*, for more details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments. (Previously published on p. 3 of *The Nation's Report Card: Reading Highlights 2002*.)

decline. Among the 40 jurisdictions that participated in both 1992 and 2002, average reading scores in 2002 were higher in 15 jurisdictions and lower in 2 jurisdictions. At grade 8, 10 of the 37 jurisdictions that participated in both assessment years showed gains in 2002, and 5 showed declines.

Figures C and D show how the performance of students in participating jurisdictions compares to the performance of students in the national public-school sample. Of the 48 jurisdictions that had their results reported in 2002 at grade 4, 26 had scores that were higher than the national average score, 7 had scores that were not found to be statistically different from the national average, and 15 had scores that were lower than the national average. Of the 47 jurisdictions that had results reported in 2002 at grade 8, 20 had scores that were higher than the national average score, 12 had scores that were not found to differ significantly

from the national average, and 15 had scores that were lower than the national average.

Students performing at or above *Proficient* in reading

At grade 4, 19 jurisdictions had higher percentages of students at or above *Proficient* than the nation, 14 had percentages that were not found to be statistically different from the nation, and 15 had percentages that were lower than the nation. At grade 8, 16 jurisdictions had higher percentages of students at or above *Proficient* than the nation, 15 had percentages that were not found to be significantly different from the nation, and 16 had percentages that were lower than the nation.

The percentage of fourth-graders at or above *Proficient* increased from 1998 to 2002 in 11 jurisdictions and decreased in 1 jurisdiction. Since 1992, the percentage of fourth-graders at or above *Proficient* has increased in 17

jurisdictions. The percentage of eighth-graders at or above *Proficient* has increased since 1998 in 5 jurisdictions and declined in 1 jurisdiction.

National Results for Student Subgroups

In addition to reporting information on all students' performance on its assessments, NAEP also studies the performance of various subgroups of students. The reading performance of subgroups of students in 2002 indicates whether they have progressed since earlier assessments and allows for comparisons with the performance of other subgroups in 2002. This article includes subgroup results at the national level; for subgroup results at the state/jurisdiction level, see the full report, *The Nation's Report Card: Reading 2002*.

When reading the subgroup results, it is important to keep in mind that there is no simple, cause-and-effect relationship between membership in a subgroup and achievement in NAEP. A complex mix of educational and socioeconomic factors may interact to affect student performance.

Average reading scores by gender

The average scores for male and female fourth-graders were higher in 2002 than in 1998 but were not found to be significantly different from the scores in 1992.

The average reading scores for both male and female eighth-graders were higher in 2002 than in 1992 and 1994. While the reading score for eighth-grade males increased between 1998 and 2002, the average score for females in 2002 was not found to be significantly different from that in 1998.

The average reading scores for both male and female twelfth-graders decreased between 1998 and 2002, resulting in average scores that were lower than in 1992 for both groups.

Average reading score gaps between males and females

In 2002, the difference in average reading scale scores favoring females over males was 6 score points at grade 4, 9 points at grade 8, and 16 points at grade 12 (figure E). While this represents a narrowing of the gap since 2000 at grade 4, the gap in 2002 was not found to be significantly different from 1992. The gap in 2002 at grade 8 was smaller than in all prior assessment years. The scale-score gap between male and female twelfth-graders was larger in 2002 than in 1992.

Achievement-level results by gender

At grade 4, the percentages of males at or above the *Basic* and *Proficient* levels were higher in 2002 than in 2000 but were not found to differ significantly from 1992. The percentages of female fourth-graders at or above *Basic* and *Proficient* were higher in 2002 than in 1998, but were not found to differ significantly from 1992.

At grade 8, the percentage of males at or above *Basic* was higher in 2002 than in any of the previous reading assessment years. The percentage of males at or above *Proficient* in 2002 was higher than that in 1992 and 1994. The percentage of eighth-grade females at or above *Basic* in 2002 was higher than in 1992 and 1994, while no significant change was detected in the percentage at or above *Proficient*.

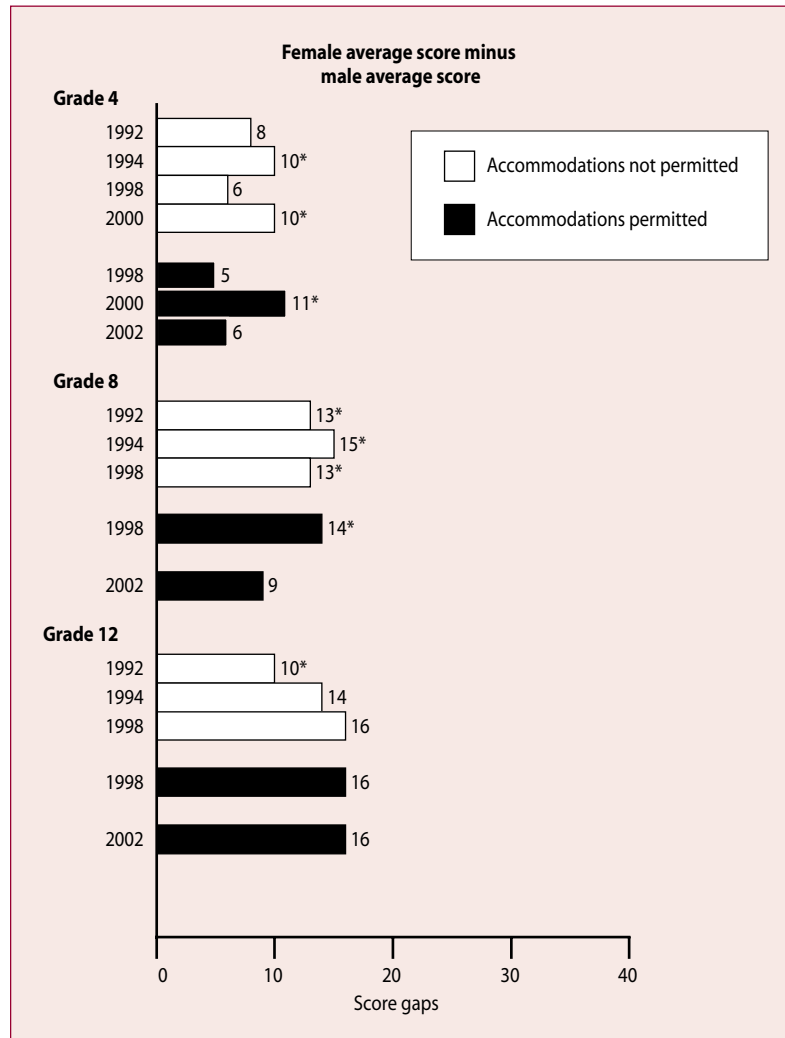
At grade 12, the percentages of males and females at or above *Basic* were lower in 2002 than in 1992. The percentage of males at or above *Proficient* was lower in 2002 than in 1992, while there was no significant change detected since 1992 for females.

Average reading scores by race/ethnicity

Based on information obtained from school records, students who took the NAEP reading assessment were identified as belonging to one of the following racial/ethnic subgroups: White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native. The results presented here for 1992 through 2000 differ from those presented in earlier reading reports, in which results were reported for the same five racial/ethnic subgroups based on student self-identification.

At grade 4, both White students and Black students had higher average reading scores in 2002 than in any of the previous assessment years. The average score for Hispanic fourth-graders in 2002 was higher than in 1994, 1998, and 2000 but was not found to be significantly different from 1992. The average score in 2002 was higher than that in 1992 for Asian/Pacific Islander fourth-graders. At grade 8, average reading scores in 2002 were higher than those in 1992 and 1994 for White, Black, and Hispanic students. At grade 12, the average scores for White students and Black students in 2002 were lower than in 1992.

In 2002, White students and Asian/Pacific Islander students had higher average scores than Black and Hispanic students, and White students outperformed Asian/Pacific Islander students at all three grades. In addition, White and Asian/Pacific Islander students scored higher, on average, than American Indian/Alaska Native students at grades 4 and 8.

Figure E. Average score differences by gender, grades 4, 8, and 12: 1992–2002

*Significantly different from 2002.

NOTE: Score gaps are calculated based on differences between unrounded average scale scores.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments. (Previously published on p. 11 of *The Nation's Report Card: Reading Highlights 2002*.)

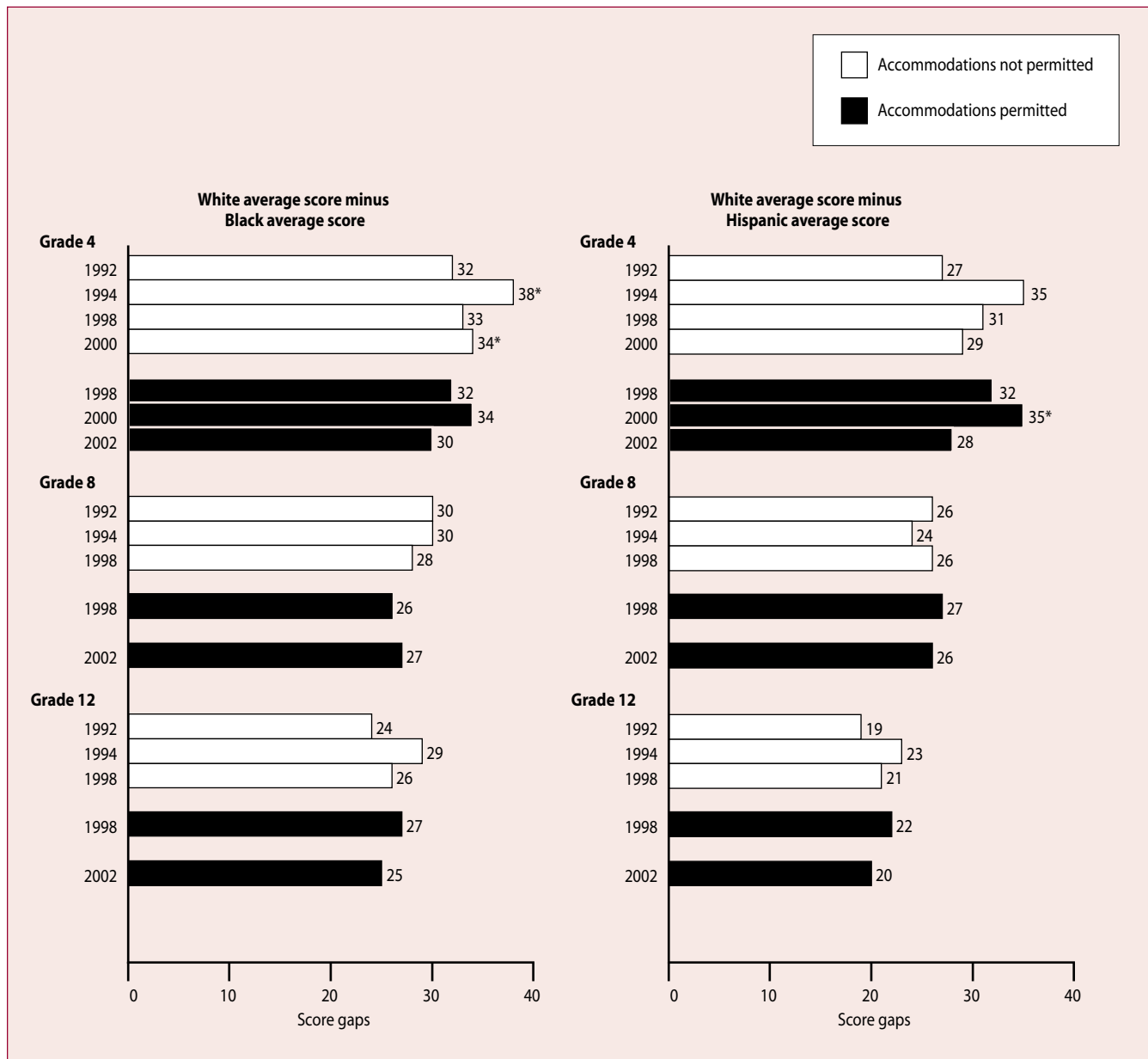
Average reading score gaps between selected racial/ethnic subgroups

Average score gaps across assessment years between White students and Black students and between White students and Hispanic students are presented in figure F. The score gap between White and Black fourth-graders was smaller in 2002 than in 1994, and the gap between White and Hispanic fourth-graders narrowed between 2000 and 2002, but neither gap was found to differ significantly from 1992. At grades 8 and 12, no significant change in either gap was seen across the assessment years.

Achievement-level results by race/ethnicity

At grade 4, the percentages of White and Black students at or above *Basic* were higher in 2002 than in any of the previous assessment years, and the percentages at or above *Proficient* were higher in 2002 than in 1992 and 1994 for both groups. The percentage of Hispanic students at or above *Basic* in 2002 was higher than in 1994 but was not found to differ significantly from 1992. The percentage of Asian/Pacific Islander students at or above *Proficient* was higher in 2002 compared to 1992.

Figure F. Average score differences by race/ethnicity, grades 4, 8, and 12: 1992–2002



*Significantly different from 2002.

NOTE: Score gaps are calculated based on differences between unrounded average scale scores. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments. (Previously published on p. 13 of *The Nation's Report Card: Reading Highlights 2002*.)

At grade 8, the percentages of White students and Black students at or above the *Basic* and *Proficient* levels were higher in 2002 than in 1992 and 1994. The percentage of White students at or above *Basic* was also higher in 2002 than in 1998. A higher percentage of Hispanic students were at or above *Basic* in 2002 than in 1992 and 1994.

At grade 12, the percentages of White students at or above the *Basic* and *Proficient* levels were lower in 2002 than in 1992 and 1998.

Sample Reading Questions and Student Responses

A better understanding of students' performance on the NAEP 2002 Reading Assessment can be gained by examining sample test questions and students' responses to them. The questions shown here were used in the 2002 reading assessment. The tables that accompany these sample questions show two types of percentages: the overall percentage of students answering the question successfully and the percentage of students at each achievement level answering successfully. For the multiple-choice questions shown, the oval corresponding to the correct multiple-choice response is filled in; for the constructed-response questions, sample student responses are presented. In addition, the reading context and reading aspect are identified for each sample question. Additional sample questions can be viewed on the NAEP web site at <http://nces.ed.gov/nationsreportcard/itmrls>.

Grade 4 sample questions and responses

The fourth-grade reading comprehension questions presented here were based on the short story "The Box in the Barn," by Barbara Eckfield Connor. Jason, the story's main character, learns a lesson about the risks of snooping when he accidentally lets loose a puppy he believes to be his sister's birthday present. After a day of worry and guilt, Jason is relieved and excited to learn that his father has rescued the puppy, which turns out to be a surprise gift for the boy.

The following multiple-choice question asked students to choose an answer to explain the character's motivation.

Fourth-grade multiple-choice question

	Percentage of students giving correct response			
	By reading achievement level			
Overall	Below Basic (207 or below ¹)	At Basic (208–237 ¹)	At Proficient (238–267 ¹)	At Advanced (268 or above ¹)
77	48	87	96	99

¹NAEP reading composite scale range.

When Megan spoke to Jason in the tall weeds, she was concerned that

- Ⓐ she wouldn't get enough presents
- Ⓑ her dad wouldn't get back in time for the party
- Ⓒ something was wrong with Jason
- Ⓓ the puppy was missing from the box

Reading context: Reading for literary experience	Reading aspect: Developing interpretation
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The following multiple-choice question asked students to identify dialogue that illustrates a character's feelings within the story.

Fourth-grade multiple-choice question

	Percentage of students giving correct response			
	By reading achievement level			
Overall	Below Basic (207 or below ¹)	At Basic (208–237 ¹)	At Proficient (238–267 ¹)	At Advanced (268 or above ¹)
60	37	63	80	90

¹NAEP reading composite scale range.

What does Megan say in the story that shows how she felt about Jason's getting a gift on her birthday?

- Ⓐ "Jason, Jason, I'm six years old."
- Ⓑ "Are you ok?"
- Ⓒ "Let's see what Dad wants."
- Ⓓ "Isn't he wonderful, Jason?"

Reading context: Reading for literary experience	Reading aspect: Examining content and structure
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Grade 8 sample questions and responses

The eighth-grade reading comprehension questions presented here were based on “The Sharebots,” by Carl Zimmer. This article explains the work of a Brandeis University computer scientist, Maya Mataric, who programmed her “Nerd Herd,” a squad of 14 small robots, to socialize and cooperate for efficient task management.

The following multiple-choice question is a vocabulary item asking students to use contextual clues to determine the meaning of a word.

Eighth-grade multiple-choice question

Percentage of students giving correct response				
By reading achievement level				
Overall	Below <i>Basic</i> (242 or below ¹)	At <i>Basic</i> (243–280 ¹)	At <i>Proficient</i> (281–322 ¹)	At <i>Advanced</i> (323 or above ¹)
57	41	51	73	91

¹NAEP reading composite scale range.

The following sentence appears in the next-to-last paragraph of the article:

“With this simple social contract, the robots needed only 15 minutes of practice to become altruistic.”

Based on how the word is used in the article, which of the following best describes what it means to be altruistic?

- Ⓐ To engage in an experiment
- To provide assistance to others
- Ⓒ To work without taking frequent breaks
- Ⓓ To compete with others for the highest score

Reading context:	Reading aspect:
Reading for information	Developing interpretation

The following short constructed-response question measured students' ability to judge the appropriateness of the article's title and to provide information from the text to support their reasoning. Answers to this question were scored on three levels: evidence of “Full Comprehension,” evidence of “Partial or Surface Comprehension,” or evidence of “Little or No Comprehension.”

Eighth-grade short constructed-response question

Percentage of students giving “Full Comprehension” response				
By reading achievement level				
Overall	Below <i>Basic</i> (242 or below ¹)	At <i>Basic</i> (243–280 ¹)	At <i>Proficient</i> (281–322 ¹)	At <i>Advanced</i> (323 or above ¹)
40	16	37	60	82

¹NAEP reading composite scale range.

Do you think “The Sharebots” is a good title for this article? Explain why or why not, using information from the article.

Sample “Full Comprehension” response

This sample response reflects “Full Comprehension” because it offers appropriate evidence from the article directly supporting the idea that the robots shared information.

It is a good title because the robots share information on location of pucks and who retrieves them.

Reading context:	Reading aspect:
Reading for information	Forming a general understanding

Grade 12 sample questions and responses

The twelfth-grade reading comprehension questions presented here were based on “Address to the Broadcasting Industry,” by Newton Minow. This selection is the text of Minow’s 1961 speech to the National Association of Broadcasters, in which he describes American television programming as “a vast wasteland.”

In the following multiple-choice question, students were asked to choose the answer that best describes the kind of support that Minow used to defend his position.

Twelfth-grade multiple-choice question

Percentage of students giving correct response				
Overall	By reading achievement level			
	Below <i>Basic</i> (264 or below ¹)	At <i>Basic</i> (265–301 ¹)	At <i>Proficient</i> (302–345 ¹)	At <i>Advanced</i> (346 or above ¹)
72	52	71	84	92

¹NAEP reading composite scale range.

Mr. Minow mainly supported his position with

- personal opinions*
- rating statistics*
- recommendations from advertisers*
- newspaper articles*

Reading context:
Reading for information

Reading aspect:
Examining content and structure

The following short constructed-response question measured students’ ability to link information from across the text in order to explain Minow’s meaning of “a vast wasteland.” Answers to this question were scored on three levels: evidence of “Full Comprehension,” evidence of “Partial or Surface Comprehension,” or evidence of “Little or No Comprehension.”

Twelfth-grade short constructed-response question

Percentage of students giving “Full Comprehension” response				
Overall	By reading achievement level			
	Below <i>Basic</i> (264 or below ¹)	At <i>Basic</i> (265–301 ¹)	At <i>Proficient</i> (302–345 ¹)	At <i>Advanced</i> (346 or above ¹)
27	5	22	43	63

¹NAEP reading composite scale range.

Why did Mr. Minow refer to television as “a vast wasteland”? Give an example from the speech to support your answer.

Sample “Full Comprehension” response

This response was rated “Full Comprehension” because it demonstrates a clear understanding of Minow’s concern and provides a supporting example from the speech.

He called TV a vast wasteland because there is hardly anything worth watching. He used bad game shows and westerns as examples

Reading context:
Reading for information

Reading aspect:
Developing interpretation

Data source: The National Assessment of Educational Progress (NAEP) 1992, 1994, 1998, 2000, and 2002 Reading Assessments.

For technical information, see the complete report:

Grigg, W.S., Daane, M.C., Jin, Y., and Campbell, J.R. (2003). *The Nation’s Report Card: Reading 2002* (NCES 2003–521).

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To obtain the complete report (NCES 2003–521), call the toll-free ED Pubs number (877–433–7827), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>), or contact GPO (202–512–1800).

To obtain the Highlights publication from which this article is excerpted (NCES 2003–524), call the toll-free ED Pubs number (877–433–7827), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>), or contact GPO (202–512–1800).

School Choice Trends

Trends in the Use of School Choice

Stacey Bielick and Chris Chapman

This article was originally published as the Executive Summary of the Statistical Analysis Report of the same name. The sample survey data are from the National Household Education Surveys Program (NHES).

The National Household Education Surveys Program (NHES) provides a comprehensive set of information that may be used to estimate the use of school choice in the United States. Within the United States, school choice is primarily composed of programs that allow students to attend any public school within or outside of their local school district, a magnet or charter school, or a private school, or to be homeschooled. This report examines data from three administrations of NHES (1993, 1996, and 1999) in which parents were asked if their children attended their assigned public schools, public schools that they had chosen, private schools that are church related, or private schools that are not church related, and about their satisfaction and involvement with those schools. The report provides information about trends in the use and users of public schools of choice and private schools and about the outcomes of these choices—parent satisfaction and involvement, and students' plans for postsecondary education. The report also provides a brief analysis of homeschooled students. This report does not answer questions about the availability of public school choice or other school choice programs.

As figure A shows, the percentage of children enrolled in public, assigned schools for 1st through 12th grades decreased from 80 percent in 1993 to 76 percent in 1996 and 1999. The decrease in public, assigned school enrollment was almost completely offset by an increase from 11 to 14 percent in public, chosen school enrollment. Enrollment in private, church-related schools remained relatively stable at 7 to 8 percent between 1993 and 1999, and enrollment in private, non-church-related schools was about 2 percent in all 3 years examined.

Characteristics of Students in Public, Assigned and Chosen Schools and Private Schools

The trend away from public, assigned school enrollment and toward public, chosen school enrollment between 1993 and 1999 was most evident among students from low-income households.¹ Between 1993 and 1999, the

proportion of 1st- through 12th-grade students whose household income was \$10,000 or less who were in public, assigned schools fell from 83 percent to 74 percent (this decrease was mostly offset by an increase in public, chosen school enrollment). In contrast, over the same period, the proportion of 1st- through 12th-grade students from households with incomes of more than \$75,000 attending public, assigned schools remained relatively steady at around 70 percent. No differences were detected in the proportion of students in this high-income group attending private schools between 1993 and 1999. Students from families with higher incomes were overall more likely to attend private schools than were students from families with lower incomes.

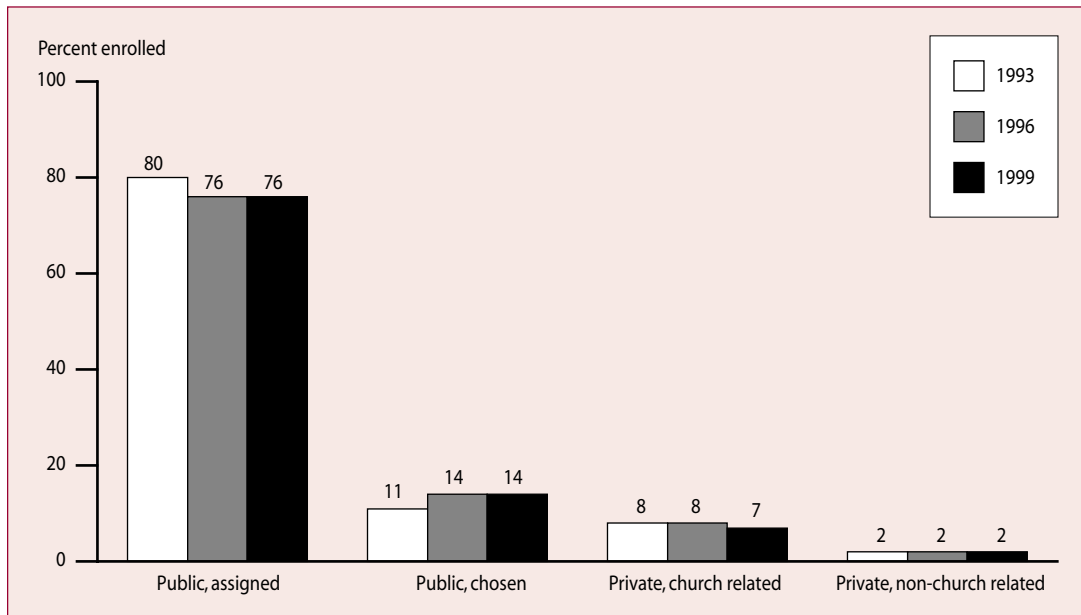
Other student and family characteristics were also associated with school choice. In each of these years (1993, 1996, and 1999), Black students in the 1st through 12th grades had a higher rate of enrollment in public, chosen schools than did White or Hispanic students. Generally, a greater percentage of 1st- through 12th-grade students living in urban areas attended public, chosen schools and private schools than did students living outside urban areas.

In all three survey years, a higher percentage of 1st- through 12th-grade students living in two-parent households were enrolled in private, church-related schools than were students living in one-parent households. Students whose parents possessed at least a bachelor's degree had a higher rate of enrollment in private schools, both church related and non-church related, than students whose parents had obtained at most a high school diploma, a GED, or less. First- through 12th-grade students with disabilities attended private, church-related schools at a lower rate than did students without disabilities. There were no differences detected between students with and without disabilities for other types of schools.

Characteristics of Homeschooled Children

Homeschoolers are not mirror images of students in either public or private schools, differing from both in a number of characteristics. Homeschoolers differed from students in public schools in that their parents tended to be better educated. Homeschoolers were more likely to be White and

¹Income data are categorical and have not been adjusted for inflation. Hence, they do not reflect the same purchasing power for the 3 years. Independent analyses not shown here indicate that the patterns found for unadjusted income are the same as those found using a measure of poverty, which adjusts for inflation.

Figure A. Percentage of students enrolled in grades 1–12 by public and private school type: 1993, 1996, and 1999

NOTE: Includes homeschooled students enrolled in public or private schools for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys Program (SR-NHES:1993); School Safety and Discipline Survey of the 1993 National Household Education Surveys Program (SS&D-NHES:1993); Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 National Household Education Surveys Program (PFI/CI-NHES:1996); and the Parent Survey of the 1999 National Household Education Surveys Program (Parent-NHES:1999).

to live in two-parent households than were students in public assigned or chosen schools.

Homeschoolers differed from private school students in fewer ways than they differed from public school students. Homeschoolers were less likely than private school students to live in households with annual incomes over \$75,000. They were also less likely to live in the Northeast and inside urban areas and more likely to live in rural areas.

Differences in Parents' Satisfaction and Involvement With Their Children's Schools²

School choice makes a difference in parent satisfaction. Parents whose children attended either public, chosen schools or private schools were more likely to say they were very satisfied with their children's schools, teachers, academic standards, and order and discipline than were parents whose children attended public, assigned schools. Parents whose children attended private schools were more involved in activities at their children's schools than were parents whose children attended public, assigned and public, chosen schools.

²Questions about satisfaction and parental involvement were asked only of parents of students in grades 3–12 in 1993. For this reason, discussion of satisfaction and involvement is limited to students in grades 3–12.

Differences in Parents' Expectations for Their Children's Postsecondary Education

According to parent reports, at least 9 out of 10 6th-through 12th-grade students had plans for postsecondary education after high school regardless of school type. However, more students in private, church-related schools were expected by their parents to graduate from a 4-year college than were public school students. There were no differences detected in parents' expectations between public, assigned and public, chosen schools.

Data source: The NCES 1993, 1996, and 1999 National Household Education Surveys Program (NHES).

For technical information, see the complete report:

Bielick, S., and Chapman, C. (2003). *Trends in the Use of School Choice* (NCES 2003-031).

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Vocational/Technical Trends

Trends in High School Vocational/Technical Coursetaking: 1982–1998

Karen Levesque

This article was originally published as the Executive Summary of the Statistical Analysis Report of the same name. The sample survey data are from the High School and Beyond Longitudinal Study (HS&B), the National Education Longitudinal Study of 1988 (NELS:88), and the High School Transcript Study (HSTS).

Vocational/technical education is a common component of public high school education in the United States. Among 1998 public high school graduates, 96.5 percent earned at least some credits in vocational/technical education in high school. In addition, the number of credits earned in vocational/technical education by 1998 graduates was not significantly different on average from the number of credits they earned in English and in social studies, and they earned more credits in vocational/technical education than they did in mathematics, science, fine arts, or foreign languages.

Purpose of the Report

This report examines vocational/technical coursetaking among public high school graduates between 1982 and 1998. The report focuses on trends in vocational/technical coursetaking overall, in introductory technology and computer-related coursetaking, and in the ways in which high school students combine vocational/technical and academic coursetaking. The report analyzes these trends by examining high school transcripts for the graduating classes of 1982, 1990, 1992, 1994, and 1998.¹ Transcripts provide information on the courses that graduates took in grades 9 through 12. For simplicity's sake, the report refers to this information as "high school coursetaking." With the exception of the section on vocational/technical coursetaking by grade level, which examines coursetaking in each of grades 9 through 12 separately, the report describes the cumulative coursework that graduates took in high school. The report uses the National Center for Education Statistics (NCES) Secondary School Taxonomy (SST) to classify courses into broad course groupings. As figure A shows, the SST classifies high school courses into three main areas (academic, vocational/technical, and enrichment/other) and their curricular subareas.

The vocational/technical curriculum

High school vocational/technical education encompasses three subcurricula: specific labor market preparation or

"occupational education," general labor market preparation, and family and consumer sciences education (figure A). Occupational education consists of courses that teach skills and knowledge required in a particular occupation or set of related occupations. Based on SST classifications, occupational education in this report consists of the 10 broad and 18 narrow program areas shown in figure A.

General labor market preparation consists of courses that teach general employment skills that are not specific to one occupational area, such as basic typewriting/keyboarding, introductory technology education, and career preparation and general work experience courses. Family and consumer sciences education consists of courses intended to prepare students for family and consumer roles outside of the paid labor market.²

As of 1998, 90.7 percent of public high school graduates had earned credits in occupational education in high school, 58.8 percent in general labor market preparation, and 44.4 percent in family and consumer sciences education.

Key measures of participation

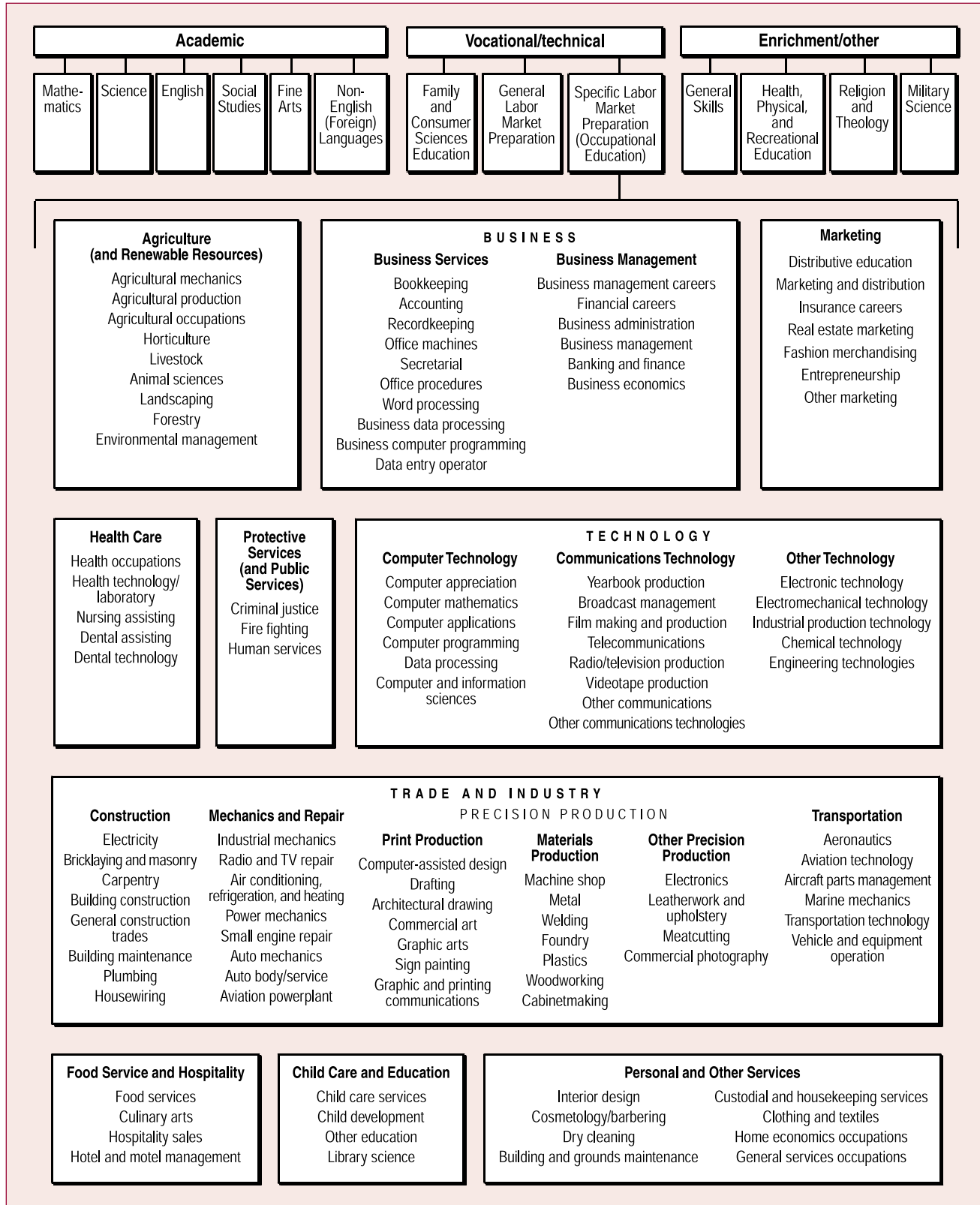
Seven measures were used to define participation in vocational/technical education:

- *Vocational/technical coursetakers.* Graduates earning more than 0.0 credits in vocational/technical education in high school. All of the following groups of students are subsets of this group.
- *Occupational coursetakers.* Graduates earning more than 0.0 credits in occupational education in high school. This measure is a subset of the previous measure.
- *Vocational/technical investors.* Graduates earning 3.0 or more credits in vocational/technical education in high school. All of the following groups of students are subsets of this group.

¹These transcript studies were conducted as part of the High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So, 1982 graduates), the National Education Longitudinal Study of 1988 (NELS, 1992 graduates), and the High School Transcript Study (HSTS) of 1990, 1994, and 1998 (1990, 1994, and 1998 graduates, respectively).

²Home economics–related courses that prepare students for the paid labor market are included under occupational education, in the child care and education, food service and hospitality, and personal and other services program areas.

Figure A. Secondary school taxonomy



SOURCE: Adapted from Bradby, D., and Hoachlander, E.G. (1999). 1998 Revision of the Secondary School Taxonomy (NCES 1999-06). U.S. Department of Education. Washington, DC: National Center for Education Statistics Working Paper.

- *Occupational investors.* Graduates earning 3.0 or more credits in occupational education in high school, regardless of whether they concentrate their occupational coursetaking in a single program area. This measure is a subset of the previous measure.
- *Occupational concentrators.* Graduates earning 3.0 or more credits in high school in one of the 10 broad occupational program areas in figure A.³ This measure is a subset of the previous measure. The report also provides information on graduates concentrating (earning 3.0 or more credits) in one of the 18 narrow occupational program areas in figure A.
- *Advanced occupational concentrators.* Graduates earning 3.0 or more credits in high school in one of the 10 broad occupational program areas in figure A, with at least 1.0 advanced credit in that program area. Advanced occupational coursework includes second- or higher-level courses and cooperative education courses.⁴ This measure is a subset of the previous measure.
- *Advanced occupational concentrators with cooperative education.* Graduates earning 3.0 or more credits in high school in one of the 10 broad occupational program areas in figure A, with at least 1.0 cooperative education credit in that program area.⁵ This measure is a subset of the previous measure.

Figure B shows the percentage of 1998 public high school graduates who fell within each participation measure. According to the least restrictive measure—the percentage of public high school graduates who were vocational/technical coursetakers—almost all 1998 graduates (96.5 percent) participated in the vocational/technical curriculum in high school. According to the most restrictive measure—the percentage of graduates who were advanced occupational concentrators with cooperative education—just 4.5 percent of 1998 graduates were counted as participating in vocational/technical education.

³In the small number of cases where graduates earned 3.0 or more credits in more than one occupational program area, they were assigned to the program area in which they earned the most credits.

⁴The SST divides the occupational courses in each program area into four categories: first-level, second- or higher-level, cooperative education, and specialty courses. The first three categories generally represent sequential coursetaking.

⁵Cooperative education awards school credit for work experience that is related to a student's occupational program and typically alternates work placements and classroom time.

Overall Trends in Vocational/Technical Coursetaking

Between 1982 and 1998, the primary change in vocational/technical coursetaking was not in the proportion of high school students participating in vocational/technical education but in the amount of vocational/technical education they took. That is, the breadth of vocational/technical coursetaking declined slightly, while the depth of this coursetaking declined more steeply. However, most declines in vocational/technical coursetaking occurred by the early 1990s.

The average number of vocational/technical credits earned by graduates declined between 1982 and 1990, after which there were no statistically significant changes. However, during the 1990s, vocational/technical credits continued to represent a declining share of the total high school credits that graduates earned. This relative decline was due to the fact that public high school graduates earned on average more academic credits and—to a lesser extent—more enrichment/other credits over this decade.

Trends in the three vocational/technical subcurricula

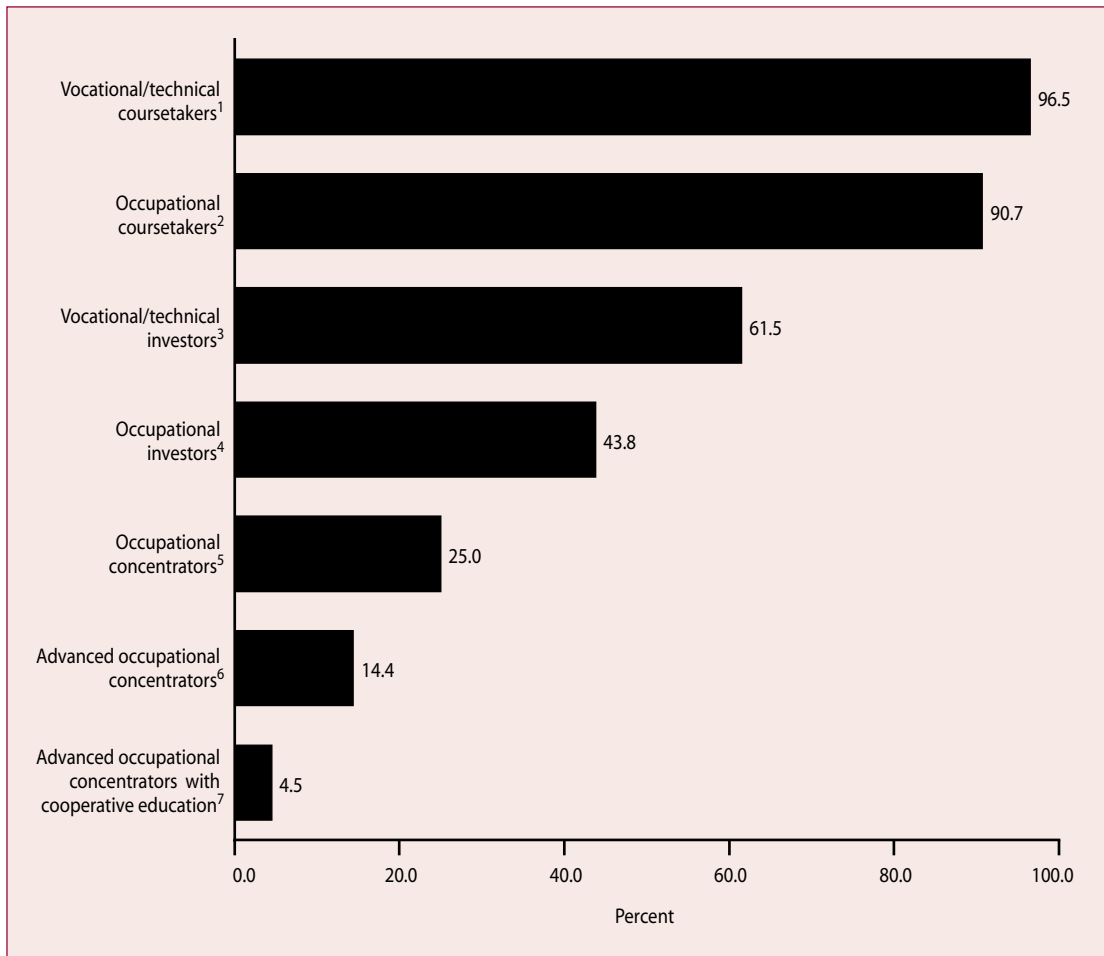
The decrease since 1982 in average vocational/technical credits earned by graduates was due primarily to a decrease in general labor market preparation coursetaking. Furthermore, this decline was due primarily to a decrease between 1982 and 1998 in the number of basic typewriting/keyboarding courses that graduates took in high school. The number of credits that graduates earned in family and consumer sciences education also declined over this period.

In contrast, there were no statistically significant changes between 1982 and 1998 in the average number of credits that graduates earned in occupational education in high school (about 3 credits for each graduating class). There was also no significant change between 1982 and 1998 in the breadth of occupational coursetaking, with most public high school graduates earning at least some occupational credits during the period studied.

Vocational/technical coursetaking by grade level

For the high school graduating class of 1998, the majority of vocational/technical coursetaking (about 60 percent) occurred in the 11th and 12th grades, while about 40 percent occurred in the 9th and 10th grades. Specifically, 1998 graduates earned 1.51 credits on average—the equivalent of about one and a half full-year courses—in the 12th grade. In contrast, 1998 graduates earned 1.01 credits

Figure B. Percentage of public high school graduates meeting different measures of participation in vocational/technical education: 1998



¹Graduates earning greater than 0.0 credits in vocational/technical education.

²Graduates earning greater than 0.0 credits in occupational education.

³Graduates earning 3.0 or more credits in vocational/technical education.

⁴Graduates earning 3.0 or more credits in occupational education, regardless of whether they concentrate their occupational coursetaking in a single program area.

⁵Graduates earning 3.0 or more credits in one of the following 10 broad occupational program areas: agriculture, business, marketing, health care, protective services, technology, trade and industry, food service and hospitality, child care and education, and personal and other services.

⁶Graduates earning 3.0 or more credits in one of the 10 broad occupational program areas, with at least 1.0 advanced credit in that program area. Advanced occupational coursework includes second- or higher-level courses and cooperative education courses.

⁷Graduates earning 3.0 or more credits in one of the 10 broad occupational program areas, with at least 1.0 cooperative education credit in that program area.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1998 High School Transcript Study (HSTS).

in the 11th grade, 0.75 credits in the 10th grade, and 0.71 credits in the 9th grade.

The timing of occupational and family and consumer sciences education coursetaking was similar to that of overall vocational/technical coursetaking, with more of this coursetaking occurring in grade 12 than in earlier grades. However, general labor market preparation coursetaking was more likely to occur in grade 9.

Trends in occupational coursetaking varied at the different grade levels over the period studied. The average number of occupational credits earned by public high school graduates in the 11th grade decreased between 1982 and 1998, whereas the average number earned in the 9th grade increased. There were no statistically significant changes in the average number of occupational credits earned in the 10th and 12th grades. The reduction in occupational coursetaking in the 11th grade may be related to graduates

taking additional academic courses in that grade over the period studied, thereby having less time for occupational coursework.

Trends in Occupational Coursetaking by Program Area

The average number of occupational credits that 1998 graduates earned in high school was not statistically different from the average number earned by 1982 graduates. However, the percentage of public high school graduates who concentrated in occupational education—those who earned 3.0 or more credits in one of the 10 broad occupational program areas in figure A—declined from 33.7 percent in 1982 to 27.8 percent in 1990. No significant changes were detected after 1990, however, with about 25 percent of 1992, 1994, and 1998 graduates concentrating in occupational education. Trends in occupational coursetaking varied widely by program area, however. The following sections examine program area trends between 1982 and 1998 in the breadth of occupational coursetaking (that is, the percentage of graduates taking at least one course in a program area) and in the depth of occupational coursetaking (including both the average credits earned and the percentage of graduates concentrating in a program area).

Program areas with declining coursetaking

Among the 18 narrow occupational program areas in figure A, the areas of materials production, business management, and mechanics and repair exhibited declines in both the breadth and depth of high school coursetaking over the period studied. For example, materials production exhibited declines between 1982 and 1998 in the percentage of public high school graduates who took at least one course in the program area, in the average number of credits earned by public high school graduates in the program area, and in the percentage of graduates who concentrated (earned 3.0 or more credits) in the program area. Declines in materials production and in mechanics and repair coincided with projected changes in occupational employment in precision production, craft, and repair occupations (Hurst and Hudson 2000).

Paralleling the trends in vocational/technical education and in occupational education noted above, the business services program area exhibited less change in the breadth of coursetaking than in the depth of that coursetaking. There was no statistically significant difference in the percentage of 1982 and 1998 graduates who earned business services credits in high school. In contrast, 1998

graduates earned fewer credits on average in business services than did 1982 graduates, and fewer public high school graduates concentrated (earned 3.0 or more credits) in business services over that period.

Declines between 1982 and 1998 in business services coursetaking were due primarily to declines in average credits earned in non-computer-related business services courses (including bookkeeping, accounting, secretarial, and general office procedures courses). In contrast, average credits earned in computer-related business services courses increased over the same period. Overall declines in business services coursework coincided with projections of below-average growth for secretary and typist occupations (Hurst and Hudson 2000).

Program areas with increasing coursetaking

Two of the 18 narrow occupational program areas in figure A—computer technology and communications technology—generally exhibited increases in both the breadth and depth of coursetaking over the period studied. In addition, both health care programs and child care and education programs exhibited some increase in the depth—but not the breadth—of coursetaking over the period studied. To some extent, these increases in occupational coursetaking reflect projected changes in employment for technicians and related support occupations, health service occupations, and child care workers and teacher aides (Hurst and Hudson 2000).

A Closer Look at Trends in Occupational Concentrating

Between 1982 and 1998, high school students became less likely to concentrate in occupational education. However, the decline in occupational concentrating was not due to changes in the percentage of 1982 and 1998 graduates who earned 3.0 or more occupational credits (who were occupational investors) in high school. Rather, the decline reflected a change in coursetaking among these occupational investors. The percentage of occupational investors who concentrated in occupational education in high school—who earned 3.0 or more credits in one of the 10 broad occupational program areas in figure A—declined from 72.8 percent in 1982 to 59.1 percent in 1992, after which no statistically significant changes were detected.

Additionally, the percentage of public high school graduates who completed an advanced occupational concentration in high school—occupational concentrators who earned at least 1.0 credit in advanced coursework in their program

area—declined from 24.0 percent in 1982 to 16.1 percent in 1990, after which no statistically significant changes were detected. Part of this decline in advanced occupational concentrating among graduates was due to the fact that graduates were less likely to concentrate in occupational education in general over the period studied. However, the percentage of occupational concentrators who completed an advanced concentration in their program area also declined from 1982 to 1990, after which no statistically significant changes were detected.

In order to understand changes in coursetaking and concentrating in some detail, the report compared trends among the 18 narrow occupational program areas in figure A.

Shifts away from concentrated occupational coursetaking

What types of occupational courses did occupational investors (graduates who earned 3.0 or more occupational credits in high school) take instead of concentrating in an occupational program area? Some of the decline in the propensity of occupational investors to concentrate in occupational education was due to a shift from concentrating (earning 3.0 or more credits) in business services to taking more communications technology and computer technology courses. That is, occupational investors as a group took fewer business services courses over the period studied (specifically, fewer non-computer-related business services courses)—enough to reduce their concentrating in this program area at a relatively high rate. At the same time, they took additional communications technology and computer technology courses—but not enough to increase their rates of concentrating on a par with their increased coursetaking in these program areas. Thus, the decline in occupational investors' propensity to concentrate in business services coincided with an increase in their total computer-related coursetaking within the occupational education curriculum.

Shifts away from completing an advanced occupational concentration

What types of occupational courses did occupational concentrators take in high school instead of completing advanced coursework in their area of concentration? In part, occupational concentrators took fewer courses in general in their respective areas of concentration between 1982 and 1998. This decrease was due primarily to a decline in second- or higher-level coursetaking, rather than declines in first-level, cooperative education, or specialty courses. As a result of this change, occupational concen-

trators shifted the distribution of their occupational coursework toward specialty courses. (Typically, specialty courses either offer specialized occupational training or provide related skills that can be applied to a range of occupations and are not part of the usual sequence of courses in a program area.)

Work-Based Learning

About one-third of 1998 public high school graduates took at least some work-based learning courses—defined here as general work experience courses and cooperative education courses—in high school.⁶ There were no significant differences in either the percentage of 1982 and 1998 graduates taking these courses or the average number of credits these graduates earned in work-based learning courses. Both 1982 and 1998 graduates earned on average about 0.5 credits in work-based learning courses—equivalent to one half-year course.

Vocational/Technical Coursetaking and State High School Graduation Requirements

The report examined changes in participation in vocational/technical education among states that had different changes in high school graduation requirements. Because of limitations in the data, the analysis was restricted to changes between 1990 and 1998.⁷ Although there were no significant differences between 1990 and 1998 in the percentage of graduates taking vocational/technical courses or in the average number of vocational/technical credits earned by graduates, coursetaking patterns varied somewhat with changes in state graduation requirements over this shortened period.

There was some evidence that, in states that increased their total graduation requirements or their total nonvocational/technical requirements, students decreased their vocational/technical coursetaking. For example, students in states that increased their total high school graduation requirements by 2.0 or more credits between 1990 and 1998 earned on average 1.0 fewer vocational/technical credits by the end of the period. Similarly, students in states that increased their

⁶General work experience awards school credit for work that is *not* connected to a specific occupational program, while cooperative education awards school credit for work experience that *is* related to a student's occupational program. This analysis focuses on these types of work-based learning, because they are awarded school credit and recorded on transcripts. In addition, as of 1997, cooperative education was one of the two most common forms of work-based learning in high schools, along with job shadowing (Levesque et al. 2000).

⁷It was not possible to link student transcripts to states in the HS&B-So data set, which provided information on 1982 high school graduates for this report, and data on state graduation requirements were not available for 1992 and 1994.

total high school graduation requirements by 2.0 or more credits between 1990 and 1998 were less likely by the end of the period to invest (earn 3.0 or more credits) in vocational/technical education, to invest (earn 3.0 or more credits) in occupational education, or to concentrate (earn 3.0 or more credits) in one of the 10 broad occupational program areas in figure A. In contrast, students in states that increased their total high school graduation requirements by fewer than 2.0 credits, that did not increase these requirements, or that did not have applicable state requirements did not exhibit statistically significant decreases on any of these vocational/technical coursetaking measures.

Trends in Computer-Related Coursetaking

The SST currently includes all computer-related courses (including those taught in mathematics and computer science departments) under the vocational/technical curriculum. Although some of these courses are classified as general labor market preparation (under basic typewriting/keyboarding and technology education), most computer-related courses are classified as occupational education. These latter courses are included under the business services, computer technology, and drafting/graphics areas.

Computer-related coursetaking in 1998

The 1998 public high school graduates earned on average 1.05 credits in computer-related courses in high school—equivalent to about one full-year computer-related course. Most of these credits were earned in the occupational curriculum, while the rest were earned in general labor market preparation. Within the occupational curriculum, 1998 public high school graduates earned more computer-related credits on average in the business services and the computer technology program areas than in computer-related drafting/graphics courses. Within the general labor market preparation curriculum, 1998 public high school graduates earned more credits in basic typewriting/keyboarding than in technology education.

Within the computer technology program area, 1998 graduates earned more high school credits on average in computer applications courses than in any other computer technology area (including computer science and systems, computer programming, data processing, and computer mathematics).

Computer-related coursetaking from 1990 to 1998

Due to inconsistencies over time in whether basic typewriting/keyboarding courses were classified as computer related (Alt and Bradby 1999), trends in computer-related general

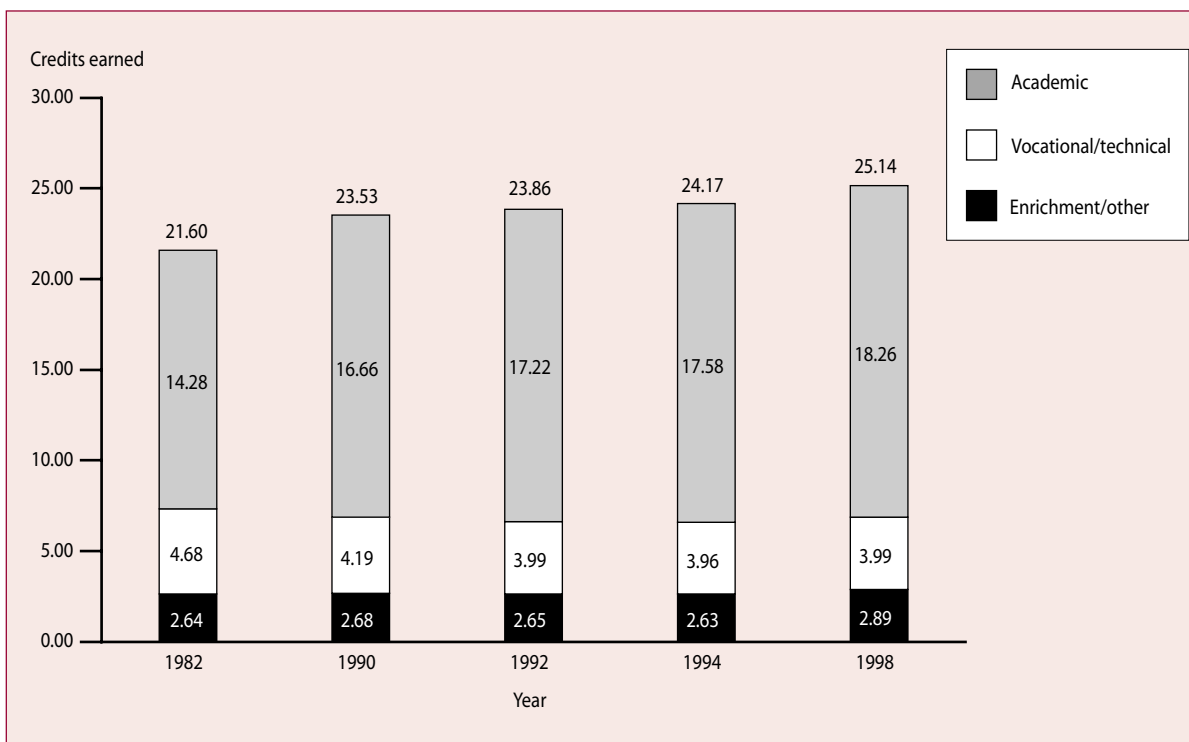
labor market preparation courses and in overall computer-related coursetaking were examined from 1990 to 1998. There was no significant difference in the average number of overall computer-related credits earned by 1990 and 1998 graduates or in the average number of computer-related credits they earned within the occupational curriculum. However, comparing 1998 graduates with their 1990 counterparts, there was a decline in the average number of computer-related credits these graduates earned within the general labor market preparation curriculum. This decline was due primarily to graduates taking fewer basic typewriting/keyboarding courses in high school during the 1990s.

In contrast to trends in overall computer-related coursetaking and in computer-related general labor market preparation coursetaking, trends in computer-related occupational coursetaking cover the entire period from 1982 to 1998. Graduates earned on average 0.58 more computer-related occupational credits in high school in 1998 than in 1982, equivalent to more than one additional half-year course. Specifically, 1998 public high school graduates earned on average 0.32 more computer-related credits in business services, compared with 0.20 more credits in computer technology and 0.06 more computer-related credits in drafting/graphics than their 1982 counterparts.

Academic Coursetaking Trends

Between 1982 and 1998, public high school graduates increased both the number and rigor of the academic courses they took in high school. On average, 1998 graduates earned 3.98 more credits in academic courses—equivalent to about four full-year academic courses—and they earned more credits in each core academic subject (English, mathematics, science, and social studies) than their 1982 counterparts. The 1998 graduates were also more likely to take advanced coursework in English, mathematics, and science than the 1982 graduates.

Graduates on average decreased their vocational/technical coursetaking by a relatively small amount while taking additional academic coursework over the period studied. In general, students made room for additional academic courses primarily by increasing the total number of credits they earned in high school rather than by reducing their vocational/technical coursetaking. The 1998 public high school graduates earned 0.69 fewer vocational/technical credits on average than the 1982 graduates, while they earned 3.98 more academic credits and 0.25 more enrichment/other credits than their 1982 counterparts (figure C).

Figure C. Average number of credits earned by public high school graduates, by curriculum: Various years, 1982–98

NOTE: Detail may not sum to totals because of rounding. Years are not spaced proportionally.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "High School Transcript Study" (HS&B-So: 80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, Transcript Survey, 1992"; and 1990, 1994, and 1998 High School Transcript Study (HSTS).

Trends in the academic coursetaking of occupational concentrators

Both occupational concentrators and nonconcentrators (the latter including all public high school graduates except occupational concentrators) increased the number and rigor of the academic courses they took between 1982 and 1998. In some instances, the rate of increase was greater for occupational concentrators, possibly because they took fewer and less rigorous academic courses than nonconcentrators at the beginning of the period. Nevertheless, as of 1998, occupational concentrators still took fewer and less rigorous academic courses than nonconcentrators.

For example, although the increase between 1982 and 1998 in mathematics credits earned by occupational concentrators was greater than the corresponding increase for nonconcentrators, occupational concentrators still earned fewer mathematics credits than nonconcentrators at the end of the period. In addition, although both occupational concentrators and nonconcentrators were more likely to

take advanced mathematics coursework in 1998 than in 1982, nonconcentrators were more likely than concentrators to do so at the end of the period.

However, as of 1998, coursetaking differences between occupational concentrators and nonconcentrators in English, mathematics, and social studies were fairly small (with differences of less than 0.4 credits on average), and the level of coursetaking for both groups was fairly high (with more than 75 percent meeting the New Basics standards in these subjects⁸), compared with the level of science coursetaking. As of 1998, the gap between occupational concentrators and nonconcentrators in science coursetaking was significantly larger in chemistry than in biology.

⁸The New Basics core academic standards include 4 years of English and 3 years each of mathematics, science, and social studies (National Commission on Excellence in Education 1983).

Combining college-preparatory and occupational coursework

In keeping with increased academic course-taking in general, high school students became more likely to complete college-preparatory coursework over the period studied.⁹ The percentage of public high school graduates completing college-preparatory coursework in high school increased from 8.7 percent for the class of 1982 to 38.9 percent for the class of 1998.

Students also became more likely to combine college-preparatory and occupational coursework over the period studied. Specifically, the percentage of public high school graduates completing both college-preparatory coursework and an occupational concentration in high school increased from 0.6 percent for the class of 1982 to 6.5 percent for the class of 1998. Similarly, the percentage of occupational concentrators who also completed college-preparatory coursework increased from 1.7 percent for 1982 graduates to 25.9 percent for 1998 graduates.

Related academic and occupational course-taking by program area

The report identified specific mathematics and science courses that were judged to be related to the 18 narrow occupational program areas in figure A. The report then compared the related academic course-taking rates for concentrators in specific occupational programs with the overall course-taking rate for 1998 public high school graduates.

Based on this analysis, concentrators in several occupational program areas were found to have taken related academic courses at rates that were below the average rate for all 1998 public high school graduates. In particular, concentrators in construction, mechanics and repair, materials production, food service and hospitality, and personal and other services

took all of the identified related academic courses at *below-average* rates. At the same time, concentrators in communications technology took some of their identified related academic courses at *above-average* rates.

However, concentrators in most program areas took related academic courses at rates that were not statistically different from the average for all graduates, including concentrators in agriculture, business services, business management, marketing, health care, computer technology, print production, and other precision production.

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Data sources: The NCES High School and Beyond Longitudinal Study of 1980 Sophomores, “High School Transcript Study” (HS&B-So:80/82); the National Education Longitudinal Study of 1988 (NELS:88/92), “Second Follow-up, Transcript Survey,” 1992; and the 1990, 1994, and 1998 High School Transcript Study (HSTS).

For technical information, see the complete report:

Levesque, K. (2003). *Trends in High School Vocational/Technical Course-taking: 1982–1998* (NCES 2003–025).

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⁹College-preparatory coursework is defined as earning 4.0 or more credits in English; 3.0 or more credits in mathematics at the Algebra 1 or higher level; 2.0 or more credits in biology, chemistry, or physics; 2.0 or more credits in social studies with at least 1.0 credit in U.S. or world history; and 2.0 or more credits in a single foreign language.

Public School Counts

Public School Student, Staff, and Graduate Counts by State: School Year 2001–02

Beth Aronstamm Young

This article was originally published as a Statistical Analysis Report. The universe data are from the Common Core of Data (CCD) “State Nonfiscal Survey of Public Elementary/Secondary Education.” Technical notes and definitions from the original report have been omitted.

Introduction

This annual report presents findings from the Common Core of Data (CCD) “State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2001–02.” Data for this annual NCES survey are collected directly from state education agencies and include the total number of students, teachers, and graduates in the United States. Data from the 2001–02 CCD survey provide answers to many questions about public elementary and secondary education, including the following:

- How many students were enrolled in public elementary and secondary schools?
- How many teachers worked in public elementary and secondary schools?
- How many and what kinds of staff worked in public elementary and secondary schools?
- What was the racial/ethnic background of students enrolled in public schools?
- How many students graduated from public high school during the previous school year (2000–01)?
- How many students were educated in Department of Defense (DoD), Bureau of Indian Affairs (BIA), and outlying area schools? (Data on DoD, BIA, and outlying area schools are discussed separately. These data are not included in national totals.)

How many students were enrolled in public elementary and secondary schools?

In the 2001–02 school year, there were 47.7 million students enrolled in public elementary and secondary schools in the 50 states and the District of Columbia (table 1).¹ Of these students, 26.3 million (55.2 percent) were in pre-kindergarten through grade 6, an additional 20.9 million (43.9 percent) were in grades 7 through 12, and the remaining 0.6 million (1.0 percent) were ungraded students² (figure 1). Not including prekindergarten or

ungraded classes, grade 9 had the most students while grade 12 had the fewest.

California had the most public elementary and secondary school students (6.2 million), followed by Texas (4.2 million) and New York (2.9 million) (table 1). Thirteen states had over 1 million public elementary and secondary students in the 2001–02 school year. Only the District of Columbia (75,392) and Wyoming (88,128) had fewer than 100,000 students. Nine states (Alaska, Delaware, Hawaii, Montana, North Dakota, Rhode Island, South Dakota, Vermont, and Wyoming) and the District of Columbia had fewer than 200,000 public elementary and secondary students in the 2001–02 school year.

The 47.7 million students enrolled in the 2001–02 school year represents an 11.5 percent increase in the number of students being served in the public elementary and secondary school system since the 1991–92 school year (table 10). Between the 1991–92 and 2001–02 school years, Nevada had the largest percentage increase (68.5 percent) in the number of students. Nine states (Iowa, Louisiana, Maine, Mississippi, Montana, North Dakota, South Dakota, West Virginia, and Wyoming) and the District of Columbia had a decrease in the number of students between these years. Wyoming had the largest percentage decrease in students, with a 13.7 percent drop.

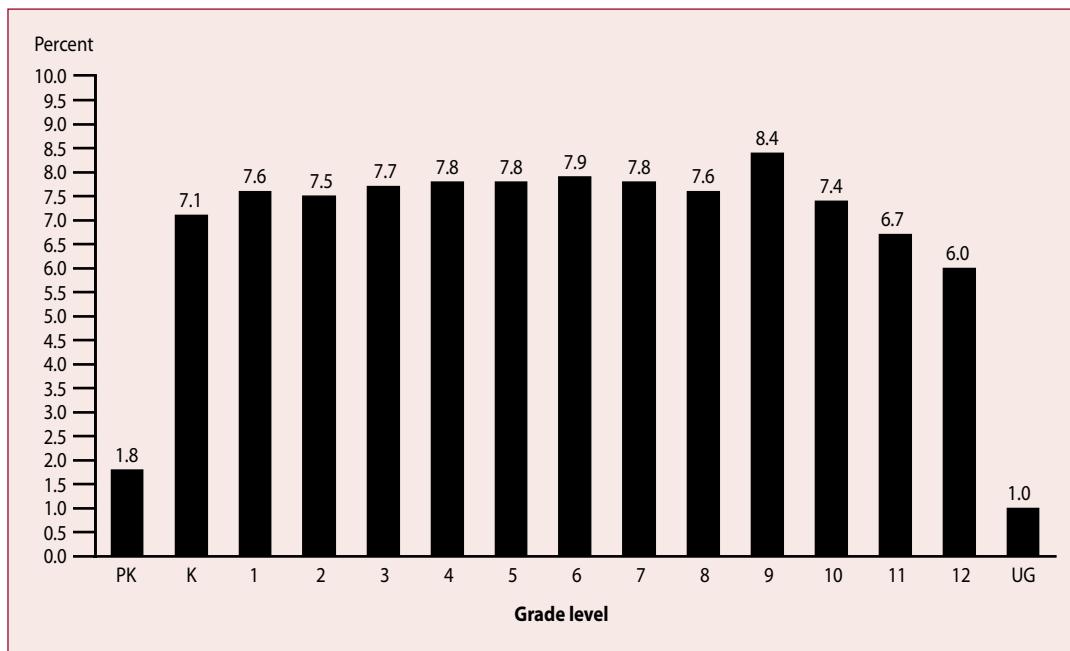
How many teachers worked in public elementary and secondary schools?

About 3.0 million full-time-equivalent teachers provided instruction in public elementary and secondary schools in the 2001–02 school year (table 2). Among this group, 56.3 percent (1.7 million) were elementary school teachers (including prekindergarten and kindergarten teachers), 36.0 percent (1.1 million) were secondary school teachers, and 7.8 percent (232,654) were teachers who taught ungraded classes or were not assigned a specific grade (figure 2). Eight states had over 100,000 teachers (California, Florida, Illinois, New Jersey, New York, Ohio, Pennsylvania, and Texas). Two of these, California and Texas, had over a quarter million teachers each.

¹Grade-level counts do not sum to 47.7 million because of rounding.

²Ungraded students are students assigned to a class or program that does not have standard grade designations.

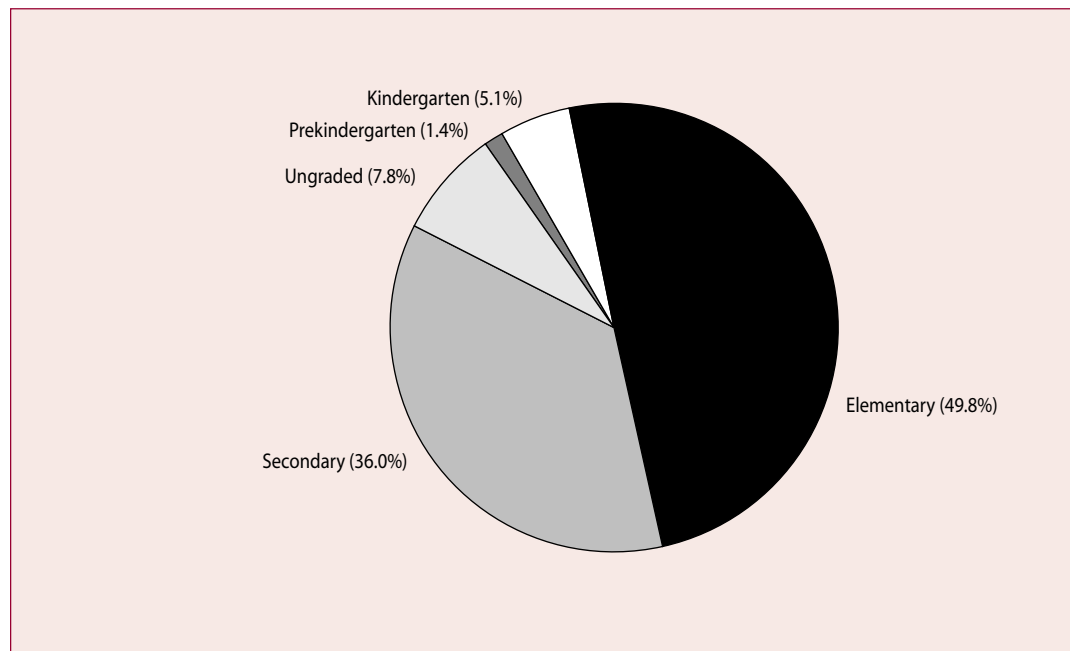
Figure 1. Percentage of students, by grade: School year 2001-02



NOTE: PK = prekindergarten; K = kindergarten; and UG = ungraded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001-02.

Figure 2. Percentage of public elementary and secondary teachers, by level of instruction: School year 2001-02



NOTE: Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001-02.

While there was an 11.5 percent increase in students between the 1991–92 and 2001–02 school years, there was a 21.2 percent increase in the number of teachers during this period (table 10). As with the number of students, Nevada also had the largest percentage increase in the number of teachers (69.0 percent). Only the District of Columbia and one state had a decrease in the number of teachers between these two school years. The number of teachers went down by 22.0 percent in the District of Columbia and by 4.1 percent in West Virginia.

The ratio of total students to total teachers for the nation was 15.9 students per teacher in the 2001–02 school year (table 2). Student/teacher ratios ranged from a low of 11.8 students per teacher in Vermont to a high of 21.8 in Utah. The median student/teacher ratio was 15.0 (Oklahoma); that is, half the states had a student/teacher ratio greater than 15.0 and half had a lower ratio (derived from table 2). Student/teacher ratios should not be interpreted as average class size, because not all teachers are assigned to a class (e.g., music and art teachers who serve more than one class in elementary schools).

How many and what kinds of staff members worked in public elementary and secondary schools?

In addition to the teachers enumerated previously, an additional 2,904,864 staff members were employed in public schools (table 3). In the 2001–02 school year, a total of 674,906 instructional aides directly assisted teachers in providing instruction, and an additional 45,936 instructional coordinators and supervisors assisted teachers with activities such as curriculum development and in-service training. Teachers made up 50.8 percent of all staff in the 2001–02 school year, and instructional aides and supervisors made up an additional 12.2 percent of staff (figure 3). The percentage of all staff who were teachers ranged from 65.0 percent in South Carolina to 42.6 percent in Kentucky. Vermont had a relatively low percentage of teachers per staff (47.4 percent), the highest percentage of instructional aides (22.2 percent), and the lowest student/teacher ratio (11.8) (table 2).

Another 26.2 percent³ of all staff (librarians, counselors, and other support staff) provided support services to schools and students (table 3 and figure 3). Staff members providing support included 100,052 guidance counselors and 54,349 librarians. This translates to 477 students for every guidance counselor reported, on average, and 877

students for each librarian (derived from tables 1 and 3). An additional 1.4 million staff members provided other support services for students. These services included food, health, library assistance, maintenance, transportation, security, and other services in the nation's public schools.

There were 160,806 school administrators (mostly principals and assistant principals), 63,351 school district administrators, and 412,911 school and district administrative support staff. Administrators and administrative support staff made up 10.8 percent of all education staff.

What was the racial/ethnic background of students enrolled in public schools?

In the 2001–02 school year, racial/ethnic data were reported for 47.4 million of the 47.7 million students enrolled in public elementary and secondary schools in the 50 states and the District of Columbia (table 4). White, non-Hispanic students made up the majority of students (60.3 percent⁴), followed by Black, non-Hispanic and Hispanic students (17.2 and 17.1 percent, respectively) (figure 4 and table 5). Asian/Pacific Islander students made up 4.2 percent and American Indian/Alaska Native students made up 1.2 percent of the public school population.

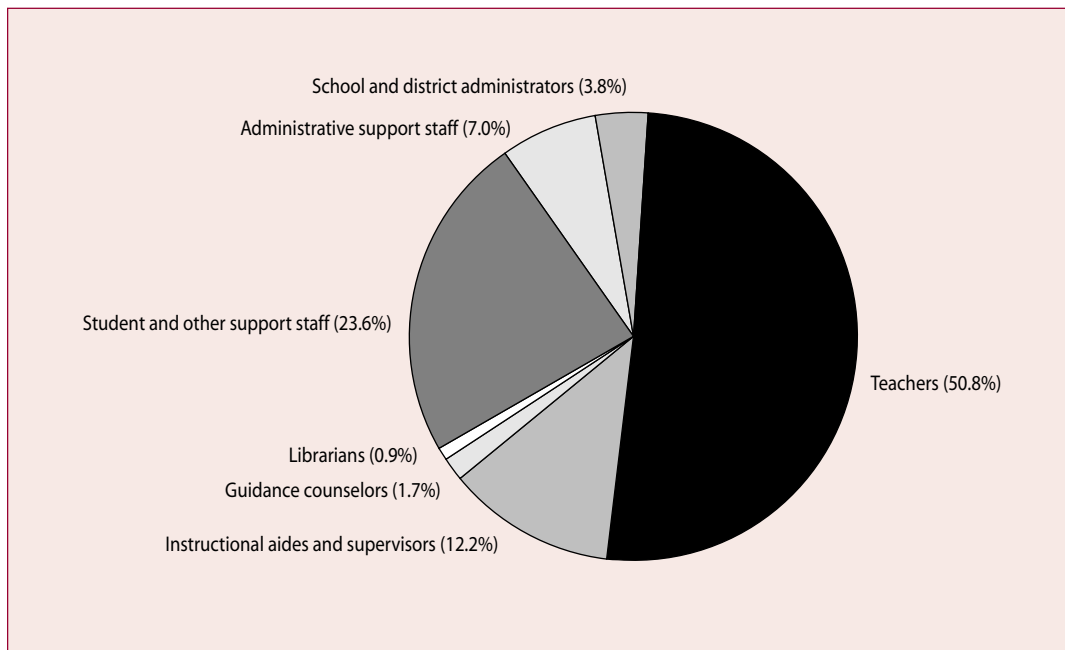
In six states (California, Hawaii, Louisiana, Mississippi, New Mexico, and Texas) and the District of Columbia, 50 percent or more of students were non-White (table 5). Black, non-Hispanic students made up more than 50 percent of all students in the District of Columbia and Mississippi. New Mexico reported 51.0 percent of its students as Hispanic, and Hawaii reported 72.3 percent of its student body as Asian/Pacific Islander. No state reported a majority of its public school student body as American Indian/Alaska Native, but in Alaska 25.5 percent of students were designated as American Indian/Alaska Native. Four states (Maine, New Hampshire, Vermont, and West Virginia) reported that over 90 percent of their students were White, non-Hispanic.

How many students graduated from high school during the 2000–01 school year?

Some 2.5 million students received high school diplomas in the 50 states and the District of Columbia during the 2000–01 school year and subsequent summer (table 6). Another 42,452 received other high school completion credentials (e.g., certificates of attendance). This total does not include data for New Hampshire or Wisconsin, which could not

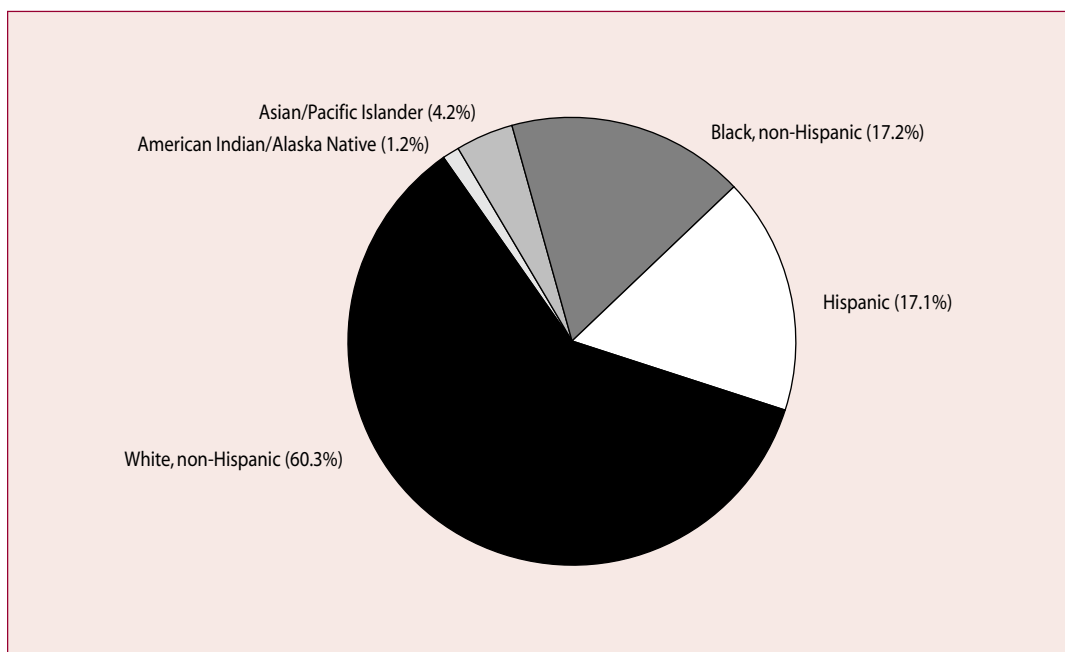
³Percentages for categories shown in figure 3 may not sum to total because of rounding.

⁴Based on the 47.4 million students with reported racial/ethnic data (table 4).

Figure 3. Percentage of public elementary and secondary staff, by type: School year 2001–02

NOTE: Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

Figure 4. Percentage of public elementary and secondary students, by race/ethnicity: School year 2001–02

NOTE: Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

report this information. These high school completers only made up 1.7 percent of all high school completers (diploma recipients and other high school completers, not including high school equivalency recipients). There were additional students who earned a high school equivalency certificate (including GEDs and state equivalency tests); however, a national total cannot be computed, because a number of states did not report this data. Some states grant only diplomas and high school equivalency certificates and do not recognize any other types of high school completion. Because of this, diploma counts from different states are not necessarily comparable.

This report also presents the numbers of diploma recipients, other high school completers, and high school equivalency recipients by racial/ethnic group in tables 7, 8, and 9. Because not all states report these high school completer categories by race, national totals cannot be calculated.

How many students were educated in Department of Defense and Bureau of Indian Affairs schools?

Two federal offices, the DoD and the Department of the Interior, also administer public schools. The DoD administers schools inside and outside the boundaries of the United States for eligible minor dependents of DoD military and civilian personnel on official assignments. More than 100,000 students attended DoD schools in the 2001–02 school year (73,212 outside the United States and 32,847 inside the United States) (table 1). DoD schools employed 7,640 teachers, and had student/teacher ratios of 14.2 for schools outside the United States and 13.2 for those inside the United States (table 2). Over 50 percent of DoD school students were White, non-Hispanic (table 5). In the overseas schools, 19.1 percent were Black, non-Hispanic, 9.3 percent were Hispanic, and 9.1 percent were Asian/Pacific Islander. In the domestic schools, 25.8 percent were Black, non-Hispanic, 18.5 percent were Hispanic, and 3.5 percent were Asian/Pacific Islander.

Over 46,000 students attended the Department of the Interior BIA schools (table 1). The governance of BIA schools differs from that of the federal DoD schools. The Education Amendments Act of 1978 (P.L. 95–561) and further technical amendments (P.L. 98–511, 99–89, and 100–297) mandated major changes in BIA-funded schools. These amendments empowered Indian school boards, provided for local hiring of teachers and staff, and authorized the direct funding of schools. The BIA does not report the number of staff or graduate counts.

How many students were educated in outlying areas?

Five outlying areas participated in the CCD collection: American Samoa, Guam, the Northern Marianas, Puerto Rico, and the Virgin Islands. Puerto Rico educated 604,177 public school students and has more students than 24 states (table 1). The other four outlying areas were much smaller, with a combined total of just 77,148 students in the 2001–02 school year. Student/teacher ratios ranged from 14.1 students per teacher (Puerto Rico) to 20.2 (Northern Marianas), exhibiting a similar range as the 50 states and the District of Columbia (table 2). No outlying area had more than 2.0 percent White, non-Hispanic students in 2001–02 (table 5). Guam and the Northern Marianas reported that the majority of students are Asian/Pacific Islander, American Samoa reported that all students are Asian/Pacific Islander, and Puerto Rico reported that all students are Hispanic. (The Virgin Islands did not report teacher or racial/ethnic data.)

Data source: The Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 2001–02.

For technical information, see the complete report:

Young, B.A. (2003). *Public School Student, Staff, and Graduate Counts by State: School Year 2001–02* (NCES 2003–358).

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To obtain the complete report (NCES 2003–358), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Table 1. Public school student membership, by grade and state: School year 2001–02

State	Total student membership	Pre-kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
United States	47,687,871 ¹	866,969 ¹	3,380,714	3,615,443	3,594,535	3,654,322	3,695,925	3,727,624
Alabama	737,294 ¹	11,945 ¹	54,148	58,102	56,877	58,654	58,929	59,698
Alaska	134,358	1,253	10,095	9,514	9,905	10,011	10,722	10,787
Arizona	922,180	6,624	72,119	73,938	73,478	72,702	74,270	74,464
Arkansas	449,805	1,623	34,981	34,084	33,604	33,779	35,216	35,774
California	6,248,610 ¹	101,235 ¹	457,165	488,311	491,610	488,633	485,301	491,274
Colorado	742,145	19,516	53,079	55,817	55,683	56,468	58,028	58,318
Connecticut	570,228	11,050	41,906	43,772	43,273	44,696	44,990	45,243
Delaware	115,555	586	7,615	9,079	9,053	9,215	9,069	8,901
District of Columbia	75,392 ²	4,105	5,203	5,751	5,752	5,845	5,561	5,515
Florida	2,500,478	57,038	177,225	187,725	188,894	192,757	196,952	197,495
Georgia	1,470,634	33,310	111,173	114,464	113,911	116,914	116,886	118,363
Hawaii	184,546	917	13,822	14,444	14,788	14,818	14,886	15,238
Idaho	246,521	2,341	17,869	17,940	18,017	18,490	18,974	19,130
Illinois	2,071,391	57,550	148,348	159,554	159,604	162,837	159,038	161,167
Indiana	996,133	6,147	72,344	79,149	76,645	77,856	79,008	80,295
Iowa	485,932	5,714	34,249	32,979	33,957	35,204	36,106	36,729
Kansas	470,205	2,032	30,104	33,909	33,599	33,949	34,932	35,437
Kentucky	654,363	32,407	45,781	51,967	47,247	47,247	49,288	49,791
Louisiana	731,328	17,199	53,323	58,309	56,310	57,534	62,290	54,935
Maine	205,586	1,333	13,709	14,243	14,374	15,038	15,883	16,186
Maryland	860,640	20,314	56,384	62,917	63,955	65,172	67,448	68,539
Massachusetts	973,140	20,666	68,565	75,103	73,435	75,379	76,597	77,570
Michigan	1,730,668	16,562	125,197	127,056	127,180	130,384	131,673	135,110
Minnesota	851,384	9,671	58,357	58,353	59,324	61,292	62,580	63,764
Mississippi	493,507	1,805	36,931	40,483	38,926	39,748	39,749	39,751
Missouri	909,792	18,515	64,104	64,975	65,722	69,032	71,928	71,816
Montana	151,947	506	10,069	10,558	10,531	10,915	11,602	11,684
Nebraska	285,095	5,064	20,234	20,127	20,091	20,679	21,160	21,543
Nevada	356,814	2,147	26,877	29,617	29,098	29,178	29,676	29,728
New Hampshire	206,847	1,830	9,599	15,875	15,563	15,776	16,612	16,756
New Jersey	1,341,656	19,751	89,533	100,691	98,632	101,065	101,038	101,724
New Mexico	320,260	3,499	22,137	23,937	23,897	24,810	25,163	25,755
New York	2,872,132	40,212	190,402	211,673	212,597	215,471	214,283	216,061
North Carolina	1,315,363	9,320	102,772	105,074	104,147	105,116	106,093	106,651
North Dakota	106,047	721	7,059	7,195	7,271	7,649	7,759	7,911
Ohio	1,830,985	23,856	121,772	137,238	135,161	140,225	140,849	144,015
Oklahoma	622,139	25,707	43,214	49,247	44,855	45,477	47,164	47,347
Oregon	551,480	462	38,085	41,020	40,515	41,418	42,726	44,020
Pennsylvania	1,821,627	2,537	118,183	132,738	132,935	137,393	140,722	144,619
Rhode Island	158,046	1,229	10,704	11,996	12,399	12,354	12,717	12,809
South Carolina	691,078	19,281	47,618	51,896	51,501	53,561	54,854	55,175
South Dakota	127,542	1,176	9,075	8,844	9,035	9,347	9,641	9,598
Tennessee	925,030 ¹	14,987 ¹	69,429	72,221	70,244	71,436	72,714	73,739
Texas	4,163,447	170,101	302,859	323,133	319,249	320,083	318,842	317,320
Utah	484,677	6,876	36,521	37,023	35,784	35,463	36,411	35,994
Vermont	101,179	2,567	6,289	6,780	7,005	7,214	7,468	7,799
Virginia	1,163,091	14,137	82,489	87,841	88,692	90,480	91,966	92,693
Washington	1,009,200	8,102	68,280	73,602	73,377	76,527	78,504	79,397
West Virginia	282,885	6,770	20,247	21,134	20,570	21,002	21,561	22,094
Wisconsin	879,361	24,673	57,469	58,174	60,059	61,655	63,509	65,101
Wyoming	88,128	†	6,002	5,871	6,204	6,374	6,587	6,801
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas								
DoD schools (overseas)	73,212	1,948	6,788	7,040	6,762	6,634	6,626	6,196
DoD schools (domestic)	32,847	2,855	3,824	3,755	3,435	3,208	3,009	2,729
Bureau of Indian Affairs	46,476	†	4,122	3,759	3,871	3,916	4,016	3,912
American Samoa	15,897	1,435	969	1,149	1,261	1,297	1,251	1,152
Guam	31,992	474	2,336	2,646	2,707	2,241	2,621	2,591
Northern Marianas	10,479	523	665	872	855	962	832	879
Puerto Rico	604,177	863	41,529	48,601	46,899	47,606	47,082	46,501
Virgin Islands	18,780	†	—	—	—	—	—	—

See footnotes at end of table.

Table 1. Public school student membership, by grade and state: School year 2001–02—Continued

State	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded
United States	3,770,057	3,721,862	3,618,837	4,012,770	3,528,573	3,174,203	2,863,083	456,011
Alabama	60,546	60,194	56,591	61,038	51,525	46,138	42,909	—
Alaska	10,941	10,967	10,702	11,734	10,147	9,240	8,340	0
Arizona	74,408	72,303	69,643	72,859	67,117	57,782	52,162	8,311
Arkansas	36,124	36,284	35,372	35,894	34,418	32,257	28,849	1,546
California	493,218	472,363	461,133	499,505	459,588	420,295	365,907	73,072
Colorado	58,213	57,494	56,540	62,756	54,862	50,459	44,912	0
Connecticut	45,879	45,254	43,954	46,621	41,778	37,511	34,301	†
Delaware	9,137	9,222	9,397	10,618	9,036	7,597	7,030	0
District of Columbia	4,945	4,261	3,662	4,012	3,584	3,119	2,815	4,319
Florida	202,978	202,100	194,250	248,764	172,935	150,752	130,613	†
Georgia	121,152	116,877	112,145	128,734	102,590	88,301	75,814	†
Hawaii	15,184	14,017	13,705	16,036	13,521	12,424	10,632	114
Idaho	19,698	19,372	19,592	19,923	19,074	18,473	17,628	0
Illinois	163,556	157,988	151,737	165,529	150,646	137,810	131,411	4,616
Indiana	80,588	79,863	76,999	78,945	73,024	67,649	62,913	4,708
Iowa	37,548	37,666	37,115	39,818	39,126	38,443	36,469	4,809
Kansas	36,336	35,844	36,120	38,621	37,083	34,645	33,221	14,373
Kentucky	49,718	48,961	47,019	53,583	46,656	41,876	37,160	5,662
Louisiana	55,222	58,494	61,115	57,164	48,767	45,994	41,611	3,061
Maine	16,756	17,223	17,347	16,689	16,155	14,813	13,410	2,427
Maryland	68,590	68,600	66,211	73,300	63,530	57,306	52,671	5,703
Massachusetts	78,815	78,147	75,219	80,394	69,692	64,105	59,453	†
Michigan	139,669	134,917	129,908	145,651	129,993	117,676	103,839	35,853
Minnesota	66,189	66,701	66,797	69,032	70,837	69,490	68,997	0
Mississippi	39,522	39,304	36,731	38,498	33,388	28,659	25,816	14,196
Missouri	71,587	71,290	69,677	75,156	69,519	63,408	57,727	5,336
Montana	12,200	12,087	12,389	13,004	12,757	12,083	11,307	255
Nebraska	22,239	21,759	21,757	23,855	22,824	22,084	21,679	†
Nevada	30,045	28,424	27,028	32,086	25,082	17,694	19,461	673
New Hampshire	17,422	17,314	17,111	17,646	16,156	15,175	13,309	703
New Jersey	102,400	101,679	97,127	98,784	91,065	83,286	76,271	78,610
New Mexico	25,423	25,403	25,012	28,816	25,843	21,907	18,658	0
New York	219,314	217,811	210,369	245,540	219,003	172,609	153,505	133,282
North Carolina	107,997	106,669	102,126	114,236	94,231	81,329	69,602	—
North Dakota	7,990	8,385	8,514	8,906	9,040	8,986	8,661	0
Ohio	145,029	145,388	141,218	155,727	139,530	131,413	117,683	11,881
Oklahoma	47,558	47,198	45,745	49,034	45,877	41,575	38,638	3,503
Oregon	44,784	43,986	42,988	45,067	44,268	41,403	38,379	2,359
Pennsylvania	147,884	147,957	146,138	159,919	147,555	133,282	122,942	6,823
Rhode Island	13,172	12,945	12,458	13,538	11,631	10,587	9,507	0
South Carolina	52,856	57,301	55,939	64,700	49,751	40,588	36,057	0
South Dakota	10,028	10,049	9,997	10,629	10,562	9,834	9,454	273
Tennessee	73,413	72,738	68,184	74,322	66,409	58,383	51,278	15,533
Texas	317,578	316,287	310,762	366,895	293,235	260,674	226,429	—
Utah	36,113	35,538	35,786	35,029	36,118	35,923	34,951	11,147
Vermont	8,059	8,146	7,972	8,595	8,137	7,633	7,422	93
Virginia	94,724	92,725	88,184	100,599	86,814	78,877	70,607	2,263
Washington	80,858	79,677	77,933	86,396	81,650	75,361	69,536	†
West Virginia	22,241	22,252	21,650	23,328	21,392	19,801	18,336	507
Wisconsin	67,208	67,398	66,558	77,802	73,512	70,297	65,946	0
Wyoming	7,003	7,040	7,211	7,443	7,540	7,197	6,855	0
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas								
DoD schools (overseas)	6,037	5,734	4,985	4,663	3,801	3,323	2,675	†
DoD schools (domestic)	2,539	1,840	1,631	1,212	934	719	593	564
Bureau of Indian Affairs	3,821	3,928	3,676	3,828	3,095	2,423	2,109	†
American Samoa	1,151	1,160	1,086	1,141	1,029	930	838	48
Guam	2,661	2,545	2,311	3,494	2,412	1,414	1,539	†
Northern Marianas	813	781	779	861	737	434	432	54
Puerto Rico	48,204	50,768	46,410	45,056	44,521	37,615	32,699	19,823
Virgin Islands	—	—	—	—	—	—	—	—

—Not available.

†Not applicable.

¹Data imputed based on current-year (fall 2001) data.²District of Columbia membership includes 6,943 charter school students for which grade enrollment is not known.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

Table 2. Public school student/teacher ratio, student membership, and teachers, by level of instruction and state: School year 2001–02

State	Total student/teacher ratio	Total student membership	Total teachers	Pre-kindergarten teachers	Kindergarten teachers	Elementary teachers	Secondary teachers	Teachers of ungraded classes
United States	15.9	47,687,871 ²	2,997,741 ⁴	42,239 ²	152,892	1,492,901	1,079,197	232,654
Alabama	15.8	737,294 ²	46,796	722 ²	3,748	23,028	19,298	†
Alaska	16.7	134,358	8,026	67	172	4,945	2,842	†
Arizona	20.0	922,180	46,015	168	1,683	31,131	13,033	†
Arkansas	13.6	449,805	33,079	131	2,075	10,221	15,678	4,974
California	20.5	6,248,610 ²	304,296	11,578 ²	23,545	191,685	77,488	—
Colorado	16.8	742,145	44,182	601	2,680	19,300	21,601	0
Connecticut	13.7	570,228	41,773	151	1,602	22,630	12,305	5,085
Delaware	15.3	115,555	7,571	12	218	3,548	3,793	0
District of Columbia	13.8 ¹	75,392	4,951	218	269	2,125	1,599	740
Florida	18.6	2,500,478	134,684	877	7,094	50,269	52,204	24,240
Georgia	15.9	1,470,634	92,732	2,170	5,326	46,354	38,882	†
Hawaii	16.8	184,546	11,007	182	487 ³	5,302 ³	5,000	36
Idaho	17.8	246,521	13,854	98	498	6,481	6,777	†
Illinois	16.0	2,071,391	129,600	1,017	4,395	72,096	32,161	19,931
Indiana	16.7	996,133	59,658	423	2,528	28,203	25,782	2,723
Iowa	13.9	485,932	34,906	421	2,298	18,657	12,479	1,051
Kansas	14.2	470,205	33,084	326	1,199	13,249	14,791	3,519
Kentucky	16.2	654,363	40,375	436	4,309	12,659	15,947	7,025
Louisiana	14.6	731,328	49,980	516	2,581	31,886	14,742	255
Maine	12.3	205,586	16,741	230 ³	936 ³	10,152 ³	5,423	—
Maryland	16.0	860,640	53,774	595	2,009	29,708	21,462	—
Massachusetts	14.1	973,140	68,942	493 ³	2,001 ³	21,709 ³	33,655	11,084
Michigan	17.5	1,730,668	98,849	1,140	4,009	36,970	44,028	12,702
Minnesota	16.0	851,384	53,081	1,195	2,040	24,463	25,364	19
Mississippi	15.8	493,507	31,213	254	1,751	13,663	11,088	4,458
Missouri	13.9	909,792	65,240	1,349	3,314	28,425	31,659	493
Montana	14.6	151,947	10,408	142 ³	576 ³	6,254 ³	3,436	†
Nebraska	13.5	285,095	21,083	256 ³	1,039 ³	11,268 ³	8,350	170 ³
Nevada	18.5	356,814	19,276	256	618	8,831	6,937	2,634
New Hampshire	14.1	206,847	14,677	105	355	9,724	4,493	—
New Jersey	12.9	1,341,656	103,611	227	3,854	54,972	28,172	16,386
New Mexico	14.7	320,260	21,823	282	1,224	11,117	4,837	4,363
New York	13.7	2,872,132	209,128	2,223	11,690	94,420	69,480	31,315
North Carolina	15.4	1,315,363	85,684	870	5,590	45,031	29,999	4,194
North Dakota	13.2	106,047	8,035	112	275	4,374	3,274	0
Ohio	15.0	1,830,985	122,115	1,560	4,173	75,720	40,497	165
Oklahoma	14.9	622,139	41,632	738	1,634	17,096	17,863	4,301
Oregon	19.4	551,480	28,402	51	1,154	13,917	8,068	5,212
Pennsylvania	15.4	1,821,627	118,470	1,101 ³	4,471 ³	48,504 ³	48,595	15,799
Rhode Island	14.2	158,046	11,103	20	258	4,399	4,657	1,770
South Carolina	14.8	691,078	46,616	579	2,106	30,043	13,158	731
South Dakota	13.6	127,542	9,370	110	373	5,219	2,646	1,022
Tennessee	15.9	925,030	58,357	316 ²	3,825	37,424	15,735	1,058
Texas	14.7	4,163,447	282,846	5,550	15,925	117,988	110,911	32,473
Utah	21.8	484,677	22,211	184	885	9,633	9,088	2,421
Vermont	11.8	101,179	8,554	66	314	2,875	3,053	2,246
Virginia	13.0	1,163,091	89,314	884	3,383	47,912	37,135	—
Washington	19.2	1,009,200	52,534	52	2,107	24,545	21,078	4,752
West Virginia	14.0	282,885	20,139	199	1,101	8,877	6,759	3,203
Wisconsin	14.4	879,361	60,918	986	2,971	40,933	18,420	0
Wyoming	12.5	88,128	7,026	†	224	2,966	3,475	104
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas								
DoD schools (overseas)	14.2	73,212	5,154	70	270	1,653	1,737	1,424
DoD schools (domestic)	13.2	32,847	2,486	93	183	885	520	805
Bureau of Indian Affairs	—	46,476	—	—	—	—	—	—
American Samoa	17.4	15,897	914	130	38	473	254	19
Guam	16.7	31,992	1,918	13	102	724	771	308
Northern Marianas	20.2	10,479	519	4	18	286	208	3
Puerto Rico	14.1	604,177	42,906	87	1,234	22,633	16,469	2,483
Virgin Islands	—	18,780	—	†	—	—	—	—

—Not available.

†Not applicable.

¹The District of Columbia student/teacher ratio does not include the 6,943 charter school students for which no teachers were reported.²Data imputed based on current-year (fall 2001) data.³Data disaggregated from reported total.⁴Total teachers in each state may not add to detail due to rounding, missing detail (Wyoming), or duplicate reporting in the detail (Wisconsin).

NOTE: Teacher counts are full-time-equivalent (FTE) counts. Elementary and secondary teacher counts are not directly comparable across states due to differences in the grades included in these designations.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

Table 3. Number of staff employed by public elementary and secondary school systems and percentage of total staff, by category and state: School year 2001–02

State	Total staff	Teachers		Instructional aides		Instructional coordinators and supervisors		Guidance counselors	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	5,902,916 ¹	2,997,741 ²	50.8	675,038 ¹	11.4	45,934 ¹	0.8	100,052	1.7
Alabama	88,171 ¹	46,796 ²	53.1	6,122	6.9	676	0.8	1,658	1.9
Alaska	16,729	8,026	48.0	2,481	14.8	154 ¹	0.9	275	1.6
Arizona	93,976	46,015	49.0	13,179	14.0	145	0.2	1,215	1.3
Arkansas	66,578	33,079	49.7	6,170	9.3	601	0.9	1,459	2.2
California	574,559 ¹	304,296 ²	53.0	72,554	12.6	6,510	1.1	6,438	1.1
Colorado	87,582	44,182	50.4	10,383	11.9	879	1.0	1,277	1.5
Connecticut	84,884	41,773	49.2	11,857	14.0	386	0.5	1,279	1.5
Delaware	14,172	7,571	53.4	1,332	9.4	166	1.2	240	1.7
District of Columbia	11,391	4,951	43.5	1,508	13.2	19	0.2	241	2.1
Florida	282,696	134,684	47.6	31,206	11.0	666	0.2	5,547	2.0
Georgia	190,054	92,732	48.8	22,625	11.9	1,210	0.6	3,219	1.7
Hawaii	19,464	11,007	56.6	1,671	8.6	500	2.6	646	3.3
Idaho	24,773	13,854	55.9	2,632	10.6	288	1.2	593	2.4
Illinois	255,719 ¹	129,600	50.7	32,955 ¹	12.9	1,295	0.5	2,983	1.2
Indiana	128,938	59,658	46.3	18,337	14.2	1,552	1.2	1,831	1.4
Iowa	69,504	34,906	50.2	8,887	12.8	467	0.7	1,230	1.8
Kansas	65,155	33,084	50.8	7,153	11.0	136	0.2	1,173	1.8
Kentucky	94,826	40,375	42.6	14,302	15.1	742	0.8	1,481	1.6
Louisiana	101,552	49,980	49.2	11,094	10.9	1,303	1.3	3,264	3.2
Maine	34,072	16,741	49.1	5,705	16.7	198	0.6	643	1.9
Maryland	99,282	53,774	54.2	9,361	9.4	863	0.9	2,161	2.2
Massachusetts	125,625 ³	68,942	54.9	17,452	13.9	2,633	2.1	2,472	2.0
Michigan	214,894	98,849	46.0	25,592	11.9	1,244	0.6	3,136	1.5
Minnesota	104,741	53,081	50.7	14,440	13.8	466	0.4	1,056	1.0
Mississippi	65,154	31,213	47.9	8,561	13.1	592	0.9	952	1.5
Missouri	124,756	65,240	52.3	11,154	8.9	941	0.8	2,673	2.1
Montana	19,501 ¹	10,408	53.4	2,417 ¹	12.4	155	0.8	429	2.2
Nebraska	40,541	21,083	52.0	4,479	11.0	350	0.9	777	1.9
Nevada	33,967	19,276	56.7	2,652	7.8	185	0.5	693	2.0
New Hampshire	29,141	14,677	50.4	5,759	19.8	178 ²	0.6	748	2.6
New Jersey	193,337	103,611	53.6	21,474	11.1	1,558	0.8	3,551	1.8
New Mexico	44,941	21,823	48.6	5,301	11.8	216	0.5	781	1.7
New York	423,199	209,128	49.4	41,660	9.8	2,081	0.5	6,241	1.5
North Carolina	166,164	85,684	51.6	27,665	16.6	883	0.5	3,370	2.0
North Dakota	14,896	8,035	53.9	1,702	11.4	121	0.8	274	1.8
Ohio	230,007	122,115	53.1	14,886	6.5	489	0.2	3,537	1.5
Oklahoma	76,405	41,632	54.5	6,594	8.6	199	0.3	1,609	2.1
Oregon	57,473	28,402	49.4	8,467	14.7	435	0.8	1,243	2.2
Pennsylvania	229,238	118,470	51.7	24,065	10.5	1,460	0.6	4,183	1.8
Rhode Island	18,583	11,103	59.7	2,301	12.4	64	0.3	348	1.9
South Carolina	71,732 ¹	46,616	65.0	10,995 ¹	15.3	609	0.8	1,722	2.4
South Dakota	18,512	9,370	50.6	2,162	11.7	383	2.1	323	1.7
Tennessee	111,926 ¹	58,357	52.1	12,661	11.3	1,094 ²	1.0	1,854	1.7
Texas	582,555	282,846	48.6	58,283	10.0	1,517	0.3	9,713	1.7
Utah	41,111	22,211	54.0	5,496	13.4	622	1.5	666	1.6
Vermont	18,050	8,554	47.4	4,007	22.2	278	1.5	399	2.2
Virginia	165,249	89,314	54.0	15,725	9.5	1,770	1.1	3,408	2.1
Washington	112,021	52,534	46.9	10,044	9.0	4,636	4.1	1,966	1.8
West Virginia	37,676	20,139	53.5	3,087	8.2	334	0.9	665	1.8
Wisconsin	113,525	60,918	53.7	12,780	11.3	1,581	1.4	2,049	1.8
Wyoming	13,919	7,026	50.5	1,663	11.9	104	0.7	361	2.6
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas									
DoD schools (overseas)	7,889	5,154	65.3	532	6.7	140	1.8	234	3.0
DoD schools (domestic)	4,321	2,486	57.5	419	9.7	53	1.2	108	2.5
Bureau of Indian Affairs	—	—	—	—	—	—	—	—	—
American Samoa	1,686	914	54.2	132	7.8	36	2.1	48	2.8
Guam	3,765	1,918	50.9	700	18.6	156	4.1	29	0.8
Northern Marianas	1,019	519	50.9	198	19.4	5	0.5	13	1.3
Puerto Rico	75,254	42,906	57.0	229	0.3	305	0.4	1,003	1.3
Virgin Islands	—	—	—	—	—	—	—	—	—

See footnotes at end of table.

Table 3. Number of staff employed by public elementary and secondary school systems and percentage of total staff, by category and state: School year 2001–02—Continued

State	Librarians		Student/other support staff ⁴		School administrators		School district administrators		Administrative support staff ⁵	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	54,349	0.9	1,392,677 ¹	23.6	160,806	2.7	63,351	1.1	412,968 ¹	7.0
Alabama	1,332	1.5	23,678	26.9	3,307	3.8	1,241	1.4	3,361	3.8
Alaska	147	0.9	3,093	18.5	804	4.8	273	1.6	1,476	8.8
Arizona	811	0.9	22,941	24.4	2,140	2.3	386	0.4	7,144	7.6
Arkansas	1,016	1.5	18,553	27.9	1,734	2.6	673	1.0	3,293	4.9
California	1,396	0.2	111,808 ²	19.5	13,225	2.3	2,711	0.5	55,621	9.7
Colorado	852	1.0	20,295	23.2	2,289	2.6	932	1.1	6,493	7.4
Connecticut	767	0.9	20,439	24.1	2,205	2.6	1,312	1.5	4,866	5.7
Delaware	124	0.9	3,365	23.7	359	2.5	262	1.8	753	5.3
District of Columbia	119	1.0	3,583	31.5	279	2.4	49	0.4	642	5.6
Florida	2,667	0.9	71,093	25.1	6,516	2.3	1,715	0.6	28,602	10.1
Georgia	2,114	1.1	51,922	27.3	4,755	2.5	1,764	0.9	9,713	5.1
Hawaii	289	1.5	3,642	18.7	517	2.7	139	0.7	1,053	5.4
Idaho	188	0.8	5,042	20.4	715	2.9	122	0.5	1,339	5.4
Illinois	1,934	0.8	59,350 ¹	23.2	6,315	2.5	3,963	1.5	17,324 ¹	6.8
Indiana	1,065	0.8	34,952	27.1	2,950	2.3	985	0.8	7,608	5.9
Iowa	647	0.9	15,419	22.2	2,197	3.2	980	1.4	4,771	6.9
Kansas	975	1.5	16,515	25.3	1,754	2.7	1,258	1.9	3,107	4.8
Kentucky	1,147	1.2	24,043	25.4	2,461	2.6	1,214	1.3	9,061	9.6
Louisiana	1,201	1.2	27,904	27.5	2,585	2.5	398	0.4	3,823	3.8
Maine	241	0.7	7,236 ²	21.2	916	2.7	560	1.6	1,832 ²	5.4
Maryland	1,112	1.1	23,373	23.5	3,023	3.0	899	0.9	4,716	4.8
Massachusetts	823	0.7	20,190	16.1	2,577	2.1	654	0.5	9,882 ³	7.9
Michigan	1,612	0.8	66,854	31.1	5,574	2.6	2,084	1.0	9,949	4.6
Minnesota	1,015	1.0	21,448 ²	20.5	2,052	2.0	1,909	1.8	9,274	8.9
Mississippi	956	1.5	16,387	25.2	1,706	2.6	969	1.5	3,818	5.9
Missouri	1,621	1.3	25,865 ²	20.7	2,996	2.4	1,254	1.0	13,012 ²	10.4
Montana	359	1.8	3,808 ¹	19.5	504	2.6	150	0.8	1,271 ¹	6.5
Nebraska	565	1.4	9,623	23.7	994	2.5	572	1.4	2,098	5.2
Nevada	317	0.9	7,540	22.2	972	2.9	272	0.8	2,060	6.1
New Hampshire	286	1.0	5,307 ²	18.2	521	1.8	476	1.6	1,189 ²	4.1
New Jersey	1,858	1.0	38,613	20.0	4,790	2.5	1,855	1.0	16,027	8.3
New Mexico	283	0.6	10,922	24.3	1,017	2.3	1,250	2.8	3,348	7.4
New York	3,180	0.8	117,681	27.8	7,915	1.9	2,954	0.7	32,359	7.6
North Carolina	2,289	1.4	39,919	24.0	4,681	2.8	1,601	1.0	72	0.0
North Dakota	198	1.3	3,260	21.9	391	2.6	431	2.9	484	3.2
Ohio	1,630	0.7	51,310	22.3	5,308	2.3	6,203	2.7	24,529	10.7
Oklahoma	1,043	1.4	17,110	22.4	2,043	2.7	723	0.9	5,452	7.1
Oregon	582	1.0	11,002	19.1	1,664	2.9	804	1.4	4,874	8.5
Pennsylvania	2,217	1.0	57,294	25.0	4,418	1.9	1,578	0.7	15,553	6.8
Rhode Island	61	0.3	2,721	14.6	444	2.4	199	1.1	1,342	7.2
South Carolina	1,123	1.6	1,562 ¹	2.2	3,053	4.3	272	0.4	5,780 ¹	8.1
South Dakota	167	0.9	4,446	24.0	427	2.3	438	2.4	796	4.3
Tennessee	1,506	1.3	23,550 ²	21.0	4,819	4.3	1,117	1.0	6,968 ²	6.2
Texas	4,719	0.8	153,550	26.4	28,779	4.9	7,956	1.4	35,192	6.0
Utah	311	0.8	7,953	19.3	997	2.4	167	0.4	2,688	6.5
Vermont	229	1.3	3,085	17.1	422	2.3	146	0.8	930	5.2
Virginia	2,040	1.2	36,003	21.8	4,034	2.4	2,779	1.7	10,176	6.2
Washington	1,321	1.2	31,036	27.7	2,709	2.4	1,163	1.0	6,612	5.9
West Virginia	393	1.0	9,465	25.1	1,063	2.8	339	0.9	2,191	5.8
Wisconsin	1,383	1.2	23,849	21.0	2,567	2.3	949	0.8	7,449	6.6
Wyoming	118	0.8	3,078	22.1	323	2.3	251	1.8	995	7.1
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas										
DoD schools (overseas)	156	2.0	646	8.2	276	3.5	39	0.5	712	9.0
DoD schools (domestic)	70	1.6	685	15.9	120	2.8	36	0.8	344	8.0
Bureau of Indian Affairs	—	—	—	—	—	—	—	—	—	—
American Samoa	6	0.4	271	16.1	78	4.6	37	2.2	164	9.7
Guam	13	0.3	215	5.7	55	1.5	20	0.5	659	17.5
Northern Marianas	0	0	144	14.1	31	3.0	9	0.9	100	9.8
Puerto Rico	1,006	1.3	22,122	29.4	1,484	2.0	1,602	2.1	4,597	6.1
Virgin Islands	—	—	—	—	—	—	—	—	—	—

—Not available.

¹Data imputed based on current-year (fall 2001) data.²Data disaggregated from reported total.³Data imputed based on prior-year (fall 2000) data.⁴Student/other support services include library support staff, student support services staff, and all other nonadministrative support staff.⁵Administrative support staff includes district- and school-level administrative support staff.

NOTE: All staff counts are full-time-equivalent (FTE) counts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

Table 4. Public school membership, by race/ethnicity and state: School year 2001–02

State	Students reported ¹	American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic
United States	47,440,514	561,799	2,010,685	8,103,281	8,152,385	28,612,364
Alabama	725,349 ¹	5,357	5,869	11,108	264,506	438,509
Alaska	134,358	34,210	7,870	4,812	6,254	81,212
Arizona	922,180	60,404	19,361	325,661	43,551	473,203
Arkansas	449,805	2,300	4,159	18,672	104,951	319,723
California	6,108,071 ¹	53,314	686,074	2,717,602	512,996	2,138,085
Colorado	742,145	8,710	22,131	172,940	42,361	496,003
Connecticut	570,228	1,677	16,878	77,966	78,826	394,881
Delaware	115,555	325	2,807	7,600	35,900	68,923
District of Columbia	68,449 ¹	32	1,121	6,427	57,751	3,118
Florida	2,500,478	6,916	48,079	511,247	621,569	1,312,667
Georgia	1,470,634	2,437	34,812	80,776	561,354	791,255
Hawaii	184,546	794	133,408	8,384	4,469	37,491
Idaho	246,521	3,238	3,279	27,633	1,908	210,463
Illinois	2,071,391	3,535	71,667	335,535	439,478	1,221,176
Indiana	996,133	2,388	10,212	38,943	117,857	826,733
Iowa	485,932	2,638	8,344	19,523	19,955	435,472
Kansas	470,205	6,286	10,316	45,929	42,023	365,651
Kentucky	621,956 ¹	1,312	4,287	6,920	63,808	545,629
Louisiana	731,328	4,765	9,311	11,358	349,550	356,344
Maine	205,586	1,373	2,279	1,324	2,826	197,784
Maryland	860,640	3,111	39,401	46,251	320,489	451,388
Massachusetts	973,140	3,165	44,148	105,053	83,642	737,132
Michigan	1,730,668	18,014	34,493	62,754	345,575	1,269,832
Minnesota	851,384	17,145	44,273	31,935	59,924	698,107
Mississippi	493,507	769	3,566	4,208	251,728	233,236
Missouri	909,792	2,948	11,100	18,337	159,059	718,348
Montana	151,947	16,121	1,560	2,835	962	130,469
Nebraska	285,095	4,452	4,502	23,459	19,594	233,088
Nevada	356,814	6,158	21,648	97,782	36,737	194,489
New Hampshire	206,847	505	3,016	4,255	2,539	196,532
New Jersey	1,341,656	2,390	88,558	214,546	239,554	796,608
New Mexico	320,260	36,137	3,413	163,378	7,534	109,798
New York	2,872,132	12,461	178,495	534,527	571,850	1,574,799
North Carolina	1,315,363	19,336	25,245	68,957	412,192	789,633
North Dakota	106,047	8,587	872	1,431	1,138	94,019
Ohio	1,804,123 ¹	2,382	21,429	33,447	301,480	1,445,385
Oklahoma	622,139	108,800	9,051	40,373	67,334	396,581
Oregon	540,813 ¹	11,707	22,641	62,392	16,061	428,012
Pennsylvania	1,821,627	2,386	37,945	87,219	279,256	1,414,821
Rhode Island	158,046	897	5,098	23,336	12,782	115,933
South Carolina	688,258 ¹	1,674	6,879	16,187	286,819	376,699
South Dakota	127,542	13,004	1,256	1,744	1,635	109,903
Tennessee	909,856 ¹	1,487	10,575	18,940	225,717	653,137
Texas	4,163,447	12,776	116,229	1,735,040	598,223	1,701,179
Utah	484,677	7,456	13,646	47,940	4,934	410,701
Vermont	101,179	556	1,524	1,013	1,166	96,920
Virginia	1,163,091	3,261	50,094	63,950	315,105	730,681
Washington	1,009,200	26,452	75,916	110,468	54,589	741,775
West Virginia	282,885	297	1,567	1,173	12,386	267,462
Wisconsin	879,361	12,520	29,488	43,621	89,293	704,439
Wyoming	88,128	2,834	793	6,370	1,195	76,936
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas						
DoD schools (overseas)	56,571 ¹	547	5,131	5,262	10,809	34,822
DoD schools (domestic)	27,741 ¹	170	965	5,137	7,158	14,311
Bureau of Indian Affairs ²	46,476	46,476	0	0	0	0
American Samoa ²	15,897	0	15,897	0	0	0
Guam	31,992	20	31,310	75	104	483
Northern Marianas	10,479	0	10,429	0	6	44
Puerto Rico ²	604,177	0	0	604,177	0	0
Virgin Islands	18,780	—	—	—	—	—

—Not available.

¹Totals exclude students for whom race/ethnicity was not reported.²American Samoa, Puerto Rico, and the BIA reported all of their students in one category of race/ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

Table 5. Percentage of public school membership by race/ethnicity and state: School year 2001–02

State	Total reported ¹	American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic
United States	100.0	1.2	4.2	17.1	17.2	60.3
Alabama	100.0	0.7	0.8	1.5	36.5	60.5
Alaska	100.0	25.5	5.9	3.6	4.7	60.4
Arizona	100.0	6.6	2.1	35.3	4.7	51.3
Arkansas	100.0	0.5	0.9	4.2	23.3	71.1
California	100.0	0.9	11.2	44.5	8.4	35.0
Colorado	100.0	1.2	3.0	23.3	5.7	66.8
Connecticut	100.0	0.3	3.0	13.7	13.8	69.2
Delaware	100.0	0.3	2.4	6.6	31.1	59.6
District of Columbia	100.0	0.0	1.6	9.4	84.4	4.6
Florida	100.0	0.3	1.9	20.4	24.9	52.5
Georgia	100.0	0.2	2.4	5.5	38.2	53.8
Hawaii	100.0	0.4	72.3	4.5	2.4	20.3
Idaho	100.0	1.3	1.3	11.2	0.8	85.4
Illinois	100.0	0.2	3.5	16.2	21.2	59.0
Indiana	100.0	0.2	1.0	3.9	11.8	83.0
Iowa	100.0	0.5	1.7	4.0	4.1	89.6
Kansas	100.0	1.3	2.2	9.8	8.9	77.8
Kentucky	100.0	0.2	0.7	1.1	10.3	87.7
Louisiana	100.0	0.7	1.3	1.6	47.8	48.7
Maine	100.0	0.7	1.1	0.6	1.4	96.2
Maryland	100.0	0.4	4.6	5.4	37.2	52.4
Massachusetts	100.0	0.3	4.5	10.8	8.6	75.7
Michigan	100.0	1.0	2.0	3.6	20.0	73.4
Minnesota	100.0	2.0	5.2	3.8	7.0	82.0
Mississippi	100.0	0.2	0.7	0.9	51.0	47.3
Missouri	100.0	0.3	1.2	2.0	17.5	79.0
Montana	100.0	10.6	1.0	1.9	0.6	85.9
Nebraska	100.0	1.6	1.6	8.2	6.9	81.8
Nevada	100.0	1.7	6.1	27.4	10.3	54.5
New Hampshire	100.0	0.2	1.5	2.1	1.2	95.0
New Jersey	100.0	0.2	6.6	16.0	17.9	59.4
New Mexico	100.0	11.3	1.1	51.0	2.4	34.3
New York	100.0	0.4	6.2	18.6	19.9	54.8
North Carolina	100.0	1.5	1.9	5.2	31.3	60.0
North Dakota	100.0	8.1	0.8	1.3	1.1	88.7
Ohio	100.0	0.1	1.2	1.9	16.7	80.1
Oklahoma	100.0	17.5	1.5	6.5	10.8	63.7
Oregon	100.0	2.2	4.2	11.5	3.0	79.1
Pennsylvania	100.0	0.1	2.1	4.8	15.3	77.7
Rhode Island	100.0	0.6	3.2	14.8	8.1	73.4
South Carolina	100.0	0.2	1.0	2.4	41.7	54.7
South Dakota	100.0	10.2	1.0	1.4	1.3	86.2
Tennessee	100.0	0.2	1.2	2.1	24.8	71.8
Texas	100.0	0.3	2.8	41.7	14.4	40.9
Utah	100.0	1.5	2.8	9.9	1.0	84.7
Vermont	100.0	0.5	1.5	1.0	1.2	95.8
Virginia	100.0	0.3	4.3	5.5	27.1	62.8
Washington	100.0	2.6	7.5	10.9	5.4	73.5
West Virginia	100.0	0.1	0.6	0.4	4.4	94.5
Wisconsin	100.0	1.4	3.4	5.0	10.2	80.1
Wyoming	100.0	3.2	0.9	7.2	1.4	87.3
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas						
DoD schools (overseas)	100.0	1.0	9.1	9.3	19.1	61.6
DoD schools (domestic)	100.0	0.6	3.5	18.5	25.8	51.6
Bureau of Indian Affairs ²	100.0	100.0	0.0	0.0	0.0	0.0
American Samoa ²	100.0	0.0	100.0	0.0	0.0	0.0
Guam	100.0	0.1	97.9	0.2	0.3	1.5
Northern Marianas	100.0	0.0	99.5	0.0	0.1	0.4
Puerto Rico ²	100.0	0.0	0.0	100.0	0.0	0.0
Virgin Islands	—	—	—	—	—	—

—Not available.

¹Totals exclude students for whom race/ethnicity was not reported.²American Samoa, Puerto Rico, and the BIA reported all of their students in one category of race/ethnicity.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

Table 6. Number of public high school completers, by state: School year 2000–01

State	Total high school completers	Diploma recipients	Other high school completers	High school equivalency recipients ²
United States	—	2,568,956	42,452 ¹	—
Alabama	42,899	37,082	2,531	3,286
Alaska	8,273	6,812	17	1,444
Arizona	—	46,773	770	—
Arkansas	33,406	27,100	1,919	4,387
California	—	315,189	†	—
Colorado	45,592	39,241	129	6,222
Connecticut	31,631	30,388	54	1,189
Delaware	6,984	6,614	98	272
District of Columbia	—	2,808	235	—
Florida	132,167	111,112	4,898	16,157
Georgia	—	62,499	6,716	—
Hawaii	—	10,102	221	—
Idaho	—	15,941	80	—
Illinois	—	110,624	†	—
Indiana	—	56,172	2,135	—
Iowa	38,324	33,774	135	4,415
Kansas	—	29,360	†	—
Kentucky	—	36,957	336	—
Louisiana	43,707	38,314	982	4,411
Maine	12,982	12,654	19	309
Maryland	—	49,222	347	—
Massachusetts	—	54,393	†	—
Michigan	97,923	96,515	634	774
Minnesota	63,500	56,581	†	6,919
Mississippi	26,160	23,748	2,014	398
Missouri	59,866	54,138	99	5,629
Montana	12,207	10,628	†	1,579
Nebraska	—	19,658	174	—
Nevada	18,133	15,127	680	2,326
New Hampshire	—	12,294	—	1,224
New Jersey	78,609	76,130	†	2,479
New Mexico	20,675	18,199	155	2,321
New York	165,239	141,884	5,421	17,934
North Carolina	71,319	63,288	666	7,365
North Dakota	10,623	8,445	†	2,178
Ohio	117,389	111,281	†	6,108
Oklahoma	47,578	37,458	†	10,120
Oregon	40,570	29,939	3,182	7,449
Pennsylvania	124,735	114,436	†	10,299
Rhode Island	9,330	8,603	14	713
South Carolina	—	29,742	835	—
South Dakota	—	8,881	†	—
Tennessee	—	40,642	4,021	—
Texas	216,700	215,316	†	1,384
Utah	34,309	31,036	160	3,113
Vermont	6,904	6,856	20	28
Virginia	74,846	66,067	2,526	6,253
Washington	57,522	55,081	155	2,286
West Virginia	20,103	18,440	12	1,651
Wisconsin	—	59,341	—	9,105
Wyoming	—	6,071	62	—
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas				
DoD schools (overseas)	2,621	2,621	†	—
DoD schools (domestic)	568	568	†	—
Bureau of Indian Affairs	—	—	—	—
American Samoa	781	722	2	57
Guam	—	1,371	†	—
Northern Marianas	—	361	—	—
Puerto Rico	45,755	30,154	2,420	13,181
Virgin Islands	—	966	—	—

—Not available.

†Not applicable.

¹Includes individuals who receive certificates of attendance or some other credential in lieu of diplomas. Total other high school completers does not include New Hampshire and Wisconsin.²Includes recipients age 19 or younger, except in Minnesota, where they are age 20 or younger.

NOTE: High school completer categories may include students not included in 12th-grade membership in the 2000–01 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

Table 7. Public diploma recipients, by race/ethnicity and state: School year 2000–01

State	Total reported by race/ethnicity	American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic
Alabama	37,082	437	348	238	11,986	24,073
Alaska	6,812	1,286	429	173	246	4,678
Arizona	—	—	—	—	—	—
Arkansas	27,100	119	302	528	5,697	20,454
California	315,189	2,734	46,958	103,795	22,474	139,228
Colorado	39,241	305	1,250	5,321	1,681	30,684
Connecticut	30,388	66	961	2,563	3,369	23,429
Delaware	6,479 ¹	15	195	208	1,661	4,400
District of Columbia	2,808	3	72	215	2,401	117
Florida	111,112	288	3,068	17,943	23,608	66,205
Georgia	62,499	82	1,988	1,281	19,795	39,353
Hawaii	10,102	33	7,534	441	177	1,917
Idaho	15,941	133	224	973	70	14,541
Illinois	110,624	172	4,889	10,855	15,498	79,210
Indiana	56,172	95	621	1,304	4,358	49,794
Iowa	33,774	212	684	582	678	31,618
Kansas	29,360	271	702	1,323	1,844	25,220
Kentucky	36,957	40	269	232	2,995	33,421
Louisiana	38,314	208	678	509	15,046	21,873
Maine	12,654	75	121	79	84	12,295
Maryland	49,222	145	2,488	1,708	16,155	28,726
Massachusetts	54,393	105	2,517	3,845	4,222	43,704
Michigan	96,515	875	1,989	2,139	12,060	79,452
Minnesota	56,581	643	2,468	916	1,840	50,714
Mississippi	23,748	16	190	87	11,158	12,297
Missouri	54,138	134	753	711	6,824	45,716
Montana	10,628	689	108	169	33	9,629
Nebraska	19,658	139	311	762	827	17,619
Nevada	15,127	249	998	2,331	1,201	10,348
New Hampshire	—	—	—	—	—	—
New Jersey	76,130	204	5,370	9,402	11,507	49,647
New Mexico	18,199	1,996	236	7,954	426	7,587
New York	141,884	494	10,124	16,317	20,594	94,355
North Carolina	63,288	761	1,334	1,264	16,810	43,119
North Dakota	8,445	373	48	54	47	7,923
Ohio	110,861 ¹	123	1,509	1,378	11,645	96,206
Oklahoma	37,458	5,906	751	1,492	3,243	26,066
Oregon	29,732 ¹	448	1,269	1,629	604	25,782
Pennsylvania	114,436	62	2,567	2,961	11,915	96,931
Rhode Island	8,603	38	273	769	546	6,977
South Carolina	—	—	—	—	—	—
South Dakota	8,881	334	83	65	41	8,358
Tennessee	—	—	—	—	—	—
Texas	215,316	574	7,218	69,595	28,295	109,634
Utah	31,036	348	768	1,527	184	28,209
Vermont	—	—	—	—	—	—
Virginia	66,067	145	3,311	2,342	14,930	45,339
Washington	55,081	1,068	4,675	3,495	2,157	43,686
West Virginia	18,440	17	131	54	665	17,573
Wisconsin	59,341	547	1,567	1,557	2,835	52,835
Wyoming	6,071	98	63	279	53	5,578
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas						
DoD schools (overseas)	2,119	0	362	175	422	1,160
DoD schools (domestic)	535	0	25	199	117	194
Bureau of Indian Affairs	—	—	—	—	—	—
American Samoa	722	0	722	0	0	0
Guam	1,349	0	1,319	3	3	24
Northern Marianas	361	0	360	0	0	1
Puerto Rico	30,154	0	0	30,154	0	0
Virgin Islands	966	3	4	79	875	5

—Not available.

¹Total excludes students for whom race/ethnicity was not reported.

NOTE: National totals are not presented for this table because of data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

Table 8. Other public high school completers, by race/ethnicity and state: School year 2000-01

State	Total reported by race/ethnicity	American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic
Alabama	2,531	20	9	23	1,316	1,163
Alaska	17	5	1	1	0	10
Arizona	—	—	—	—	—	—
Arkansas	1,919	9	8	33	524	1,345
California	†	†	†	†	†	†
Colorado	129	0	9	25	1	94
Connecticut	54	0	1	15	15	23
Delaware	90 ¹	0	1	7	24	58
District of Columbia	235	0	0	5	222	8
Florida	4,898	13	99	1,311	2,274	1,201
Georgia	6,716	11	148	213	4,291	2,053
Hawaii	221	4	170	11	3	33
Idaho	80	0	6	14	0	60
Illinois	†	†	†	†	†	†
Indiana	2,135	2	35	119	503	1,476
Iowa	135	4	6	7	4	114
Kansas	†	†	†	†	†	†
Kentucky	336	0	0	0	18	318
Louisiana	982	3	5	5	665	304
Maine	19	0	0	2	0	17
Maryland	347	2	7	17	147	174
Massachusetts	†	†	†	†	†	†
Michigan	634	2	22	34	48	528
Minnesota	†	†	†	†	†	†
Mississippi	2,014	1	5	2	1,333	673
Missouri	99	1	0	2	19	77
Montana	†	†	†	†	†	†
Nebraska	174	5	4	14	15	136
Nevada	680	12	43	269	171	185
New Hampshire	—	—	—	—	—	—
New Jersey	†	†	†	†	†	†
New Mexico	155	31	4	72	2	46
New York	5,421	30	132	864	1,346	3,049
North Carolina	—	—	—	—	—	—
North Dakota	†	†	†	†	†	†
Ohio	†	†	†	†	†	†
Oklahoma	†	†	†	†	†	†
Oregon	3,157 ¹	60	152	368	134	2,443
Pennsylvania	†	†	†	†	†	†
Rhode Island	14	0	0	2	1	11
South Carolina	—	—	—	—	—	—
South Dakota	†	†	†	†	†	†
Tennessee	—	—	—	—	—	—
Texas	†	†	†	†	†	†
Utah	160	13	5	13	5	124
Vermont	—	—	—	—	—	—
Virginia	2,526	7	34	64	583	1,838
Washington	155	7	5	10	8	125
West Virginia	12	0	0	0	2	10
Wisconsin	—	—	—	—	—	—
Wyoming	62	1	7	4	1	49
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas						
DoD schools (overseas)	†	†	†	†	†	†
DoD schools (domestic)	†	†	†	†	†	†
Bureau of Indian Affairs	—	—	—	—	—	—
American Samoa	2	0	2	0	0	0
Guam	†	†	†	†	†	†
Northern Marianas	—	—	—	—	—	—
Puerto Rico	2,420	0	0	2,420	0	0
Virgin Islands	—	—	—	—	—	—

—Not available.

†Not applicable.

¹Total excludes students for whom race/ethnicity was not reported.

NOTE: National totals are not presented for this table because of data not available. Other high school completers includes individuals who receive certificates of attendance or some other credential in lieu of diplomas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001-02.

Table 9. High school equivalency recipients, by race/ethnicity and state: School year 2000–01

State	Total reported by race/ethnicity	American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic
Alabama	—	—	—	—	—	—
Alaska	1,444	314	51	0	58	1,021
Arizona	—	—	—	—	—	—
Arkansas	—	—	—	—	—	—
California	—	—	—	—	—	—
Colorado	6,222	125	133	1,453	325	4,186
Connecticut	1,189	10	13	186	162	818
Delaware	—	—	—	—	—	—
District of Columbia	—	—	—	—	—	—
Florida	16,157	128	184	2,477	1,435	11,933
Georgia	—	—	—	—	—	—
Hawaii	—	—	—	—	—	—
Idaho	—	—	—	—	—	—
Illinois	—	—	—	—	—	—
Indiana	—	—	—	—	—	—
Iowa	4,415	62	49	238	565	3,501
Kansas	—	—	—	—	—	—
Kentucky	—	—	—	—	—	—
Louisiana	4,411	80	39	185	759	3,348
Maine	309	1	1	3	5	299
Maryland	—	—	—	—	—	—
Massachusetts	—	—	—	—	—	—
Michigan	774	9	16	28	94	627
Minnesota	—	—	—	—	—	—
Mississippi	398	0	0	3	135	260
Missouri	5,629	59	27	127	633	4,783
Montana	1,579	221	10	76	14	1,258
Nebraska	—	—	—	—	—	—
Nevada	2,326	73	82	452	168	1,551
New Hampshire	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—
New Mexico	—	—	—	—	—	—
New York	—	—	—	—	—	—
North Carolina	7,365	133	69	240	1,679	5,244
North Dakota	2,178	636	17	72	52	1,401
Ohio	—	—	—	—	—	—
Oklahoma	9,803 ¹	1,338	46	802	952	6,665
Oregon	—	—	—	—	—	—
Pennsylvania	—	—	—	—	—	—
Rhode Island	713	9	43	93	59	509
South Carolina	—	—	—	—	—	—
South Dakota	—	—	—	—	—	—
Tennessee	—	—	—	—	—	—
Texas	1,384	7	16	480	185	696
Utah	3,113	84	62	413	61	2,493
Vermont	—	—	—	—	—	—
Virginia	6,253	47	120	316	1,143	4,627
Washington	2,286	93	97	209	120	1,767
West Virginia	—	—	—	—	—	—
Wisconsin	—	—	—	—	—	—
Wyoming	—	—	—	—	—	—
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas						
DoD schools (overseas)	—	—	—	—	—	—
DoD schools (domestic)	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—
American Samoa	57	0	57	0	0	0
Guam	—	—	—	—	—	—
Northern Marianas	—	—	—	—	—	—
Puerto Rico	13,181	0	0	13,181	0	0
Virgin Islands	—	—	—	—	—	—

—Not available.

¹Total excludes students for whom race/ethnicity was not reported.

NOTE: National totals are not presented for this table because of data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

Table 10. Public school student membership and total teachers, by state: School years 1991–92 and 2001–02

State	Total student membership			Total teachers		
	1991–92	2001–02	Percent change from 1991–92 to 2001–02	1991–92	2001–02	Percent change from 1991–92 to 2001–02
United States	42,760,411	47,687,871 ¹	11.5	2,473,715	2,997,741 ¹	21.2
Alabama	722,004	737,294 ¹	2.1	40,480	46,796 ¹	15.6
Alaska	118,680	134,358	13.2	7,118	8,026	12.8
Arizona	656,980	922,180	40.4	33,978	46,015	35.4
Arkansas	438,518	449,805	2.6	25,785	33,079	28.3
California	5,107,145	6,248,610 ¹	22.4	224,000	304,296 ¹	35.8
Colorado	593,030	742,145	25.1	33,093	44,182	33.5
Connecticut	481,050	570,228	18.5	34,383	41,773	21.5
Delaware	102,196	115,555	13.1	6,095	7,571	24.2
District of Columbia	80,618	75,392	-6.5	6,346	4,951	-22.0
Florida	1,932,131	2,500,478	29.4	109,939	134,684	22.5
Georgia	1,177,569	1,470,634	24.9	63,816	92,732	45.3
Hawaii	174,747	184,546	5.6	9,451	11,007	16.5
Idaho	225,680	246,521	9.2	11,626	13,854	19.2
Illinois	1,848,166	2,071,391	12.1	110,153	129,600	17.7
Indiana	956,988	996,133	4.1	54,509	59,658	9.4
Iowa	491,363	485,932	-1.1	31,395	34,906	11.2
Kansas	445,390	470,205	5.6	29,324	33,084	12.8
Kentucky	646,024	654,363	1.3	37,571	40,375	7.5
Louisiana	794,128	731,328	-7.9	46,170	49,980	8.3
Maine	216,400	205,586	-5.0	15,416	16,741	8.6
Maryland	736,238	860,640	16.9	43,616	53,774	23.3
Massachusetts	846,155	973,140	15.0	55,963	68,942	23.2
Michigan	1,593,561	1,730,668	8.6	82,967	98,849	19.1
Minnesota	773,571	851,384	10.1	44,903	53,081	18.2
Mississippi	504,127	493,507	-2.1	28,111	31,213	11.0
Missouri	842,965	909,792	7.9	52,643	65,240	23.9
Montana	155,779	151,947	-2.5	9,883	10,408	5.3
Nebraska	279,552	285,095	2.0	19,069	21,083	10.6
Nevada	211,810	356,814	68.5	11,409	19,276	69.0
New Hampshire	177,138	206,847	16.8	11,464	14,677	28.0
New Jersey	1,109,796	1,341,656	20.9	80,515	103,611	28.7
New Mexico	308,667	320,260	3.8	17,498	21,823	24.7
New York	2,643,993	2,872,132	8.6	171,914	209,128	21.6
North Carolina	1,097,598	1,315,363	19.8	65,326	85,684	31.2
North Dakota	118,376	106,047	-10.4	7,733	8,035	3.9
Ohio	1,783,767	1,830,985	2.6	103,372	122,115	18.1
Oklahoma	588,263	622,139	5.8	37,650	41,632	10.6
Oregon	498,614	551,480	10.6	26,745	28,402	6.2
Pennsylvania	1,692,797	1,821,627	7.6	100,475	118,470	17.9
Rhode Island	142,144	158,046	11.2	9,709	11,103	14.4
South Carolina	627,470	691,078	10.1	37,115	46,616	25.6
South Dakota	131,576	127,542	-3.1	8,868	9,370	5.7
Tennessee	833,651	925,030 ¹	11.0	43,062	58,357	35.5
Texas	3,464,371	4,163,447	20.2	219,192	282,846	29.0
Utah	456,430	484,677	6.2	18,305	22,211	21.3
Vermont	97,137	101,179	4.2	7,031	8,554	21.7
Virginia	1,016,204	1,163,091	14.5	64,537	89,314	38.4
Washington	869,327	1,009,200	16.1	42,931	52,534	22.4
West Virginia	320,249	282,885	-11.7	20,997	20,139	-4.1
Wisconsin	814,671	879,361	7.9	52,028	60,918	17.1
Wyoming	102,074	88,128	-13.7	6,564	7,026	7.0
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas						
DoD schools (overseas)	—	73,212	—	—	5,154	—
DoD schools (domestic)	—	32,847	—	—	2,486	—
Bureau of Indian Affairs	—	46,476	—	—	—	—
American Samoa	13,365	15,897	18.9	671	914	36.2
Guam	28,334	31,992	12.9	1,499	1,918	28.0
Northern Marianas	7,096	10,479	47.7	430	519	20.7
Puerto Rico	642,392	604,177	-5.9	37,291	42,906	15.1
Virgin Islands	22,346	18,780	-16.0	1,581	—	—

—Not available.

¹Data imputed based on current-year (fall 2001) data.

NOTE: Teacher counts are full-time-equivalent (FTE) counts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1991–92 and 2001–02.

Schools and Districts

Overview of Public Elementary and Secondary Schools and Districts: School Year 2001–02

— Lee M. Hoffman

This article was originally published as a Statistical Analysis Report. The universe data are primarily from the following two components of the Common Core of Data (CCD): “Public Elementary/Secondary School Universe Survey” and “Local Education Agency Universe Survey.” Technical notes, definitions, and supplemental tables from the original report have been omitted.

This report summarizes information about public elementary and secondary schools and local education agencies in the United States during the 2001–02 school year. The information is provided by state education agencies through the Common Core of Data (CCD) survey system.

Types of Public Schools and Agencies

States reported 94,112 public elementary/secondary schools in the 2001–02 school year (table A).^{*} This was an increase of more than 11 percent over the 84,578 schools reported in the fall of 1991. (Comparisons with 1991 are based on table 89 in Snyder and Hoffman [2002].) Most of these were regular schools, those that offer a comprehensive curriculum and may provide other programs and services as well. A smaller number of schools focused primarily on special education, vocational/technical education, or alternative programs. Students in these specialized schools were often enrolled in a regular school as well and were reported as part of the membership of either the regular or the special school, but not both. Note that two-thirds of the vocational schools identified in table A, as well as smaller proportions of other types of schools, do not report students in membership.

Among the 91,380 schools that reported students in membership, 98 percent were regular schools (derived from table 1). The second largest category with student membership was that of alternative education schools (1 percent),

followed by special education schools and vocational schools (0.4 percent each).

School districts and other types of agencies

Most local education agencies are those that are typically thought of as “school districts.” Operated by a local school board, they provide instructional services for students and comprised 85 percent of local agencies in 2001–02 (table 2). A smaller proportion, 8 percent, were supervisory unions or regional education service agencies whose major responsibility is to offer administrative, special program, testing, or other services to school districts. Finally, around 7 percent of the reported agencies were operated directly by a state or federal government agency or were other than any of the preceding categories. The number of regular school districts decreased by 4 percent from the 15,173 reported in 1991 to a total of 14,559 in 2001–02.

Charter school districts

The governance of charter schools varies from state to state. In some cases they are not considered under the administration of the regular public school district within whose boundaries they operate. In these cases, each charter school is reported on the CCD with its own local education agency. These agencies are reported under the category of “other agencies.” For example, in the District of Columbia the establishment of 33 charter schools explains why the District is shown with 34 total agencies in table 2. Fully 960 of the other agencies shown in table 2 are charter school districts.

Student Membership

In the 2001–02 school year, 91,380 public schools provided instruction to 47.7 million students in the United

^{*}CCD respondents include the 50 states, the District of Columbia, the Department of Defense dependents schools, the Bureau of Indian Affairs, and the five outlying areas (American Samoa, Commonwealth of the Northern Mariana Islands, Guam, Puerto Rico, and the U.S. Virgin Islands). Totals in this report are limited to the 50 states and the District of Columbia, referred to collectively as “the states.”

Table A. Public elementary and secondary schools in the United States: 2001–02

	Total	Regular	Special	Vocational	Alternative
Total schools in United States	94,112	85,619	1,987	1,023	5,483
Reporting students	91,380	84,919	1,641	328	4,492
Not reporting students	2,732	700	346	695	991

NOTE: Data include the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2001–02.

States (table 1). Five states (California, Florida, Illinois, New York, and Texas) each enrolled more than 2 million students in their public schools. At the other end of the size distribution, the District of Columbia and Wyoming reported fewer than 100,000 students.

Most of the 2001–02 students, 98 percent, were reported enrolled in regular schools. One percent were in alternative schools. Special education or vocational schools each accounted for less than one-half of 1 percent of students. Kansas, Mississippi, New Hampshire, North Dakota, and Oklahoma reported only regular schools.

Instructional Level

Schools come in all combinations of grades. To allow comparisons across states, instructional level is determined in this report by the lowest and highest grade in a school. Among the 91,380 schools with membership during the 2001–02 school year, 58 percent spanned the primary grades, beginning with prekindergarten or kindergarten and going no higher than grade 8 (table 3). The proportion of students who were enrolled in primary schools averaged 49 percent across all states, ranging from 42 percent in Alaska to 59 percent in the District of Columbia.

Middle schools, those with grade spans ranging from as low as grade 4 to as high as grade 9, made up 17 percent of schools with students. High schools (low grade of 7 or higher, high grade of 12) accounted for an additional 19 percent of schools. Some 6 percent of schools had a grade configuration that did not fit into any of these three categories.

A total of 14,229 regular school districts were reported to have students in membership for 2001–02 (table 4). As with the instructional levels of schools, grade span categories of school districts were assigned by the lowest and highest grades offered. Approximately 75 percent of school districts included the comprehensive range of grades from pre-kindergarten, kindergarten, or grade 1 to 9 or higher, and they accounted for 92 percent of all public school students. These comprehensive school districts accounted for all, or all but one, of the districts in 17 states. (In fact, only in Arizona, Illinois, Montana, and Vermont did as many as one-third of the students attend school districts with other grade spans.) A little more than 5 percent of students were in districts with no grade higher than 8, and about 2 percent were in secondary districts with no grade lower than 7. Less than 1 percent of students were enrolled in districts with some other range of grades.

School and School District Size

Primary schools tended to be smaller than middle and high schools (table 5). The average number of students in a primary school was 441 in 2001–02. Middle schools served, on average, 612 students each, while the average-size high school had 753 students. There was considerable range in school size across the states. High schools ranged from an average of fewer than 300 students in Montana, North Dakota, and South Dakota to more than 1,500 students in Florida.

Student/teacher ratios were higher in primary schools, which had a median number of 16.0 students for each teacher, than in middle or high schools, which had a median number of 15.7 and 15.1 students per teacher, respectively (table 6). (The median is the point at which half the schools had larger student/teacher ratios and half had smaller. Note also that student/teacher ratio is not the same as average class size, since not all teachers are assigned to a classroom.) The median number of primary students for each teacher ranged from a low of fewer than 13.0 in Montana, Nebraska, North Dakota, South Dakota, Vermont, and Wyoming to a high of 21.5 in Utah.

Twenty-five school districts enrolled 100,000 or more students, while 1,692 districts served fewer than 150 students (table 7). While few in number, the larger districts included a considerable portion of the students in America's schools. Although less than 2 percent of school districts reported 25,000 or more students, one-third (33 percent) of students attended school in these districts. At the other end of the size range, more than one-third of school districts had fewer than 600 students, but these districts accounted for only 3 percent of public school enrollment.

Other School Characteristics

The majority of schools, 57 percent, were in large or midsize cities or their accompanying urban fringe areas (table 8). These schools accounted for more than two-thirds (69 percent) of all public school students. About 1 of every 6 students was in a large city school in 2001–02; a smaller proportion, about 1 in 10, attended a rural school that was not within a metropolitan statistical area (MSA).

Title I schools

Table 9 shows the number of Title I eligible schools by state, and the number of these schools that have schoolwide Title I programs. Three states did not indicate which of their schools were eligible for Title I services. Among those states that could provide this information, the District of Columbia,

Kentucky, Mississippi, Montana, and South Dakota reported that more than 7 out of 10 public school students were in Title I eligible schools. In the District of Columbia, Mississippi, and Texas, more than half of the students were enrolled in schools with schoolwide Title I programs.

Magnet schools

States were asked to identify magnet schools. Forty-five states were able to report magnet school information (table 9). Of these, 28 states had at least one magnet school, 2 states reported no magnet schools, and an additional 13 reported that the category of magnet schools was not applicable in their state. Two of the 45 states reported magnet status for less than 80 percent of their schools and are not included in this distribution. California and Illinois reported the greatest number of magnet schools, 456 and 420, respectively. Illinois served 15 percent of its students in magnet schools; in California, the figure was 9 percent.

Charter schools

Thirty-nine states (including the District of Columbia) recognized charter schools in 2001–02. Of this group, 37 reported having one or more charter schools in operation (table 9). The number of schools ranged from a single charter school in Indiana, Maine, and Mississippi to more than 300 in Arizona and California. In the District of Columbia, charter schools enrolled almost 9 percent of all public school students.

Student Program Participation and Selected Characteristics

Nationally, 13 percent of public school students had special education Individualized Education Programs (IEPs) in 2001–02 (table 10). Among those states reporting students with IEPs, the proportion ranged from 10 percent in Colorado to 20 percent in Rhode Island.

Some 47 states (including the District of Columbia) reported the number of students who were English Language Learners (ELLs) and receiving English language services. In California, there were 1.5 million ELL service recipients (one-fourth of all students) in 2001–02, while Texas reported more than half a million (one in seven students) receiving ELL services.

Forty-one states (including the District of Columbia) provided information about the number of migrant students enrolled during the 2000–01 school year or the following summer. Because a single migrant student may enroll in several schools during the year, this is a duplicated count of students. Therefore, table 10 cannot estimate the proportion

of students who were migrants. California reported the greatest number of migrant students served when regular school year and summer program participants were combined, almost 331,000.

All but four states reported the number of students eligible for free or reduced-price meals. More than half of all students were eligible for this program in the District of Columbia, Louisiana, Mississippi, New Mexico, and West Virginia. The largest numbers of students eligible for free or reduced-price meals were in California, Texas, and New York, with 2.9, 1.9, and 1.2 million eligible students, respectively.

Table 11 shows the distribution of minority students (all groups except White, non-Hispanic) across cities, urban fringe areas, and small towns or rural communities in 2001–02. Across the United States, about 39 percent of public school students were members of minority groups. Sixty-three percent of students in large or midsize city schools were minority students, while only 21 percent of students in small town and rural schools were. In the large or midsize city schools of nine states and the District of Columbia, three-fourths or more of students were minority group members. The proportion was highest in the District of Columbia, where 87 percent of students were minority members. Small town and rural schools tended to have smaller proportions of minority students, but this was not the case for all states. In the small town and rural schools of Arizona, Hawaii, Mississippi, and New Mexico, half or more of the students were minority group members. (The District of Columbia is not included in this list because it operates only a single school that can be classified as “small town or rural.”)

Reference

Snyder, T.D., and Hoffman, C.M. (2002). *Digest of Education Statistics: 2001* (NCES 2002–130). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Data sources: The following components of the NCES Common Core of Data (CCD): “Public Elementary/Secondary School Universe Survey,” 2001–02; “Local Education Agency Universe Survey,” 2001–02; and “State Nonfiscal Survey of Public Elementary/Secondary Education,” 2001–02.

For technical information, see the complete report:

Hoffman, L.M. (2003). *Overview of Public Elementary and Secondary Schools and Districts: School Year 2001–02* (NCES 2003–411).

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To obtain the complete report (NCES 2003–411), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Table 1. Number of public elementary and secondary schools with membership and percentage of students in membership, by type of school and by state: School year 2001-02

State	Number of schools having membership	Total students	Type of school							
			Regular		Special education		Vocational education		Alternative education	
			Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students
United States	91,380	47,687,871	84,919	98.1	1,641	0.4	328	0.4	4,492	1.1
Alabama	1,381	737,294	1,334	99.6	18	0.1	2	#	27	0.3
Alaska	506	134,358	473	97.8	2	0.2	1	#	30	2.0
Arizona	1,742	922,180	1,652	98.0	13	0.1	9	0.5	68	1.3
Arkansas	1,129	449,805	1,125	99.9	0	0.0	0	0.0	4	0.1
California	8,914	6,248,610	7,667	96.7	122	0.5	0	0.0	1,125	2.8
Colorado	1,630	742,145	1,535	98.5	14	0.1	2	#	79	1.4
Connecticut	1,073	570,228	992	96.4	23	0.7	17	1.9	41	1.0
Delaware	197	115,555	170	92.6	13	1.3	5	4.8	9	1.3
District of Columbia	193	75,392	178	94.6	10	4.2	0	0.0	5	1.2
Florida	3,314	2,500,478	2,992	98.4	122	0.6	25	0.1	175	0.8
Georgia	1,969	1,470,634	1,940	99.5	1	#	0	0.0	28	0.4
Hawaii	279	184,546	275	99.9	3	0.1	0	0.0	1	0.1
Idaho	654	246,521	589	98.2	5	0.1	0	0.0	60	1.7
Illinois	4,292	2,071,391	3,913	98.0	253	1.2	0	0.0	126	0.8
Indiana	1,891	996,133	1,832	99.5	11	0.1	0	0.0	48	0.4
Iowa	1,519	485,932	1,473	98.8	10	0.2	0	0.0	36	1.0
Kansas	1,423	470,205	1,423	100.0	0	0.0	0	0.0	0	0.0
Kentucky	1,387	654,363	1,228	99.0	9	0.1	2	#	148	0.9
Louisiana	1,509	731,328	1,378	97.6	28	0.2	0	0.0	103	2.2
Maine	681	205,586	678	100.0	3	#	0	0.0	0	0.0
Maryland	1,340	860,640	1,241	97.5	50	0.9	12	1.1	37	0.6
Massachusetts	1,889	973,140	1,811	96.1	1	#	43	3.4	34	0.5
Michigan	3,782	1,730,668	3,495	98.1	90	0.7	12	0.1	185	1.1
Minnesota	2,119	851,384	1,606	96.8	195	1.2	1	#	317	2.0
Mississippi	886	493,507	886	100.0	0	0.0	0	0.0	0	0.0
Missouri	2,274	909,792	2,158	99.4	55	0.4	0	0.0	61	0.3
Montana	870	151,947	863	99.8	2	#	0	0.0	5	0.1
Nebraska	1,280	285,095	1,229	99.3	51	0.7	0	0.0	0	0.0
Nevada	517	356,814	471	98.4	12	0.3	1	0.5	33	0.9
New Hampshire	472	206,847	472	100.0	0	0.0	0	0.0	0	0.0
New Jersey	2,410	1,341,656	2,271	97.7	83	0.7	38	1.2	18	0.4
New Mexico	792	320,260	720	97.6	15	0.6	0	0.0	57	1.8
New York	4,298	2,872,132	4,162	97.7	26	0.1	25	1.1	85	1.0
North Carolina	2,223	1,315,363	2,127	99.4	20	0.2	1	#	75	0.4
North Dakota	529	106,047	529	100.0	0	0.0	0	0.0	0	0.0
Ohio	3,826	1,830,985	3,700	96.6	28	0.2	68	3.1	30	0.2
Oklahoma	1,814	622,139	1,814	100.0	0	0.0	0	0.0	0	0.0
Oregon	1,273	551,480	1,193	98.6	11	0.1	0	0.0	69	1.3
Pennsylvania	3,185	1,821,627	3,144	98.2	12	1.1	16	0.7	13	0.1
Rhode Island	326	158,046	313	98.2	4	0.4	4	0.7	5	0.7
South Carolina	1,053	691,078	1,047	99.9	5	0.1	0	0.0	1	#
South Dakota	749	127,542	720	99.0	4	0.1	0	0.0	25	0.9
Tennessee	1,610	925,030	1,574	99.6	15	0.1	3	0.1	18	0.1
Texas	7,646	4,163,447	6,715	98.4	133	0.1	25	0.1	773	1.4
Utah	791	484,677	719	98.2	19	0.4	0	0.0	53	1.4
Vermont	359	101,179	315	98.7	42	1.2	0	0.0	2	0.1
Virginia	1,839	1,163,091	1,793	99.3	10	0.1	0	0.0	36	0.6
Washington	2,170	1,009,200	1,834	96.6	79	0.3	10	0.1	247	3.1
West Virginia	784	282,885	752	99.6	7	0.1	5	#	20	0.3
Wisconsin	2,208	879,361	2,035	97.7	12	0.1	1	#	160	2.2
Wyoming	383	88,128	363	98.1	0	0	0	0.0	20	1.9

See footnotes at end of table.

Table 1. Number of public elementary and secondary schools with membership and percentage of students in membership, by type of school and by state: School year 2001–02—Continued

State	Number of schools having membership	Total students	Type of school							
			Regular		Special education		Vocational education		Alternative education	
			Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas										
DoD schools (overseas)	154	73,212	154	100.0	0	0.0	0	0.0	0	0.0
DoD schools (domestic)	70	32,847	70	100.0	0	0.0	0	0.0	0	0.0
Bureau of Indian Affairs	177	46,476	177	100.0	0	0.0	0	0.0	0	0.0
American Samoa	31	15,897	29	97.6	1	0.3	1	2.1	0	0.0
Guam	38	31,992	38	100.0	0	0.0	0	0.0	0	0.0
Northern Marianas	29	10,479	29	100.0	0	0.0	0	0.0	0	0.0
Puerto Rico	1,530	604,177	1,469	96.1	29	1.7	14	1.0	18	1.2
Virgin Islands	35	18,780	33	99.3	0	0.0	0	0.0	2	0.7

#Rounds to zero.

NOTE: Table excludes 2,753 schools (21 of these in outlying areas) for which no students were reported in membership. U.S. totals include the 50 states and the District of Columbia. Although type of school is a mutually exclusive category, many regular schools include special, vocational, or alternative education programs. Detail may not sum to totals because of rounding. Total student membership is reported from the "State Nonfiscal Survey of Public Elementary/Secondary Education."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD): "Public Elementary/Secondary School Universe Survey," 2001–02; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

Table 2. Number and percentage of public elementary and secondary education agencies, by type of agency and by state: School year 2001–02

State	Total agencies	Regular school districts ¹		Regional education service agencies & supervisory union administrative centers		State-operated agencies		Other agencies ²	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	17,085	14,559	85.2	1,302	7.6	158	0.9	1,066	6.2
Alabama	131	128	97.7	0	0.0	3	2.3	0	0.0
Alaska	55	53	96.4	0	0.0	2	3.6	0	0.0
Arizona	513	323	63.0	6	1.2	2	0.4	182	35.5
Arkansas	338	312	92.3	15	4.4	3	0.9	8	2.4
California	1,056	986	93.4	58	5.5	12	1.1	0	0.0
Colorado	200	178	89.0	22	11.0	0	0.0	0	0.0
Connecticut	197	166	84.3	6	3.0	7	3.6	18	9.1
Delaware	30	19	63.3	1	3.3	0	0.0	10	33.3
District of Columbia	34	1	2.9	0	0.0	0	0.0	33	97.1
Florida	73	67	91.8	0	0.0	1	1.4	5	6.8
Georgia	180	180	100.0	0	0.0	0	0.0	0	0.0
Hawaii	1	1	100.0	0	0.0	0	0.0	0	0.0
Idaho	115	114	99.1	0	0.0	1	0.9	0	0.0
Illinois	1,060	893	84.2	162	15.3	5	0.5	0	0.0
Indiana	326	294	90.2	28	8.6	3	0.9	1	0.3
Iowa	386	371	96.1	15	3.9	0	0.0	0	0.0
Kansas	304	304	100.0	0	0.0	0	0.0	0	0.0
Kentucky	196	176	89.8	18	9.2	2	1.0	0	0.0
Louisiana	88	66	75.0	0	0.0	8	9.1	14	15.9
Maine	325	282	86.8	39	12.0	3	0.9	1	0.3
Maryland	24	24	100.0	0	0.0	0	0.0	0	0.0
Massachusetts	479	350	73.1	86	18.0	1	0.2	42	8.8
Michigan	799	554	69.3	57	7.1	4	0.5	184	23.0
Minnesota	485	417	86.0	63	13.0	5	1.0	0	0.0
Mississippi	162	152	93.8	0	0.0	10	6.2	0	0.0
Missouri	530	524	98.9	0	0.0	2	0.4	4	0.8
Montana	531	452	85.1	77	14.5	2	0.4	0	0.0
Nebraska	671	555	82.7	111	16.5	5	0.7	0	0.0
Nevada	18	17	94.4	0	0.0	1	5.6	0	0.0
New Hampshire	257	178	69.3	79	30.7	0	0.0	0	0.0
New Jersey	665	603	90.7	12	1.8	0	0.0	50	7.5
New Mexico	89	89	100.0	0	0.0	0	0.0	0	0.0
New York	787	703	89.3	38	4.8	0	0.0	46	5.8
North Carolina	212	121	57.1	0	0.0	2	0.9	89	42.0
North Dakota	263	222	84.4	38	14.4	3	1.1	0	0.0
Ohio	817	662	81.0	60	7.3	3	0.4	92	11.3
Oklahoma	566	543	95.9	0	0.0	0	0.0	23	4.1
Oregon	221	198	89.6	21	9.5	2	0.9	0	0.0
Pennsylvania	695	501	72.1	101	14.5	15	2.2	78	11.2
Rhode Island	41	36	87.8	0	0.0	1	2.4	4	9.8
South Carolina	103	89	86.4	14	13.6	0	0.0	0	0.0
South Dakota	199	176	88.4	18	9.0	5	2.5	0	0.0
Tennessee	138	138	100.0	0	0.0	0	0.0	0	0.0
Texas	1,254	1,040	82.9	20	1.6	14	1.1	180	14.4
Utah	46	40	87.0	4	8.7	2	4.3	0	0.0
Vermont	354	292	82.5	60	16.9	1	0.3	1	0.3
Virginia	199	137	68.8	38	19.1	23	11.6	1	0.5
Washington	305	296	97.0	9	3.0	0	0.0	0	0.0
West Virginia	57	55	96.5	0	0.0	2	3.5	0	0.0
Wisconsin	452	433	95.8	16	3.5	3	0.7	0	0.0
Wyoming	58	48	82.8	10	17.2	0	0.0	0	0.0

See footnotes at end of table.

Table 2. Number and percentage of public elementary and secondary education agencies, by type of agency and by state: School year 2001–02—Continued

State	Total agencies	Regular school districts ¹		Regional education service agencies & supervisory union administrative centers		State-operated agencies		Other agencies ²	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas									
DoD schools (overseas)	9	0	0.0	0	0.0	0	0.0	9	100.0
DoD schools (domestic)	17	0	0.0	0	0.0	0	0.0	17	100.0
Bureau of Indian Affairs	24	0	0.0	0	0.0	0	0.0	24	100.0
American Samoa	1	1	100.0	0	0.0	0	0.0	0	0.0
Guam	1	1	100.0	0	0.0	0	0.0	0	0.0
Northern Marianas	1	1	100.0	0	0.0	0	0.0	0	0.0
Puerto Rico	1	1	100.0	0	0.0	0	0.0	0	0.0
Virgin Islands	1	1	100.0	0	0.0	0	0.0	0	0.0

¹Regular school districts include those that are components of supervisory unions.

²DoD and Bureau of Indian Affairs agencies are federal agencies, as is one additional agency in Virginia. Charter school agencies make up 960 of the other agencies. For example, the District of Columbia reports each charter school as a separate agency.

NOTE: Detail may not sum to totals because of rounding. U.S. totals include the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2001–02.

Table 3. Percentage of public elementary and secondary schools and percentage of students in membership, by instructional level and by state: School year 2001-02

State	Number of schools having membership	Percentage by instructional level							
		Primary		Middle		High		Other	
		Schools	Students	Schools	Students	Schools	Students	Schools	Students
United States	91,380	57.5	48.8	17.3	20.3	19.2	27.8	6.1	3.1
Alabama	1,381	50.8	43.7	16.6	18.2	20.1	25.6	12.5	12.5
Alaska	506	34.4	42.2	7.1	13.0	13.8	24.5	44.7	20.3
Arizona	1,742	57.2	55.0	13.7	16.1	20.4	26.5	8.7	2.4
Arkansas	1,129	51.0	45.5	16.9	20.7	28.7	28.6	3.4	5.2
California	8,914	61.6	51.1	14.4	18.8	19.1	27.4	4.8	2.7
Colorado	1,630	57.8	49.2	17.5	20.4	20.0	27.6	4.7	2.9
Connecticut	1,073	61.6	49.1	18.1	21.9	16.6	27.8	3.7	1.2
Delaware	197	52.8	43.2	23.4	26.0	15.7	28.8	8.1	2.0
District of Columbia	193	60.1	59.2	13.0	14.7	15.0	18.2	11.9	7.9
Florida	3,314	53.5	47.8	14.8	21.0	12.3	25.6	19.3	5.6
Georgia	1,969	60.5	49.2	20.8	23.2	16.4	25.8	2.2	1.7
Hawaii	279	64.5	52.5	13.3	16.4	15.4	28.2	6.8	2.8
Idaho	654	52.4	47.6	16.8	21.7	25.4	27.8	5.4	2.9
Illinois	4,292	61.4	54.6	17.0	16.2	17.6	27.5	4.0	1.7
Indiana	1,891	61.3	49.5	17.2	19.6	18.1	28.5	3.3	2.4
Iowa	1,519	53.7	45.3	19.4	20.4	23.9	32.0	3.0	2.3
Kansas	1,423	57.1	49.0	17.6	19.7	25.1	31.3	0.1	#
Kentucky	1,387	55.9	49.0	16.7	20.9	21.1	28.9	6.3	1.1
Louisiana	1,509	53.1	48.2	18.8	20.0	16.5	25.7	11.6	6.1
Maine	681	62.7	45.2	18.6	23.2	16.3	30.0	2.3	1.5
Maryland	1,340	64.8	49.0	17.9	21.9	15.1	28.0	2.2	1.1
Massachusetts	1,889	63.6	48.1	15.8	19.7	15.2	26.3	5.3	5.9
Michigan	3,782	57.6	47.1	17.2	21.3	19.0	28.1	6.2	3.5
Minnesota	2,119	49.1	45.4	13.4	19.2	30.0	32.9	7.6	2.4
Mississippi	886	49.5	45.2	20.7	20.9	20.3	24.7	9.5	9.2
Missouri	2,274	54.7	48.0	16.5	20.2	21.7	29.1	7.0	2.7
Montana	870	52.1	46.1	27.5	21.2	20.2	32.1	0.2	0.6
Nebraska	1,280	65.2	50.3	8.0	15.1	23.7	34.1	3.1	0.5
Nevada	517	61.9	51.2	15.3	22.0	20.1	26.4	2.7	0.5
New Hampshire	472	63.3	45.9	20.1	24.3	16.3	29.6	0.2	0.2
New Jersey	2,410	63.0	50.8	17.7	20.0	14.9	27.7	4.4	1.6
New Mexico	792	55.2	47.2	19.9	21.9	19.7	28.8	5.2	2.0
New York	4,298	57.8	48.3	17.3	20.0	18.3	27.6	6.5	4.2
North Carolina	2,223	59.3	49.0	20.5	22.8	15.5	26.1	4.7	2.0
North Dakota	529	58.4	48.9	6.8	12.8	34.2	35.9	0.6	2.5
Ohio	3,826	56.9	44.9	19.1	20.3	19.7	31.5	4.3	3.3
Oklahoma	1,814	54.2	51.9	19.0	20.5	25.5	25.2	1.2	2.3
Oregon	1,273	59.7	47.3	17.4	21.4	18.8	29.8	4.1	1.5
Pennsylvania	3,185	60.6	45.3	17.8	20.9	19.2	30.6	2.4	3.2
Rhode Island	326	66.6	47.3	17.2	23.6	14.4	28.6	1.8	0.4
South Carolina	1,053	57.1	47.9	23.8	23.6	17.9	27.8	1.2	0.8
South Dakota	749	49.8	46.1	23.6	21.9	23.5	31.3	3.1	0.6
Tennessee	1,610	60.2	50.6	17.6	19.5	17.6	27.1	4.7	2.8
Texas	7,646	50.6	48.3	20.0	22.6	18.1	25.7	11.2	3.4
Utah	791	59.5	51.5	16.2	21.1	19.3	24.7	4.9	2.7
Vermont	359	71.6	51.8	6.4	8.8	13.1	31.3	8.9	8.1
Virginia	1,839	63.1	48.3	18.2	21.7	17.0	29.2	1.7	0.9
Washington	2,170	54.2	47.5	16.2	20.4	20.9	28.5	8.7	3.6
West Virginia	784	62.8	49.3	17.3	21.5	16.6	27.0	3.3	2.3
Wisconsin	2,208	56.4	46.1	17.5	19.8	22.8	32.1	3.2	2.0
Wyoming	383	57.2	46.2	20.1	22.8	20.1	29.1	2.6	1.9

See footnotes at end of table.

Table 3. Percentage of public elementary and secondary schools and percentage of students in membership, by instructional level and by state: School year 2001–02—Continued

State	Number of schools having membership	Percentage by instructional level							
		Primary		Middle		High		Other	
		Schools	Students	Schools	Students	Schools	Students	Schools	Students
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas									
DoD schools (overseas)	154	55.8	56.7	13.6	14.1	23.4	22.6	7.1	6.5
DoD schools (domestic)	70	65.7	65.5	20.0	19.3	7.1	8.4	7.1	6.8
Bureau of Indian Affairs	177	58.2	50.4	2.3	1.8	11.3	15.1	28.2	32.7
American Samoa	31	74.2	69.9	3.2	5.1	19.4	24.8	3.2	0.3
Guam	38	71.1	48.8	18.4	23.5	10.5	27.7	0.0	0.0
Northern Marianas	29	79.3	61.1	6.9	13.7	10.3	24.7	3.4	0.5
Puerto Rico	1,530	58.3	45.2	14.7	17.9	12.0	20.7	15.0	16.2
Virgin Islands	35	65.7	52.8	20.0	17.0	11.4	28.7	2.9	1.5

#Rounds to zero.

NOTE: Instructional levels are primary (low grade prekindergarten to 3, high grade up to 8); middle (low grade 4 to 7, high grade 4 to 9); high (low grade 7 to 12, high grade 12 only); and other (any configuration not falling within the previous three, including ungraded schools). For states that did not provide a grade span, grade span was determined by the highest and lowest grades in which students were reported. Table excludes 2,753 schools (21 in outlying areas) for which no students were reported in membership. U.S. totals include the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2001–02.

Table 4. Number of regular public school districts providing instruction and percentage of students in membership, by grade span and by state: School year 2001-02

State	Total districts	Grade span							
		PK, K, 1 to 8 or below		PK, K, 1 to 9-12		7, 8, 9 to 7-12		Other	
		Number of districts	Percentage of students	Number of districts	Percentage of students	Number of districts	Percentage of students	Number of districts	Percentage of students
United States	14,229	2,961	5.4	10,628	92.3	538	2.2	102	0.1
Alabama	128	0	0.0	128	100.0	0	0.0	0	0.0
Alaska	53	0	0.0	53	100.0	0	0.0	0	0.0
Arizona	301	136	24.2	116	65.9	43	9.7	6	0.1
Arkansas	312	0	0.0	311	100.0	0	0.0	1	#
California	986	532	18.9	368	72.8	84	8.1	2	0.2
Colorado	178	0	0.0	178	100.0	0	0.0	0	0.0
Connecticut	166	44	4.2	114	94.2	8	1.6	0	0.0
Delaware	19	0	0.0	15	94.1	3	5.0	1	0.9
District of Columbia	1	0	0.0	1	100.0	0	0.0	0	0.0
Florida	67	0	0.0	67	100.0	0	0.0	0	0.0
Georgia	180	5	0.1	175	99.9	0	0.0	0	0.0
Hawaii	1	0	0.0	1	100.0	0	0.0	0	0.0
Idaho	114	6	0.1	108	99.9	0	0.0	0	0.0
Illinois	893	387	25.3	405	63.4	100	11.2	1	0.1
Indiana	292	1	#	291	100.0	0	0.0	0	0.0
Iowa	371	21	0.7	350	99.3	0	0.0	0	0.0
Kansas	304	3	0.1	300	99.9	0	0.0	1	#
Kentucky	176	5	0.3	171	99.7	0	0.0	0	0.0
Louisiana	66	0	0.0	66	100.0	0	0.0	0	0.0
Maine	279	105	16.0	111	81.4	5	1.0	58	1.6
Maryland	24	0	0.0	24	100.0	0	0.0	0	0.0
Massachusetts	244	67	5.0	175	95.0	2	0.1	0	0.0
Michigan	554	29	0.1	524	99.9	0	0.0	1	#
Minnesota	413	38	0.8	340	98.8	26	0.3	9	0.1
Mississippi	152	1	#	148	99.7	3	0.2	0	0.0
Missouri	523	72	1.3	451	98.7	0	0.0	0	0.0
Montana	444	279	59.7	55	12.1	110	28.2	0	0.0
Nebraska	526	262	3.1	246	95.6	18	1.3	0	0.0
Nevada	17	0	0.0	17	100.0	0	0.0	0	0.0
New Hampshire	164	88	19.2	65	74.3	9	4.5	2	2.0
New Jersey	579	286	18.1	218	74.0	68	7.8	7	0.1
New Mexico	89	0	0.0	89	100.0	0	0.0	0	0.0
New York	701	42	1.1	642	98.2	10	0.7	7	#
North Carolina	121	2	#	118	100.0	0	0.0	1	#
North Dakota	218	48	2.4	165	97.1	5	0.5	0	0.0
Ohio	612	1	#	609	99.9	2	0.1	0	0.0
Oklahoma	543	112	3.5	430	96.4	0	0.0	1	#
Oregon	197	18	0.1	178	99.9	1	#	0	0.0
Pennsylvania	500	2	0.1	498	99.9	0	0.0	0	0.0
Rhode Island	36	4	1.4	31	97.6	0	0.0	1	1.0
South Carolina	86	1	#	85	100.0	0	0.0	0	0.0
South Dakota	173	5	0.9	168	99.1	0	0.0	0	0.0
Tennessee	138	14	2.4	124	97.6	0	0.0	0	0.0
Texas	1,040	65	0.3	975	99.7	0	0.0	0	0.0
Utah	40	0	0.0	40	100.0	0	0.0	0	0.0
Vermont	244	178	41.8	34	31.5	30	24.1	2	2.6
Virginia	132	0	0.0	132	100.0	0	0.0	0	0.0
Washington	296	48	1.0	247	99.0	0	0.0	1	#
West Virginia	55	0	0.0	55	100.0	0	0.0	0	0.0
Wisconsin	433	54	3.0	368	95.7	11	1.3	0	0.0
Wyoming	48	0	0.0	48	100.0	0	0.0	0	0.0

See footnotes at end of table.

Table 4. Number of regular public school districts providing instruction and percentage of students in membership, by grade span and by state: School year 2001–02—Continued

State	Total districts	Grade span							
		PK, K, 1 to 8 or below		PK, K, 1 to 9–12		7, 8, 9 to 7–12		Other	
		Number of districts	Percentage of students	Number of districts	Percentage of students	Number of districts	Percentage of students	Number of districts	Percentage of students
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas¹									
DoD schools (overseas)	9	0	0.0	9	100.0	0	0.0	0	0.0
DoD schools (domestic)	17	9	29.8	8	70.2	0	0.0	0	0.0
Bureau of Indian Affairs	24	1	2.2	22	97.8	0	0.0	1	0.0
American Samoa	1	0	0.0	1	100.0	0	0.0	0	0.0
Guam	1	0	0.0	1	100.0	0	0.0	0	0.0
Northern Marianas	1	0	0.0	1	100.0	0	0.0	0	0.0
Puerto Rico	1	0	0.0	1	100.0	0	0.0	0	0.0
Virgin Islands	1	0	0.0	1	100.0	0	0.0	0	0.0

#Rounds to zero.

¹Table includes 26 Department of Defense and 24 Bureau of Indian Affairs school districts that are technically federally operated agencies; this is in order to report data for these agencies in the table.

NOTE: For states that did not provide a grade span, grade span was determined by the highest and lowest grades served among all schools associated with the district. "Other" includes all grade configurations not reported in the specified categories and includes ungraded districts. Table excludes 330 regular school districts for which no students were reported in membership. U.S. totals include the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD): "Public Elementary/Secondary School Universe Survey," 2001–02; and "Local Education Agency Universe Survey," 2001–02.

Table 5. Average public school size (mean number of students per school), by instructional level and by state: School year 2001–02

State	Schools having membership	Instructional level			
		Primary	Middle	High	Other
United States	91,380	441	612	753	267
Alabama	1,381	452	578	672	523
Alaska	506	326	484	471	121
Arizona	1,742	509	621	686	148
Arkansas	1,129	355	488	397	618
California	8,914	572	904	987	379
Colorado	1,630	387	528	627	284
Connecticut	1,073	424	643	890	168
Delaware	197	479	653	1,075	144
District of Columbia	193	385	443	472	260
Florida	3,314	674	1,069	1,565	218
Georgia	1,969	607	834	1,177	578
Hawaii	279	538	819	1,212	274
Idaho	654	342	485	413	202
Illinois	4,292	430	460	753	201
Indiana	1,891	425	598	826	393
Iowa	1,519	270	336	429	241
Kansas	1,423	281	366	409	117
Kentucky	1,387	393	564	615	76
Louisiana	1,509	440	514	753	257
Maine	681	218	375	556	197
Maryland	1,340	486	785	1,194	318
Massachusetts	1,889	389	643	888	570
Michigan	3,782	372	561	675	257
Minnesota	2,119	372	578	441	127
Mississippi	886	508	563	677	542
Missouri	2,274	352	490	538	151
Montana	870	154	134	277	468
Nebraska	1,280	172	423	321	33
Nevada	517	571	993	907	129
New Hampshire	472	318	530	795	346
New Jersey	2,410	449	629	1,036	196
New Mexico	792	346	444	591	159
New York	4,298	558	770	1,004	432
North Carolina	2,223	489	657	999	257
North Dakota	529	168	377	210	875
Ohio	3,826	385	520	781	370
Oklahoma	1,814	328	370	339	655
Oregon	1,273	344	532	690	165
Pennsylvania	3,185	427	671	913	754
Rhode Island	326	344	667	963	115
South Carolina	1,053	536	632	995	390
South Dakota	749	158	158	228	34
Tennessee	1,610	469	619	860	333
Texas	7,646	520	614	772	164
Utah	791	526	792	775	338
Vermont	359	204	389	674	255
Virginia	1,839	484	756	1,084	309
Washington	2,170	407	586	635	192
West Virginia	784	283	447	587	246
Wisconsin	2,208	326	449	560	246
Wyoming	383	186	261	333	163

See footnotes at end of table.

Table 5. Average public school size (mean number of students per school), by instructional level and by state: School year 2001–02—Continued

State	Schools having membership	Instructional level			
		Primary	Middle	High	Other
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas					
DoD schools (overseas)	154	483	493	460	436
DoD schools (domestic)	70	468	452	552	448
Bureau of Indian Affairs	177	227	209	352	304
American Samoa	31	483	804	656	48
Guam	38	578	1,074	2,215	†
Northern Marianas	29	278	720	861	54
Puerto Rico	1,530	306	480	684	426
Virgin Islands	35	431	456	1,348	288

†Not applicable.

NOTE: Instructional levels are primary (low grade prekindergarten to 3, high grade up to 8); middle (low grade 4 to 7, high grade 4 to 9); high (low grade 7 to 12, high grade 12 only); and other (any configuration not falling within the previous three, including ungraded schools). For states that did not provide a grade span, grade span was determined by the highest and lowest grades in which students were reported. U.S. totals include the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2001–02.

Table 6. Median public school student/teacher ratio, by instructional level and by state: School year 2001–02

State	Instructional level			
	Primary	Middle	High	Other
Reporting states ¹	16.0	15.7	15.1	11.9
Alabama	14.8	18.6	16.8	16.0
Alaska	16.6	16.7	15.8	11.4
Arizona	18.3	18.3	18.8	16.8
Arkansas	14.7	13.8	11.8	12.6
California	19.6	22.8	21.2	18.0
Colorado	16.4	16.4	15.4	13.1
Connecticut	14.3	12.8	12.8	17.1
Delaware	15.9	16.4	15.8	7.0
District of Columbia	13.8	14.3	13.6	6.3
Florida	17.2	19.6	19.7	12.0
Georgia	16.1	15.7	16.5	15.0
Hawaii	16.7	16.8	17.7	13.2
Idaho	18.1	17.6	15.5	12.8
Illinois	16.5	15.5	14.6	9.1
Indiana	17.6	17.2	17.0	12.6
Iowa	13.3	13.4	12.6	10.9
Kansas	14.2	13.8	11.9	4.0
Kentucky	17.9	16.7	16.3	9.0
Louisiana	14.6	15.4	15.2	13.3
Maine	13.1	14.0	13.8	9.4
Maryland	16.1	15.8	17.0	5.5
Massachusetts	—	—	—	—
Michigan	17.7	17.5	18.4	13.5
Minnesota	15.5	16.5	15.1	9.5
Mississippi	16.5	16.8	15.8	15.9
Missouri	13.9	14.8	13.4	7.1
Montana	12.8	13.1	11.4	18.2
Nebraska	12.2	13.6	11.7	10.2
Nevada	17.9	22.2	19.7	9.6
New Hampshire	13.7	13.8	13.2	11.9
New Jersey	14.4	13.1	12.9	7.4
New Mexico	14.6	14.5	14.5	14.7
New York	14.7	14.2	14.3	11.2
North Carolina	15.0	14.8	14.8	6.7
North Dakota	12.3	15.0	12.1	14.3
Ohio	16.9	16.1	16.9	15.4
Oklahoma	15.5	14.9	12.2	17.4
Oregon	20.0	19.8	18.7	12.2
Pennsylvania	16.7	15.9	15.4	14.8
Rhode Island	15.2	13.4	13.3	10.2
South Carolina	14.5	15.1	15.5	13.8
South Dakota	12.2	13.9	11.3	7.0
Tennessee	—	—	—	—
Texas	15.0	14.3	12.8	10.3
Utah	21.5	21.6	20.5	15.1
Vermont	11.9	12.2	11.1	10.6
Virginia	13.4	13.3	13.4	10.1
Washington	18.4	19.8	20.5	15.5
West Virginia	14.5	14.4	15.1	7.5
Wisconsin	14.4	14.5	14.9	12.9
Wyoming	12.5	12.5	11.9	10.5

See footnotes at end of table.

Table 6. Median public school student/teacher ratio, by instructional level and by state: School year 2001–02—Continued

State	Instructional level			
	Primary	Middle	High	Other
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas				
DoD schools (overseas)	14.7	14.5	12.7	11.0
DoD schools (domestic)	13.7	13.2	12.1	10.2
Bureau of Indian Affairs	—	—	—	—
American Samoa	17.4	32.2	15.5	2.5
Guam	15.2	16.0	21.4	0.0
Northern Marianas	17.7	16.0	14.9	18.0
Puerto Rico	13.0	15.3	16.8	13.2
Virgin Islands	12.9	11.1	13.8	8.2

—Not available.

¹Total of reporting states; does not include Massachusetts or Tennessee.

NOTE: Instructional levels are primary (low grade prekindergarten to 3, high grade up to 8); middle (low grade 4 to 7, high grade 4 to 9); high (low grade 7 to 12, high grade 12 only); and other (any configuration not falling within the previous three, including ungraded schools). For states that did not provide a grade span, grade span was determined by the highest and lowest grades in which students were reported. U.S. totals include the 50 states and the District of Columbia. If all schools were ranked by student/teacher ratio from smallest to largest, half of the schools would fall below the median. For example, half of the primary schools in Alabama had a student/teacher ratio of less than 14.8.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2001–02.

Table 7. Distribution of regular public school districts and students, by district membership size: School year 2001–02

District membership size	Number of districts	Percentage of districts	Percentage of students
United States	14,229	100.0	100.0
100,000 or more	25	0.2	12.5
25,000 to 99,999	218	1.5	20.2
10,000 to 24,999	573	4.0	18.7
7,500 to 9,999	342	2.4	6.3
5,000 to 7,499	725	5.1	9.4
2,500 to 4,999	2,031	14.3	15.2
2,000 to 2,499	801	5.6	3.8
1,500 to 1,999	1,071	7.5	4.0
1,000 to 1,499	1,557	10.9	4.1
800 to 999	790	5.6	1.5
600 to 799	954	6.7	1.4
450 to 599	897	6.3	1.0
300 to 449	1,118	7.9	0.9
150 to 299	1,435	10.1	0.7
1 to 149	1,692	11.9	0.2

NOTE: Table includes the 50 states and the District of Columbia, and excludes 330 regular school districts for which no students were reported in membership. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2001–02.

Table 8. Distribution of public elementary and secondary schools, by community type and by state: School year 2001–02

State	Total schools	Locale code								
		Large city	Midsize city	Urban fringe of large city	Urban fringe of midsize city	Large town	Small town	Rural, outside MSA	Rural, inside MSA	Not applicable
United States	94,112	11,599	11,559	22,378	8,076	1,203	10,662	18,023	10,612	0
Alabama	1,526	95	259	131	212	10	294	291	234	0
Alaska	522	0	99	0	0	31	110	282	0	0
Arizona	1,815	707	164	421	30	33	160	189	111	0
Arkansas	1,153	0	248	8	98	11	281	402	105	0
California	8,916	1,658	1,153	3,988	626	42	253	523	673	0
Colorado	1,667	256	201	508	42	0	157	339	164	0
Connecticut	1,246	0	287	286	317	10	36	43	267	0
Delaware	199	0	40	76	23	0	20	26	14	0
District of Columbia	198	197	0	0	0	0	0	0	1	0
Florida	3,419	354	623	766	882	0	183	201	410	0
Georgia	1,969	98	208	535	96	33	336	341	322	0
Hawaii	279	75	0	94	0	0	0	97	13	0
Idaho	688	0	105	0	47	46	175	273	42	0
Illinois	4,351	604	476	1,476	183	63	499	654	396	0
Indiana	1,980	190	321	322	131	55	262	370	329	0
Iowa	1,521	0	243	1	126	65	360	623	103	0
Kansas	1,431	90	166	167	11	51	266	568	112	0
Kentucky	1,459	72	124	210	75	46	294	543	95	0
Louisiana	1,540	217	216	228	186	15	202	295	181	0
Maine	711	0	51	12	64	0	125	392	67	0
Maryland	1,385	181	49	804	12	0	37	101	201	0
Massachusetts	1,908	145	415	830	116	1	30	86	285	0
Michigan	3,984	315	519	1,075	467	0	400	560	648	0
Minnesota	2,408	307	112	776	82	25	369	533	204	0
Mississippi	1,037	0	120	22	99	51	322	350	73	0
Missouri	2,380	282	155	525	75	30	364	688	261	0
Montana	871	0	50	0	25	15	123	632	26	0
Nebraska	1,307	125	68	57	10	21	215	739	72	0
Nevada	531	102	52	167	38	12	37	94	29	0
New Hampshire	472	0	54	76	0	14	110	138	80	0
New Jersey	2,430	87	189	1,822	0	0	0	0	332	0
New Mexico	793	111	64	62	33	89	169	233	32	0
New York	4,351	1,318	265	1,184	489	15	291	268	521	0
North Carolina	2,234	112	493	81	265	24	329	519	411	0
North Dakota	569	0	66	0	23	19	72	343	46	0
Ohio	3,912	482	409	1,001	468	59	344	604	545	0
Oklahoma	1,824	236	91	291	14	50	319	654	169	0
Oregon	1,300	137	134	285	46	33	224	254	187	0
Pennsylvania	3,251	399	218	808	495	9	330	323	669	0
Rhode Island	333	0	116	0	163	0	6	7	41	0
South Carolina	1,145	0	174	19	325	0	166	247	214	0
South Dakota	762	0	68	0	14	0	104	539	37	0
Tennessee	1,646	290	198	147	172	25	254	356	204	0
Texas	7,761	1,862	1,116	1,673	414	82	872	999	743	0
Utah	791	0	139	0	341	28	102	157	24	0
Vermont	392	0	13	0	27	0	85	238	29	0
Virginia	2,090	150	353	460	256	16	152	436	267	0
Washington	2,233	130	377	703	140	27	207	349	300	0
West Virginia	822	0	82	30	121	12	144	368	65	0
Wisconsin	2,212	215	357	251	188	24	350	579	248	0
Wyoming	388	0	59	0	9	11	122	177	10	0

See footnotes at end of table.

Table 8. Distribution of public elementary and secondary schools, by community type and by state: School year 2001–02—Continued

State	Total schools	Locale code								Not applicable
		Large city	Midsize city	Urban fringe of large city	Urban fringe of midsize city	Large town	Small town	Rural, outside MSA	Rural, inside MSA	
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas										
DoD schools (overseas)	154	0	0	0	0	0	0	0	0	154
DoD schools (domestic)	70	0	15	7	24	0	0	12	0	12
Bureau of Indian Affairs	189	1	6	11	9	1	32	117	12	0
American Samoa	31	0	0	0	0	0	0	0	0	31
Guam	38	0	0	0	0	0	0	0	0	38
Northern Marianas	29	0	0	0	0	0	0	0	0	29
Puerto Rico	1,538	0	0	0	0	0	0	0	0	1,538
Virgin Islands	36	0	0	0	0	0	0	0	0	36

NOTE: MSA stands for metropolitan statistical area. U.S. totals include the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2001–02.

Table 9. Number of Title I, magnet, and charter schools and percentage of students served, by state: School year 2001–02

State	Number of Title I eligible schools ²	Percentage of all students in these schools	Number of Title I schoolwide schools	Percentage of all students in these schools	Number of magnet schools ³	Percentage of all students in these schools	Number of charter schools ³	Percentage of all students in these schools
Reporting states ¹	46,969	47.1	23,563	25.4	1,736	3.0	2,348	1.2
Alabama	850	55.1	586	36.0	41	3.0	†	†
Alaska	301	39.2	111	13.6	17	3.2	15	1.7
Arizona	—	—	—	—	—	—	370	6.7
Arkansas	822	66.1	429	30.9	7	1.0	6	0.2
California	5,183	60.0	2,579	33.5	456	9.4	350	2.2
Colorado	784	43.2	211	11.6	2	0.1	86	3.3
Connecticut	439	36.9	87	8.3	17	1.1	15	0.5
Delaware	102	46.6	24	10.2	2	0.9	10	3.7
District of Columbia ⁴	131	75.8	131	75.8	2	1.1	33	9.2
Florida	1,194	32.5	1,092	29.7	—	—	192	1.6
Georgia	1,020	43.8	726	30.3	62	3.6	40	1.7
Hawaii	132	39.6	124	39.3	†	†	22	1.7
Idaho	499	66.0	91	11.2	†	†	10	0.6
Illinois	2,294	56.0	938	24.9	420	14.8	23	0.4
Indiana	1,021	46.2	156	6.4	23	1.3	1	—
Iowa	729	38.6	130	8.0	†	†	†	†
Kansas	665	36.5	219	15.4	33	3.1	11	0.3
Kentucky	1,027	73.6	686	44.1	35	4.3	†	†
Louisiana	864	50.7	722	42.2	74	6.3	20	0.5
Maine	542	68.0	53	4.8	1	—	1	—
Maryland	467	26.6	338	19.2	—	—	†	†
Massachusetts	1,053	50.1	431	20.2	7	0.4	43	1.5
Michigan	(⁵)	(⁵)	(⁵)	(⁵)	†	†	204	3.8
Minnesota	988	41.1	237	8.4	66	3.4	77	1.2
Mississippi	686	70.5	606	61.3	5	0.5	1	0.1
Missouri	1,239	47.4	383	14.2	49	2.4	21	0.8
Montana	689	85.4	121	13.6	†	†	†	†
Nebraska	525	38.6	141	13.1	—	—	†	†
Nevada	208	35.3	74	12.3	9	1.3	10	0.5
New Hampshire	252	48.7	19	2.9	†	†	0	0.0
New Jersey	1,368	54.8	256	10.9	2	0.1	51	0.9
New Mexico	530	56.0	340	37.8	1	#	20	0.8
New York	2,800	61.9	1,930	41.5	(⁵)	(⁵)	44	—
North Carolina	997	35.7	700	23.7	165	8.3	93	1.4
North Dakota	432	67.5	53	9.0	†	†	†	†
Ohio	2,536	60.6	1,204	27.8	†	†	85	1.2
Oklahoma	1,188	58.6	786	36.9	†	†	10	0.3
Oregon	502	33.3	234	16.7	(⁵)	(⁵)	22	0.2
Pennsylvania	2,180	63.3	513	15.4	—	—	77	1.6
Rhode Island	170	46.6	78	23.0	17	7.3	6	0.5
South Carolina	511	38.8	445	32.8	25	2.3	10	0.1
South Dakota	700	86.8	123	13.2	†	†	†	†
Tennessee	—	—	—	—	18	1.2	†	†
Texas	4,547	57.7	3,959	50.5	—	—	243	1.1
Utah	218	19.9	130	11.2	†	†	9	0.1
Vermont	211	57.5	77	21.7	†	†	†	†
Virginia	776	30.6	275	10.9	166	11.4	8	0.1
Washington	959	40.3	401	16.9	14	0.8	†	†
West Virginia	429	43.5	330	30.7	0	0.0	†	†
Wisconsin	1,062	44.1	239	12.4	†	†	109	1.7
Wyoming	147	34.6	45	11.0	0	0.0	0	0.0

See footnotes at end of table.

Table 9. Number of Title I, magnet, and charter schools and percentage of students served, by state: School year 2001–02—Continued

State	Number of Title I eligible schools ²	Percentage of all students in these schools	Number of Title I schoolwide schools	Percentage of all students in these schools	Number of magnet schools ³	Percentage of all students in these schools	Number of charter schools ³	Percentage of all students in these schools
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas								
DoD schools (overseas)	†	†	†	†	†	†	†	†
DoD schools (domestic)	†	†	†	†	†	†	†	†
Bureau of Indian Affairs	—	—	—	—	—	—	—	—
American Samoa	†	†	†	†	†	†	†	†
Guam	†	†	†	†	†	†	†	†
Northern Marianas	†	†	†	†	†	†	†	†
Puerto Rico	1,477	96.4	1,393	91.0	151	10.8	83	6.0
Virgin Islands	36	100.0	0	0.0	1	7.2	0	0.0

—Not available.

†Not applicable.

#Rounds to zero.

¹Reporting states totals exclude states for which data were missing for 20 percent or more of the schools or districts.

²Number of Title I eligible schools includes those with and without schoolwide Title I programs.

³Zero indicates that this type of school is authorized but none were operating.

⁴Membership data were missing for 5 of the 33 charter schools in the District of Columbia.

⁵Data were missing for more than 20 percent of schools.

NOTE: Percentages are based on all schools reporting in a state. Numbers of schools include those not reporting students in membership. U.S. totals include the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2001–02.

Table 10. Number and percentage of public school students participating in selected programs, by state: School year 2001–02

State	Number of students with IEPs	Percentage of students with IEPs	Number of students receiving ELL services	Percentage of students receiving ELL services	Number of students receiving migrant services during school year ¹	Number of students receiving migrant services during summer	Number of students eligible for free or reduced-price meals	Percentage of all students eligible for free or reduced-price meals
Reporting states ¹	6,313,342	13.3	3,768,653	7.9	510,598	225,992	17,387,793	36.6
Alabama	95,708	13.2	7,159	1.0	—	—	353,648	48.7
Alaska	17,814	13.3	20,401	15.2	10,769	1,799	33,919	25.2
Arizona	97,654	10.6	148,861	16.1	—	—	—	—
Arkansas	56,165	12.5	13,187	2.9	7,631	1,569	212,410	47.2
California	661,575	10.8	1,510,859	24.6	196,751	134,115	2,905,001	47.3
Colorado	73,887	10.0	71,011	9.6	9,313	6,153	204,297	27.5
Connecticut	74,016	13.0	21,540	3.8	4,299	1,764	—	—
Delaware	16,068	13.9	3,004	2.6	177	204	39,958	34.6
District of Columbia	12,594	16.7	8,215	10.9	804	175	41,707	55.3
Florida	378,251	15.1	204,208	8.2	39,385	5,770	1,115,717	44.6
Georgia	170,106	11.6	63,272	4.3	26,250	4,624	650,580	44.2
Hawaii	22,848	12.4	15,765	8.5	1,304	329	77,276	41.9
Idaho	28,932	11.7	18,276	7.4	9,126	3,709	87,745	35.6
Illinois	297,307	14.4	136,295	6.6	2,044	2,694	729,074	35.2
Indiana	160,344	16.1	39,638	4.0	—	—	309,946	31.1
Iowa	72,305	14.9	13,337	2.7	5,357	748	129,546	26.7
Kansas	61,402	13.1	17,267	3.7	13,944	4,946	158,978	34.1
Kentucky	98,146	15.0	6,012	0.9	19,003	4,963	305,149	49.1
Louisiana	98,145	13.4	10,629	1.5	4,554	3,520	432,267	59.1
Maine	33,413	15.9	2,388	1.1	—	—	60,813	29.6
Maryland	111,511	13.0	32,534	3.8	341	900	255,544	29.7
Massachusetts	150,003	15.4	46,078	4.7	2,248	2,248	246,639	25.3
Michigan	232,592	13.4	50,021	2.9	—	7,028	536,994	31.2
Minnesota	110,307	13.0	47,961	5.6	1,906	2,732	224,882	26.4
Mississippi	62,117	12.6	2,279	0.5	2,366	1,049	322,149	65.3
Missouri	140,676	15.4	8,157	1.0	4,820	520	320,266	35.1
Montana	19,176	12.6	7,567	5.0	—	—	47,707	31.5
Nebraska	44,227	15.5	12,451	4.0	12,269	3,287	89,013	31.2
Nevada	40,216	11.3	40,112	11.2	486	79	106,315	29.7
New Hampshire	28,675	13.9	3,268	1.6	117	—	30,640	14.8
New Jersey	218,364	16.3	56,712	4.2	643	2,009	372,763	27.8
New Mexico	62,738	19.6	66,035	20.6	121	990	175,199	54.7
New York	424,722	14.8	193,711	6.7	—	—	1,239,721	43.2
North Carolina	186,255	14.2	52,644	4.0	14,024	7,463	505,507	38.4
North Dakota	13,401	12.6	—	—	286	410	29,679	28.0
Ohio	224,986	12.4	368	#	—	—	512,624	27.4
Oklahoma	87,672	14.1	37,618	6.0	—	729	302,869	48.7
Oregon	70,309	12.7	44,162	8.0	17,291	3,437	199,685	36.1
Pennsylvania	232,056	12.7	—	—	7,709	9,846	517,587	28.4
Rhode Island	31,616	20.0	10,156	6.4	114	24	53,084	33.6
South Carolina	98,423	14.6	6,409	1.0	1,337	1,014	328,061	48.7
South Dakota	16,764	13.1	4,246	3.3	1,634	192	38,556	30.1
Tennessee	143,116	15.9	—	—	—	—	—	—
Texas	495,493	11.9	601,791	14.5	85,386	—	1,889,948	45.4
Utah	54,571	11.3	41,306	8.6	3,640	3,010	140,513	29.2
Vermont	13,430	13.3	1,009	1.0	950	362	24,105	23.8
Virginia	164,523	14.1	43,535	3.7	1,222	556	340,823	29.3
Washington	120,775	12.0	(*)	(*)	(*)	(*)	317,245	31.4
West Virginia	50,080	17.7	915	0.3	96	—	142,663	50.4
Wisconsin	126,152	14.3	23,454	2.7	881	1,025	228,981	26.0
Wyoming	11,716	13.3	2,830	3.2	—	—	—	—

See footnotes at end of table.

Table 10. Number and percentage of public school students participating in selected programs, by state: School year 2001–02—Continued

State	Number of students with IEPs	Percentage of students with IEPs	Number of students receiving ELL services	Percentage of students receiving ELL services	Number of students receiving migrant services during school year ²	Number of students receiving migrant services during summer	Number of students eligible for free or reduced-price meals	Percentage of all students eligible for free or reduced-price meals
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas								
DoD schools (overseas)	6,718	9.2	6,085	8.3	—	—	—	—
DoD schools (domestic)	3,340	10.2	2,031	6.2	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—	—
American Samoa	803	5.1	15,342	96.5	—	—	15,804 ³	99.4
Guam	2,543	7.9	14,336	44.8	—	—	14,143	44.2
Northern Marianas	557	5.3	—	—	1,200	—	10,345	98.7
Puerto Rico	65,874	10.9	—	—	(⁴)	446	488,066	80.8
Virgin Islands	1,504	8.0	—	—	—	—	—	—

—Not available.

#Rounds to zero.

¹Reporting states totals exclude states for which data were missing for 20 percent or more of the schools or districts.

²Migrant students include those who were enrolled at any time during the previous (2000–01) regular school year. They are reported for each school in which they enrolled; because this is a duplicated count, the table does not show migrants as a percentage of all students.

³American Samoa did not report students eligible for reduced-price meals.

⁴Data were missing for more than 20 percent of schools or districts.

NOTE: IEP stands for Individualized Education Program. ELL stands for English Language Learner. Some data items were more likely to be missing from charter schools than from other schools. Free lunch data were missing for 625 of 2,348 charter schools, and migrant student data were missing for 682. Data on ELL students were missing for 110 of the total 989 charter school districts. Percentages are based on schools and agencies reporting. Detail may not sum to totals because of rounding. U.S. totals include the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD): "Public Elementary/Secondary School Universe Survey," 2001–02; and "Local Education Agency Universe Survey," 2001–02.

Table 11. Percent of students who are minority, by community type and by state: School year 2001–02

State	Total students	Number of minority students	Percentage of minority students by community type		
			City, large and midsize	Urban fringe of city	Small town or rural
Reporting states ¹	47,687,871	18,815,623	62.5	35.9	20.8
Alabama	737,294	286,738	70.2	29.4	30.4
Alaska	134,358	53,147	38.2	0.0	41.3
Arizona	922,180	448,977	52.9	40.0	51.0
Arkansas	449,805	130,082	47.4	15.2	23.0
California	6,248,610	3,969,986	74.3	61.2	42.2
Colorado	742,145	245,957	46.1	30.6	21.6
Connecticut	570,228	175,347	69.1	20.8	8.4
Delaware	115,555	46,593	57.7	39.3	30.7
District of Columbia ²	75,392	65,331	86.6	0.0	100.0 ³
Florida	2,500,478	1,187,811	53.1	50.5	32.4
Georgia	1,470,634	679,379	80.3	50.6	33.7
Hawaii	184,546	147,055	81.8	80.0	78.0
Idaho	246,521	36,038	14.5	18.0	14.6
Illinois	2,071,391	850,215	75.4	31.4	8.5
Indiana	996,133	169,586	41.2	12.2	4.0
Iowa	485,932	50,460	22.1	7.6	5.0
Kansas	470,205	103,682	42.8	12.3	14.8
Kentucky	654,363	76,327	31.5	16.7	5.2
Louisiana	731,328	374,643	75.0	41.8	39.4
Maine	205,586	7,454	11.4	3.3	2.7
Maryland	860,640	409,252	77.0	49.7	20.6
Massachusetts	973,140	236,008	56.3	13.6	5.9
Michigan	1,730,668	457,160	71.2	18.3	7.3
Minnesota	851,384	153,277	53.6	12.9	8.2
Mississippi	493,507	260,273	75.5	28.7	53.0
Missouri	909,792	195,030	48.9	23.8	6.4
Montana	151,947	21,472	14.2	8.0	14.9
Nebraska	285,095	52,007	29.8	17.7	10.9
Nevada	356,814	162,454	52.4	47.7	25.7
New Hampshire	206,847	10,315	13.9	4.2	2.3
New Jersey	1,341,656	545,067	79.3	38.8	16.7
New Mexico	320,260	210,462	63.7	71.5	68.7
New York	2,872,132	1,296,450	80.2	23.5	6.9
North Carolina	1,315,363	525,730	54.4	33.0	34.0
North Dakota	106,047	12,028	9.1	7.6	13.0
Ohio	1,830,985	361,762	54.3	13.1	3.3
Oklahoma	622,139	225,558	48.7	26.4	35.0
Oregon	551,480	115,610	27.7	21.5	16.3
Pennsylvania	1,821,627	406,806	66.1	13.8	5.2
Rhode Island	158,046	42,113	54.4	13.4	4.6
South Carolina	691,078	303,295	56.3	36.4	47.6
South Dakota	127,542	17,670	16.4	7.3	13.3
Tennessee	925,030	256,719	—	—	—
Texas	4,163,447	2,462,268	75.4	47.3	42.4
Utah	484,677	73,388	29.9	12.7	10.7
Vermont	101,179	4,259	14.1	5.5	3.6
Virginia	1,163,091	432,410	59.4	35.8	22.7
Washington	1,009,200	267,425	36.0	26.0	20.0
West Virginia	282,885	15,423	10.7	6.9	4.0
Wisconsin	879,361	174,894	45.4	10.3	6.4
Wyoming	88,128	11,192	15.3	18.4	11.3

See footnotes at end of table.

Table 11. Percent of students who are minority, by community type and by state: School year 2001–02—Continued

State	Total students	Number of minority students	Percentage of minority students by community type		
			City, large and midsize	Urban fringe of city	Small town or rural
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas					
DoD schools (overseas)	73,212	21,756	—	—	—
DoD schools (domestic)	32,847	13,430	40.9	35.4	34.9
Bureau of Indian Affairs	46,476	46,476	100.0	100.0	100.0
American Samoa	15,897	15,897	—	—	—
Guam	31,992	31,510	—	—	—
Northern Marianas	10,479	10,435	—	—	—
Puerto Rico	604,177	604,177	—	—	—
Virgin Islands	18,780	—	—	—	—

—Not available.

¹Total of reporting states; does not include Tennessee.

²Racial/ethnic data were not reported for the 28 charter schools in the District of Columbia.

³Represents one school located in a small town locale outside the District of Columbia.

NOTE: Minority includes all groups except White, non-Hispanic. Community types classify the location of a school relative to populous areas. Percentages are based on schools reporting. U.S. totals include the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD): "Public Elementary/Secondary School Universe Survey," 2001–02; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02.

Energy and Expenditures

Effects of Energy Needs and Expenditures on U.S. Public Schools

— Timothy Smith, Rebecca Porch, Elizabeth Farris, and William Fowler

This report was originally published as the Executive Summary of the Statistical Analysis Report of the same name. The sample survey data are from the “Effects of Energy Needs and Expenditures on U.S. Public Schools” survey, conducted through the Fast Response Survey System (FRSS).

Introduction

Since the 1990s, the United States has experienced periods of volatility in energy costs (Joskow 2002). Public schools have not been immune to the increased energy costs associated with these periods. In light of these experiences, the National Center for Education Statistics (NCES) of the U.S. Department of Education undertook the “Effects of Energy Needs and Expenditures on U.S. Public Schools” survey. The survey examined the effects of energy needs on public school districts and was designed to contribute to a better understanding of how increases in energy expenditures influence school district budgeting and actions. It was not designed to assess the role that weather may have played in affecting energy expenditures, to evaluate the utility of various cost-saving measures that districts might employ to reduce energy expenditures, or to examine several other factors that might directly affect energy budgets.

Although the survey of 851 public school districts focused primarily on fiscal year¹ 2001 (FY 01), the questionnaire also gathered data on FY 00 energy expenditures and budgeted FY 02 energy expenditures to examine the financial resources available to districts. Data collection began in November 2001, approximately 4 months after the start of FY 02, thereby allowing districts to report total expenditures from FY 01 and budgets allocated for FY 02.

This report examines the effects of increased energy costs on the country’s public school systems. Specifically, the following five topics are addressed:

- energy expenditures in FY 00 and FY 01, and budgeted expenditures for FY 01 and FY 02;
- efforts to reduce energy consumption;
- characteristics of districts with sufficient and insufficient energy budgets for FY 01;
- experiences of districts with energy budget shortfalls; and

- perceptions of school district staff regarding their districts’ ability to respond to immediate and future energy needs.

It is important to note that many of the district characteristics used for independent analyses are related to each other. For example, in 1999–2000, district enrollment and metropolitan status were related, with urban districts typically being larger than rural districts. Relationships also exist between other analysis variables, such as enrollment size and region, metropolitan status and poverty concentration, and per pupil expenditure and percentage of budget allocated for energy. Because of the relatively small sample size used in this study, no attempt has been made to parse out the independent associations of these variables. Their existence, however, should be considered in the interpretation of the data presented in this report.

Overview of Actual and Budgeted Energy Expenditures

Survey findings indicate that, on average, school districts spent \$137 per pupil on energy expenditures in FY 00. For FY 01, they budgeted an 11 percent increase, raising their budgets to \$152 per pupil. However, actual FY 01 per pupil energy expenditures, at \$166 per pupil, were 22 percent higher than in FY 00. The average district experienced a 9 percent shortfall between what it had budgeted for FY 01 and its actual expenditures. The average school district budgeted \$176 per pupil for FY 02 energy needs, or a 6 percent increase over what it actually spent in FY 01. This \$24 per pupil increase over FY 01 budgeted costs translated into an increase of about \$1 billion in expected costs.

Key Findings

Key findings from the survey are as follows:

Energy expenditures in FY 01

- In FY 01, energy expenditures were nearly \$8 billion.
- From FY 00 to FY 01, when inflation was 3.4 percent² (Snyder and Hoffman 2002), per pupil expenditures for energy rose from \$137 to \$166

¹Throughout this report, the term “fiscal year” is used to specify the calendar period associated with school district finances. School districts often define the fiscal year from July 1 through June 30, with the year referring to the calendar year in which the fiscal year ends. For example, for many districts, fiscal year 2001 began on July 1, 2000, and ended on June 30, 2001. In using this designation of fiscal years, the 2000–01 school year would cover similar calendar dates as fiscal year 2001.

²As measured by the Consumer Price Index adjusted to a school-year basis (July through June).

(22 percent). If energy costs had risen at the rate of inflation, an additional \$22 per pupil, or \$1 billion, would have been available for school districts.

- Sixty-one percent of public school districts reported a shortfall in energy funding in FY 01.
- Eighty-three percent of school districts that had experienced an energy budget shortfall attributed the shortfall to increases in the cost per unit of energy.
- Small school districts spent the most per pupil in energy expenditures in FY 01 (\$204). However, both large and midsized school districts were more likely to encounter shortfalls in funding their energy expenditures in FY 01.

- Rural districts spent more per pupil for energy in FY 01 (\$190) than urban or suburban districts (\$154 and \$164, respectively).
- School districts in the West spent \$149 per pupil on energy, compared with \$189 in the Central region.

Efforts to reduce energy consumption

- During FY 01, school districts took various actions to improve energy efficiency. Forty-seven percent of public school districts renovated or retrofitted existing facilities, 39 percent locked in rates with one or more energy vendors, 29 percent participated in consortia that negotiated prices with third-party energy vendors, 12 percent instituted or increased fees to use facilities, and 7 percent closed schools or sent students home early for at least 1 day (table A).

Table A. Percent of public school districts using various measures to reduce energy expenditures, by selected district characteristics: Fiscal years 2001 and 2002

District characteristic	Measures taken in fiscal year (FY) 2001 ¹				
	Renovated/ retrofitted facilities	Locked in rates	Participated in consortia	Instituted/ increased fees to use facilities	Closed schools/ sent students home early
Total	47	39	29	12	7
District enrollment in 1999–2000					
1 to 2,499	40	38	26	9	8
2,500 to 9,999	63	44	39	18	7
10,000 or more	75	38	30	29	6
Metropolitan status					
Urban	53	22	25	13	3
Suburban	51	44	45	16	7
Rural	43	37	17	8	8
Region					
Northeast	46	60	68	11	4
Southeast	59	34	10	13	11
Central	48	52	29	10	8
West	44	9	9	15	7
Poverty concentration ²					
Less than 10 percent	50	51	42	17	6
10 to 19 percent	53	37	30	10	7
20 percent or more	42	34	18	11	9
Overall FY 01 budget per pupil					
Low: Less than \$6,500	55	27	18	14	8
Mid-level: \$6,500 to \$8,999	46	41	27	11	8
High: \$9,000 or more	44	46	40	11	6
FY 01 energy budget sufficiency status ³					
Sufficient	42	40	30	10	9
Insufficient	51	39	29	13	7
Percent of budget allocated for energy ⁴					
1 percent or less	47	44	38	10	7
2 percent	51	42	33	13	7
3 percent or more	44	33	19	11	8

See footnotes at end of table (on next page).

Table A. Percent of public school districts using various measures to reduce energy expenditures, by selected district characteristics: Fiscal years 2001 and 2002—Continued

District characteristic	Measures taken in FY 02 ¹				
	Renovated/ retrofitted facilities	Locked in rates	Participated in consortia	Instituted/ increased fees to use facilities	Closed schools/ sent students home early
Total	47	44	33	15	6
District enrollment in 1999–2000					
1 to 2,499	41	42	31	12	7
2,500 to 9,999	59	50	42	22	5
10,000 or more	74	44	32	37	4
Metropolitan status					
Urban	55	27	28	22	1
Suburban	49	48	50	21	6
Rural	44	42	21	10	7
Region					
Northeast	47	64	70	15	5
Southeast	56	35	10	11	8
Central	44	55	33	11	7
West	48	18	17	23	5
Poverty concentration ²					
Less than 10 percent	47	56	46	21	6
10 to 19 percent	51	43	35	13	6
20 percent or more	45	38	22	13	7
Overall FY 01 budget per pupil					
Low: Less than \$6,500	49	34	23	17	7
Mid-level: \$6,500 to \$8,999	45	45	31	15	7
High: \$9,000 or more	47	51	44	14	4
FY 01 energy budget sufficiency status ³					
Sufficient	40	42	33	14	7
Insufficient	52	45	34	16	5
Percent of budget allocated for energy ⁴					
1 percent or less	44	48	41	15	4
2 percent	50	46	36	15	6
3 percent or more	45	40	25	16	7

¹Data reflect measures that were taken during the first half of FY 02 or that were anticipated during the fiscal year, since data collection was completed before the end of the fiscal year.

²Poverty concentration is based on Census Bureau data on the percentage of children ages 5–17 in families below the poverty level within districts in 1996–97.

³FY 01 energy budget sufficiency status is based on responses to survey question 2d, part 1 (FY 01 budgeted energy expenditures) and part 2 (FY 01 actual energy expenditures). Districts were classified as having sufficient or insufficient funds allocated to meet their FY 01 energy needs.

⁴The categories used for percent of budget allocated for energy reflect the following ranges: 1 percent or less includes districts that allocated less than 1.5 percent for energy; 2 percent includes those that allocated from 1.5 percent to less than 2.5 percent for energy; and 3 percent or more includes those that allocated 2.5 percent or more for energy.

NOTE: Percentages presented in this table are based on the estimated number of regular public school districts—14,400. Respondents were able to select as many answers as applied. Poverty concentration was missing for 11 cases, overall fiscal year budget per pupil was missing for 3 cases, fiscal year sufficiency status was missing for 8 cases, and budget allocated for energy was missing for 10 cases in the sample. Those cases were included in the totals and in analyses by other district characteristics. No imputation was performed in cases where information on district characteristics (e.g., poverty concentration) was missing or where districts did not provide information on the survey (e.g., item nonresponse). Ratios (averages) using nonimputed data will implicitly impute the cell ratio for all missing data within the cell. This can cause inconsistencies in the estimates between tables.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Effects of Energy Needs and Expenditures on U.S. Public Schools," FRSS 81, 2001. (Originally published as table 3 on pp. 12–13 of the complete report from which this article is excerpted.)

- During FY 02, 47 percent of the nation's districts renovated or retrofitted existing facilities, 44 percent locked in rates, 33 percent participated in consortia, 15 percent instituted or increased fees to use facilities, and 6 percent closed schools or sent students home early for at least 1 day.

Characteristics of districts with sufficient and insufficient energy budgets for FY 01

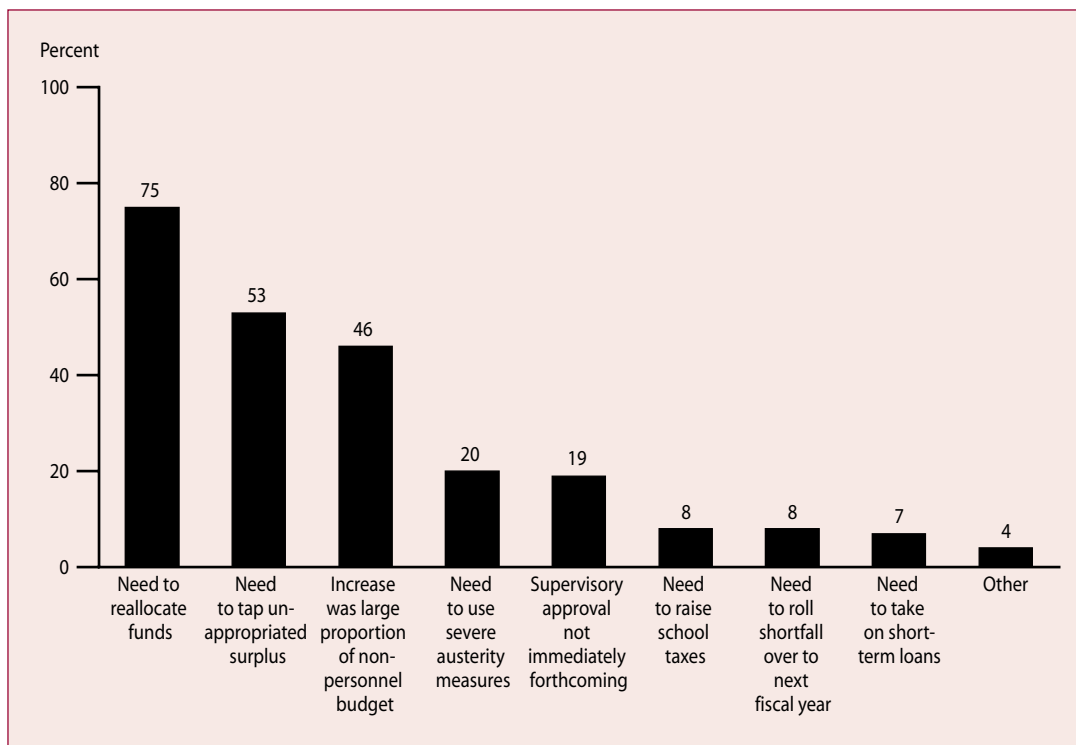
- The likelihood of experiencing an insufficient energy budget was lower in small districts than in either mid-sized or large districts (56 percent compared to 72 and 80 percent, respectively).
- Urban school districts were more likely to have insufficient funds than suburban or rural districts (82 percent compared to 60 and 59 percent, respectively).

- The likelihood of a shortfall was greatest in districts in the Southeast, where 81 percent of school districts encountered an insufficient energy budget.
- Districts whose total FY 01 budget averaged \$9,000 or more per student were less likely to have insufficient funds allocated for energy needs than districts that budgeted between \$6,500 and \$8,999 per student.

Experiences of districts with energy budget shortfalls

- When they encountered budget shortfalls, school districts took a variety of actions (either individually or in combination) to cover some energy costs in FY 01: 75 percent reallocated funds from other programs, 53 percent used an unappropriated surplus, and 46 percent used a large proportion of the nonpersonnel budget (figure A).

Figure A. Percent of public school districts with insufficient energy budgets for fiscal year (FY) 2001 reporting various reasons for difficulty responding to the insufficiency: FY 01



NOTE: Percentages presented in this figure are based on the estimated number of regular public school districts with insufficient budgets—8,700. Respondents were able to select as many answers as applied.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Effects of Energy Needs and Expenditures on U.S. Public Schools," FRSS 81, 2001. (Originally published as figure 3 on p.23 of the complete report from which this article is excerpted.)

- Twenty percent of districts experiencing an insufficient energy budget responded by instituting severe austerity measures.
- Nineteen percent of districts responding to an energy budget shortfall found that supervisory approval of increased energy funding was not immediately forthcoming.
- In response to a shortfall in the energy budget, 8 percent of districts raised school taxes and 8 percent rolled over the underbudgeted amount to the next fiscal year.
- Seven percent of districts experiencing an insufficient energy budget used short-term loans to finance the additional funds needed.

Perceptions of school district staff regarding their districts' ability to respond to immediate and future energy needs

- Forty-two percent of respondents nationwide agreed or strongly agreed that their school district had successfully reduced energy usage in FY 01.
- Thirty-seven percent of all school districts believed they have a long-term energy problem, and nearly

three-quarters believed that “future increases in energy costs pose a major threat to the allocation of district funds to essential areas such as student instruction.”

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Data source: The NCES Fast Response Survey System (FRSS), “Effects of Energy Needs and Expenditures on U.S. Public Schools,” FRSS 81, 2001.

For technical information, see the complete report:

Smith, T., Porch, R., Farris, E., and Fowler, W. (2003). *Effects of Energy Needs and Expenditures on U.S. Public Schools* (NCES 2003-018).

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To obtain the complete report (NCES 2003-018), call the toll-free ED Pubs number (877-433-7827) or visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Revenues and Expenditures

Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000–01

— Elise St. John

This article was originally published as a Statistics in Brief report. The universe data are from the “National Public Education Financial Survey” (NPEFS), part of the Common Core of Data (CCD). Technical notes and definitions from the original report have been omitted.

Nearly \$401 billion of revenues were raised to fund public education for grades prekindergarten through 12 in school year 2000–01 (fiscal year 2001). Current expenditures (those excluding construction, equipment, and debt financing) came to just over \$348 billion. About three out of every five current expenditure dollars were spent on teachers, textbooks, and other instructional services and supplies. An average of \$7,376 was spent on each student—an increase of 6.7 percent from \$6,911 in school year 1999–2000 (in unadjusted dollars).^{*} Total expenditures for public education, including school construction, debt financing, community services, and adult education programs, came to \$412 billion.

These and other financial data on public elementary and secondary education are collected and reported each year by the National Center for Education Statistics (NCES), U.S. Department of Education. The data are part of the “National Public Education Financial Survey” (NPEFS), one of the components of the Common Core of Data (CCD) collection of surveys. These data were collected from March to September 2002. Editing and imputations were completed in February 2003.

Revenues for Public Elementary and Secondary Education

About \$401 billion were collected for public elementary and secondary education for school year 2000–01 in the 50 states and the District of Columbia (table 1). Total revenues ranged from a high of around \$51 billion in California, which serves about 1 out of every 8 students in the nation, to a low of about \$768 million in North Dakota, which serves roughly 1 out of every 432 students in the nation. Nationally, revenues increased an average of 7.5 percent over the previous year’s revenues of \$373 billion (in unadjusted dollars). By far, the greatest part of education revenues came from nonfederal sources (state, intermediate, and local governments), which together provided about \$372 billion, or 92.7 percent of all revenues.

The federal government contribution to education revenues made up the remaining \$29 billion. The relative contributions from these levels of government can be expressed as portions of the typical education dollar (figure 1). As in the previous school year, local and intermediate sources for school year 2000–01 made up 43 cents of every dollar in revenue; state revenues comprised 50 cents; and the remaining 7 cents came from federal sources.

Among states with more than one school district, revenues from local sources ranged from 15.0 percent (New Mexico) to 66.3 percent (Nevada) of total revenues (table 2). Hawaii and the District of Columbia have only one school district each and thus are not comparable to other states. Revenues from state sources also showed a wide distribution in their share of total revenues. The state revenue share of total revenues was less than 30 percent in Nevada (28.6 percent) and just over 70 percent in New Mexico (71.1 percent) and Vermont (70.7 percent). Federal revenues ranged from 3.9 percent in New Jersey to 15.8 percent in Alaska. Federal sources contributed more than 10 percent of the revenues in Alaska, Arizona, the District of Columbia, Louisiana, Mississippi, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, and West Virginia.

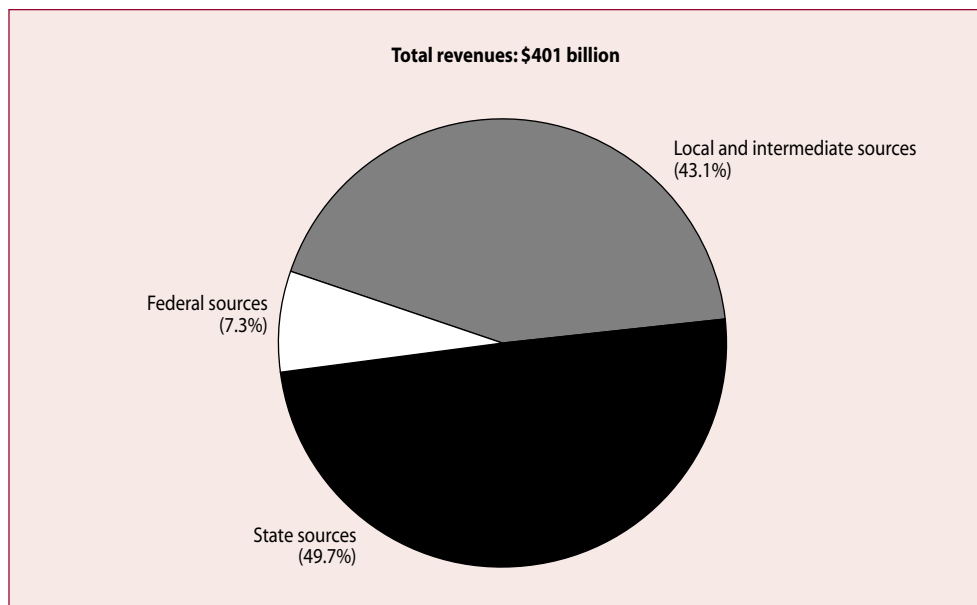
Current Expenditures for Public Elementary and Secondary Education

Current expenditures for public education in 2000–01 totaled over \$348 billion (table 3). This represents a \$24 billion (7.5 percent) increase over expenditures in the previous school year (\$324 billion in unadjusted dollars). Over \$214 billion in current expenditures went for instruction. Another \$119 billion were expended for a cluster of services that support instruction. Nearly \$15 billion were spent on noninstructional services.

When expressed in terms of the typical education dollar, instructional expenditures accounted for approximately 62 cents of the education dollar for current expenditures (figure 2). Instructional expenditures include teacher salaries and benefits, supplies (e.g., textbooks), and purchased services. About 34 cents of the education dollar went for support services, which include operation and maintenance of buildings, school administration,

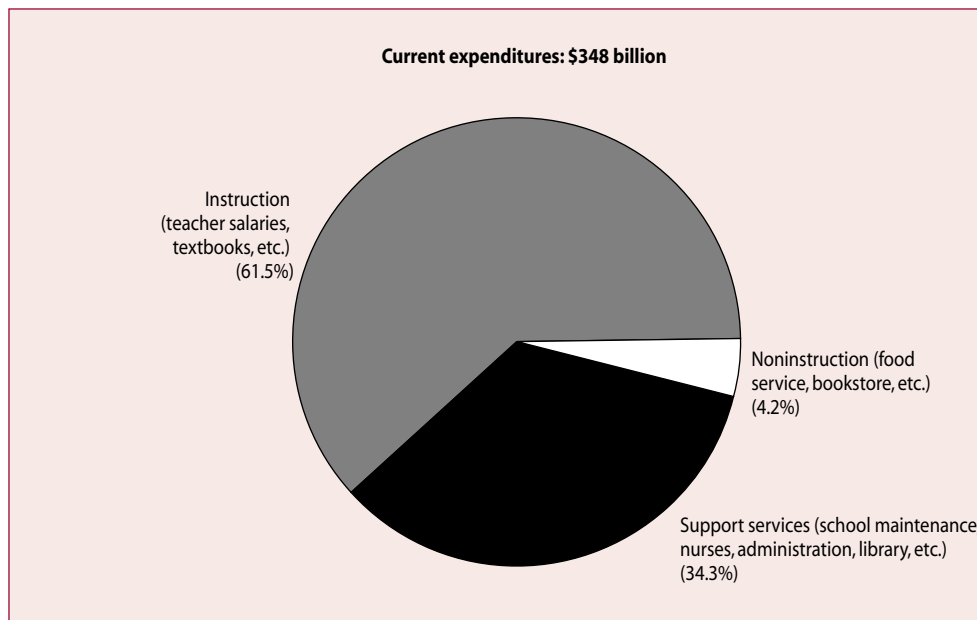
^{*}Comparisons are based on the previous edition of this report, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999–2000* (Johnson 2002).

Figure 1. The public education dollar: Revenues by source: School year 2000–01



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

Figure 2. The public education dollar: Current expenditures by function: School year 2000–01



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

transportation, and other student and school support activities (e.g., student counseling, libraries, and health services). Just over 4 cents of every education dollar went to noninstructional activities, which include school meals and enterprise activities, such as bookstores.

Most states were closely clustered around the national average (61.5 percent) in terms of the share of current expenditures that were spent on instruction; all but five states and the District of Columbia spent more than 58 percent of their current expenditures on instruction (table 4). These states were Alaska, Arizona, Colorado, New Mexico, and Oklahoma. Three states spent about two-thirds of their current expenditures on instruction. These states were New York (67.9 percent), Maine (66.9 percent), and Massachusetts (66.3 percent).

Current Expenditures per Student

In 2000–01, the 50 states and the District of Columbia spent an average of \$7,376 in current expenditures for every pupil in membership (table 5). This represents a 6.7 percent increase in current expenditures per student from the previous school year (\$6,911 in unadjusted dollars). Three states—New Jersey (\$11,248), New York (\$10,716), and Connecticut (\$10,127)—expended more than \$10,000 per pupil. The District of Columbia, which comprises a single urban district, spent \$12,046 per pupil. Only one state, Utah, had expenditures of less than \$5,000 for each pupil in membership (\$4,674). The median of the state per pupil expenditures was \$6,930, indicating that one-half of all states educated students at a cost of less than \$6,930 per student.

On average, for every student in 2000–01, about \$4,539 was spent for instructional services. Expenditures per pupil for instruction ranged from \$3,012 in Arizona to \$7,274 in New York. Support services expenditures per pupil were highest in New Jersey (\$4,240) and lowest in Utah (\$1,369). Expenditures per pupil for noninstructional services such as food services were \$309 for the nation.

Expenditures for Instruction

Expenditures for instruction totaled approximately \$214 billion for school year 2000–01 (table 6). Over \$154 billion went for salaries for teachers and instructional aides. Benefits for instructional staff made up an additional \$40 billion, bringing the total for salaries and benefits for teachers and teacher aides to \$194 billion. Instructional supplies, including textbooks, made up over \$10 billion. (Expenditures for computers and desks are not considered current expenditures, but are reported as replacement

equipment in table 7.) Expenditures for purchased services were over \$6 billion. These expenditures include the costs for contract teachers (who are not on the school district's payroll), educational television, computer-assisted instruction, and rental equipment for instruction. Tuition expenditures for sending students to out-of-state schools and nonpublic schools within the state totaled over \$2 billion.

Total Expenditures

Total expenditures made by school districts came to almost \$412 billion in the 2000–01 school year (table 7). About \$348 billion of total expenditures were current expenditures for public elementary and secondary education. An additional \$39 billion went for facilities acquisition and construction, \$8 billion for replacement equipment, and another \$10 billion for interest payments on debt. The remaining amount (\$6 billion) was spent on other programs, such as community services and adult education, which are not part of public elementary and secondary education.

Total expenditures include all types of expenditures by school districts and other public elementary/secondary education agencies. Researchers generally use current expenditures instead of total expenditures when comparing education spending between states or across time because current expenditures exclude expenditures for capital outlay, which tend to have dramatic increases and decreases from year to year. Also, the current expenditures commonly reported are for public elementary and secondary education only. Many school districts also support community services, adult education, private education, and other programs, which are included in total expenditures. These programs and the extent to which they are funded by school districts vary greatly both across states and within states.

Reference

Johnson, F. (2002). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999–2000* (NCES 2002–367). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Data source: The NCES Common Core of Data (CCD), "National Public Education Financial Survey" (NPEFS), 2000–01.

For technical information, see the complete report:

St. John, E. (2003). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000–01* (NCES 2003–362).

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To obtain the complete report (NCES 2003–362), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Table 1. Revenues for public elementary and secondary schools, by source and state: School year 2000–01

[In thousands of dollars]

State	Revenues by source				
	Total	Local	Intermediate	State	Federal
United States	\$400,919,024 ¹	\$171,437,905 ¹	\$1,248,119	\$199,146,586	\$29,086,413
Alabama	4,812,302	1,465,636	11,626	2,881,224	453,817
Alaska	1,370,271	372,002	0	782,348	215,921
Arizona	5,797,151 ¹	2,495,806 ¹	158,980	2,525,390	616,976
Arkansas	2,812,169	870,788	4,539	1,676,138	260,705
California	51,007,510	15,455,448	0	31,392,549	4,159,513
Colorado	5,349,899	2,807,615	20,625	2,222,083	299,576
Connecticut	6,460,491	3,630,884	0	2,553,180	276,427
Delaware	1,112,519	292,016	0	732,599	87,904
District of Columbia	1,042,711	927,184	0	0	115,527
Florida	17,866,868	7,572,396	0	8,695,213	1,599,259
Georgia	12,191,113	5,444,288	0	5,963,337	783,487
Hawaii	1,682,330	30,062	0	1,511,317	140,951
Idaho	1,593,966	487,883	0	977,438	128,646
Illinois	18,217,079	10,671,377	0	6,124,183	1,421,519
Indiana	9,033,180	3,670,449	64,289	4,833,954	464,489
Iowa	3,954,178	1,752,946	8,835	1,943,708	248,689
Kansas	3,597,726	1,101,876	66,160	2,198,216	231,473
Kentucky	4,509,893	1,358,888	0	2,702,932	448,073
Louisiana	5,060,133	1,981,902	0	2,497,875	580,356
Maine	1,934,178	917,783	0	863,295	153,100
Maryland	7,846,891	4,440,714	0	2,928,715	477,463
Massachusetts	10,148,498	5,216,679	0	4,420,622	511,198
Michigan	16,358,532	4,632,602	5,950	10,603,606	1,116,374
Minnesota	7,873,549	2,526,150	210,950	4,765,802	370,648
Mississippi	2,903,534	895,077	527	1,607,126	400,804
Missouri	7,102,501	3,914,441	34,922	2,661,904	491,233
Montana	1,140,168	363,504	102,673	542,692	131,299
Nebraska	2,307,804	1,317,357	16,992	805,419	168,036
Nevada	2,393,494	1,587,529	0	683,605	122,360
New Hampshire	1,714,147	751,907	0	884,875	77,365
New Jersey	15,967,075	8,668,260	123	6,669,858	628,834
New Mexico	2,426,705	362,942	0	1,725,551	338,213
New York	34,266,171	16,309,733	176,733	15,818,051	1,961,653
North Carolina	9,262,181	2,447,352	0	6,144,449	670,380
North Dakota	767,798	356,189	9,821	299,089	102,697
Ohio	16,649,361	8,406,706	47,960	7,187,325	1,007,370
Oklahoma	4,034,825	1,164,727	73,201	2,386,216	410,681
Oregon	4,564,408	1,598,529	62,788	2,566,099	336,992
Pennsylvania	17,053,891	9,480,665	21,699	6,443,673	1,107,854
Rhode Island	1,545,675	802,319	0	652,723	90,634
South Carolina	5,459,399	2,071,464	0	2,941,097	446,838
South Dakota	885,229	450,223	14,594	312,880	107,532
Tennessee	5,711,950	2,655,264	0	2,532,336	524,351
Texas	30,469,570	14,888,048	69,330	12,855,241	2,656,951
Utah	2,745,656	932,467	0	1,608,249	204,939
Vermont	1,035,679	242,592	0	732,563	60,523
Virginia	9,313,330	4,853,009	0	3,939,548	520,773
Washington	8,058,875	2,361,257	0	5,072,388	625,231
West Virginia	2,375,788	679,529	2,674	1,450,453	243,131
Wisconsin	8,327,255	3,484,353	0	4,424,429	418,472
Wyoming	803,414	269,090	62,128	403,020	69,176
Outlying areas					
American Samoa	58,262	1,813	77	10,551	45,822
Guam	—	—	—	—	—
Northern Marianas	55,164	315	0	37,230	17,619
Puerto Rico	2,331,691	914	0	1,658,907	671,870
Virgin Islands	165,801	137,546	0	0	28,256

—Not available.

¹Value affected by redistribution of reported values to correct for missing data items.

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

Table 2. Percentage distribution of revenue for public elementary and secondary schools, by source and state: School year 2000–01

State	Within-state percentage distribution			
	Local	Intermediate	State	Federal
United States ¹	42.8	0.3	49.7	7.3
Alabama	30.5	0.2	59.9	9.4
Alaska	27.1	0.0	57.1	15.8
Arizona ¹	43.1	2.7	43.6	10.6
Arkansas	31.0	0.2	59.6	9.3
California	30.3	0.0	61.5	8.2
Colorado	52.5	0.4	41.5	5.6
Connecticut	56.2	0.0	39.5	4.3
Delaware	26.2	0.0	65.9	7.9
District of Columbia	88.9	0.0	0.0	11.1
Florida	42.4	0.0	48.7	9.0
Georgia	44.7	0.0	48.9	6.4
Hawaii	1.8	0.0	89.8	8.4
Idaho	30.6	0.0	61.3	8.1
Illinois	58.6	0.0	33.6	7.8
Indiana	40.6	0.7	53.5	5.1
Iowa	44.3	0.2	49.2	6.3
Kansas	30.6	1.8	61.1	6.4
Kentucky	30.1	0.0	59.9	9.9
Louisiana	39.2	0.0	49.4	11.5
Maine	47.5	0.0	44.6	7.9
Maryland	56.6	0.0	37.3	6.1
Massachusetts	51.4	0.0	43.6	5.0
Michigan	28.3	0.0	64.8	6.8
Minnesota	32.1	2.7	60.5	4.7
Mississippi	30.8	0.0	55.4	13.8
Missouri	55.1	0.5	37.5	6.9
Montana	31.9	9.0	47.6	11.5
Nebraska	57.1	0.7	34.9	7.3
Nevada	66.3	0.0	28.6	5.1
New Hampshire	43.9	0.0	51.6	4.5
New Jersey	54.3	0.0	41.8	3.9
New Mexico	15.0	0.0	71.1	13.9
New York	47.6	0.5	46.2	5.7
North Carolina	26.4	0.0	66.3	7.2
North Dakota	46.4	1.3	39.0	13.4
Ohio	50.5	0.3	43.2	6.1
Oklahoma	28.9	1.8	59.1	10.2
Oregon	35.0	1.4	56.2	7.4
Pennsylvania	55.6	0.1	37.8	6.5
Rhode Island	51.9	0.0	42.2	5.9
South Carolina	37.9	0.0	53.9	8.2
South Dakota	50.9	1.6	35.3	12.1
Tennessee	46.5	0.0	44.3	9.2
Texas	48.9	0.2	42.2	8.7
Utah	34.0	0.0	58.6	7.5
Vermont	23.4	0.0	70.7	5.8
Virginia	52.1	0.0	42.3	5.6
Washington	29.3	0.0	62.9	7.8
West Virginia	28.6	0.1	61.1	10.2
Wisconsin	41.8	0.0	53.1	5.0
Wyoming	33.5	7.7	50.2	8.6
Outlying areas				
American Samoa	3.1	0.1	18.1	78.6
Guam	—	—	—	—
Northern Marianas	0.6	0.0	67.5	31.9
Puerto Rico	0.0	0.0	71.1	28.8
Virgin Islands	83.0	0.0	0.0	17.0

—Not available.

¹Distribution affected by redistribution of reported values to correct for missing items.

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

Table 3. Current expenditures for public elementary and secondary schools, by function and state: School year 2000–01

[In thousands of dollars]

State	Current expenditures, by function			
	Total	Instruction	Support services	Noninstruction
United States	\$348,170,327 ¹	\$214,239,936 ¹	\$119,340,347	\$14,590,045 ¹
Alabama	4,354,794	2,685,185	1,372,039	297,570
Alaska	1,229,036	706,834	480,533	41,669
Arizona	4,632,539	2,644,051	1,680,590	307,898
Arkansas	2,505,179	1,529,997	835,105	140,077
California	42,908,787	26,669,527	14,607,413	1,631,847
Colorado	4,758,173	2,720,856	1,864,821	172,495
Connecticut	5,693,207	3,636,781	1,847,122	209,305
Delaware	1,027,224	624,720	355,721	46,784
District of Columbia	830,299	412,276	394,657	23,366
Florida	15,023,514	8,765,578	5,527,470	730,466
Georgia	10,011,343	6,348,453	3,147,603	515,287
Hawaii	1,215,968	732,495	412,198	71,275
Idaho	1,403,190	860,621	481,262	61,308
Illinois	15,658,682	9,353,629	5,790,227	514,826
Indiana	7,548,487	4,649,180	2,594,493	304,814
Iowa	3,430,885	2,009,507	1,165,065	256,313
Kansas	3,258,807	1,910,980	1,196,779	151,049
Kentucky	4,047,392	2,480,235	1,353,852	213,305
Louisiana	4,485,878	2,703,004	1,488,369	294,505
Maine	1,704,422	1,140,002	506,477	57,943
Maryland	7,041,586	4,313,374	2,379,400	348,812
Massachusetts	9,272,387	6,149,830	2,794,423	328,134
Michigan	14,243,597	8,314,919	5,498,768	429,910
Minnesota	6,531,198	4,056,664	2,203,771	270,762
Mississippi	2,576,457	1,556,216	852,422	167,818
Missouri	6,076,169	3,686,233	2,124,095	265,841
Montana	1,041,760	642,783	356,661	42,316
Nebraska	2,067,290	1,289,065 ¹	625,145	153,080 ¹
Nevada	1,978,480	1,235,986	679,607	62,886
New Hampshire	1,518,792	986,636	483,011	49,145
New Jersey	14,773,650	8,757,552	5,569,389	446,709
New Mexico	2,022,093	1,124,723	799,469	97,902
New York	30,884,292	20,964,737	9,079,172	840,384
North Carolina	8,209,954	5,205,893	2,541,222	462,839
North Dakota	668,814	398,009	215,431	55,374
Ohio	13,893,495	8,126,488	5,283,554	483,453
Oklahoma	3,750,542	2,170,392	1,339,283	240,866
Oregon	4,112,069	2,416,798	1,553,536	141,735
Pennsylvania	14,895,316	9,301,282	5,034,564	559,470
Rhode Island	1,465,703	945,243	482,636	37,824
South Carolina	4,492,161	2,688,234	1,557,201	246,726
South Dakota	796,133	472,130	282,454	41,549
Tennessee	5,170,379	3,331,249	1,584,632	254,498
Texas	26,546,557	16,045,613	9,176,521	1,324,423
Utah	2,250,339	1,455,772	659,359	135,208
Vermont	934,031	605,140	303,403	25,488
Virginia	8,335,805	5,144,215	2,865,859	325,731
Washington	6,782,127 ¹	4,025,930 ¹	2,426,047	330,150
West Virginia	2,157,568	1,325,664	706,549	125,355
Wisconsin	7,249,081	4,493,131	2,526,174	229,776
Wyoming	704,695	426,125	254,792	23,778
Outlying areas				
American Samoa	40,642	16,551	16,136	7,954
Guam	—	—	—	—
Northern Marianas	49,151	37,757	5,991	2,821
Puerto Rico	2,257,837	1,578,747	465,714	213,376
Virgin Islands	125,252	78,554	40,007	6,691

—Not available.

¹Value affected by redistribution of reported values to correct for missing data items.

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

Table 4. Percentage distribution of current expenditures for public elementary and secondary schools, by function and state: School year 2000–01

State	Within-state percentage distribution		
	Instruction	Support services	Noninstruction
United States ¹	61.5	34.3	4.2
Alabama	61.7	31.5	6.8
Alaska	57.5	39.1	3.4
Arizona	57.1	36.3	6.6
Arkansas	61.1	33.3	5.6
California	62.2	34.0	3.8
Colorado	57.2	39.2	3.6
Connecticut	63.9	32.4	3.7
Delaware	60.8	34.6	4.6
District of Columbia	49.7	47.5	2.8
Florida	58.3	36.8	4.9
Georgia	63.4	31.4	5.1
Hawaii	60.2	33.9	5.9
Idaho	61.3	34.3	4.4
Illinois	59.7	37.0	3.3
Indiana	61.6	34.4	4.0
Iowa	58.6	34.0	7.5
Kansas	58.6	36.7	4.6
Kentucky	61.3	33.4	5.3
Louisiana	60.3	33.2	6.6
Maine	66.9	29.7	3.4
Maryland	61.3	33.8	5.0
Massachusetts	66.3	30.1	3.5
Michigan	58.4	38.6	3.0
Minnesota	62.1	33.7	4.1
Mississippi	60.4	33.1	6.5
Missouri	60.7	35.0	4.4
Montana	61.7	34.2	4.1
Nebraska ¹	62.4	30.2	7.4
Nevada	62.5	34.3	3.2
New Hampshire	65.0	31.8	3.2
New Jersey	59.3	37.7	3.0
New Mexico	55.6	39.5	4.8
New York	67.9	29.4	2.7
North Carolina	63.4	31.0	5.6
North Dakota	59.5	32.2	8.3
Ohio	58.5	38.0	3.5
Oklahoma	57.9	35.7	6.4
Oregon	58.8	37.8	3.4
Pennsylvania	62.4	33.8	3.8
Rhode Island	64.5	32.9	2.6
South Carolina	59.8	34.7	5.5
South Dakota	59.3	35.5	5.2
Tennessee	64.4	30.6	4.9
Texas	60.4	34.6	5.0
Utah	64.7	29.3	6.0
Vermont	64.8	32.5	2.7
Virginia	61.7	34.4	3.9
Washington ¹	59.4	35.8	4.9
West Virginia	61.4	32.7	5.8
Wisconsin	62.0	34.8	3.2
Wyoming	60.5	36.2	3.4
Outlying areas			
American Samoa	40.7	39.7	19.6
Guam	—	—	—
Northern Marianas	76.8	12.2	5.7
Puerto Rico	69.9	20.6	9.5
Virgin Islands	62.7	31.9	5.3

—Not available.

¹Distribution affected by redistribution of reported values to correct for missing items.

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

Table 5. Student membership and current expenditures per pupil in membership for public elementary and secondary schools, by function and state: School year 2000–01

State	Fall 2000 student membership	Current expenditures per pupil in membership			
		Total	Instruction	Support services	Noninstruction
United States	47,203,539 ¹	\$7,376 ^{1,2}	\$4,539 ^{1,2}	\$2,528 ¹	\$309 ^{1,2}
Alabama	739,992 ¹	5,885 ¹	3,629 ¹	1,854 ¹	402 ¹
Alaska	133,356	9,216	5,300	3,603	312
Arizona	877,696	5,278	3,012	1,915	351
Arkansas	449,959	5,568	3,400	1,856	311
California	6,140,814 ¹	6,987 ¹	4,343 ¹	2,379 ¹	266 ¹
Colorado	724,508	6,567	3,755	2,574	238
Connecticut	562,179	10,127	6,469	3,286	372
Delaware	114,676	8,958	5,448	3,102	408
District of Columbia	68,925	12,046	5,982	5,726	339
Florida	2,434,821	6,170	3,600	2,270	300
Georgia	1,444,937	6,929	4,394	2,178	357
Hawaii	184,360	6,596	3,973	2,236	387
Idaho	245,117	5,725	3,511	1,963	250
Illinois	2,048,792	7,643	4,565	2,826	251
Indiana	989,267	7,630	4,700	2,623	308
Iowa	495,080	6,930	4,059	2,353	518
Kansas	470,610	6,925	4,061	2,543	321
Kentucky	665,850	6,079	3,725	2,033	320
Louisiana	743,089	6,037	3,638	2,003	396
Maine	207,037	8,232	5,506	2,446	280
Maryland	852,920	8,256	5,057	2,790	409
Massachusetts	975,150	9,509	6,307	2,866	336
Michigan	1,720,626 ¹	8,278 ¹	4,832 ¹	3,196 ¹	250 ¹
Minnesota	854,340	7,645	4,748	2,580	317
Mississippi	497,871	5,175	3,126	1,712	337
Missouri	912,744	6,657	4,039	2,327	291
Montana	154,875	6,726	4,150	2,303	273
Nebraska	286,199	7,223	4,504 ²	2,184	535 ²
Nevada	340,706	5,807	3,628	1,995	185
New Hampshire	208,461	7,286	4,733	2,317	236
New Jersey	1,313,405	11,248	6,668	4,240	340
New Mexico	320,306	6,313	3,511	2,496	306
New York	2,882,188	10,716	7,274	3,150	292
North Carolina	1,293,638	6,346	4,024	1,964	358
North Dakota	109,201	6,125	3,645	1,973	507
Ohio	1,835,049	7,571	4,428	2,879	263
Oklahoma	623,110	6,019	3,483	2,149	387
Oregon	546,231	7,528	4,424	2,844	259
Pennsylvania	1,814,311	8,210	5,127	2,775	308
Rhode Island	157,347	9,315	6,007	3,067	240
South Carolina	677,411	6,631	3,968	2,299	364
South Dakota	128,603	6,191	3,671	2,196	323
Tennessee	909,161 ¹	5,687 ¹	3,664 ¹	1,743 ¹	280 ¹
Texas	4,059,619	6,539	3,952	2,260	326
Utah	481,485	4,674	3,024	1,369	281
Vermont	102,049	9,153	5,930	2,973	250
Virginia	1,144,915	7,281	4,493	2,503	285
Washington	1,004,770	6,750 ²	4,007 ²	2,415	329
West Virginia	286,367	7,534	4,629	2,467	438
Wisconsin	879,476	8,243	5,109	2,872	261
Wyoming	89,940	7,835	4,738	2,833	264
Outlying areas					
American Samoa	15,702	2,588	1,054	1,028	507
Guam	32,473	—	—	—	—
Northern Marianas	10,004	4,913	3,774	599	282
Puerto Rico	612,725	3,685	2,577	760	348
Virgin Islands	19,459	6,437	4,037	2,056	344

—Not available.

¹Prekindergarten students imputed, affecting total student count and per pupil expenditure calculation.²Value affected by redistribution of reported expenditure values to correct for missing data items.

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

Table 6. Current expenditures for instruction for public elementary and secondary education, by state: School year 2000-01
 [In thousands of dollars]

State	Total	Salaries	Employee benefits	Purchased services	Tuition to out-of-state and private schools	Supplies	Other
United States	\$214,239,936 ¹	\$154,436,273 ¹	\$39,502,080 ¹	\$6,422,880 ¹	\$2,453,411 ¹	\$10,396,510 ¹	\$1,028,781 ¹
Alabama	2,685,185	1,920,297	495,374	66,477	1,743	190,735	10,557
Alaska	706,834	467,642	130,028	39,513	0	40,477	29,173
Arizona	2,644,051	1,906,875 ¹	475,746 ¹	72,334 ¹	49,074 ¹	126,109 ¹	13,913 ¹
Arkansas	1,529,997	1,149,953	258,404	37,658	3,457	75,550	4,976
California	26,669,527	19,033,888	4,812,906	925,743	441,551	1,448,534	6,904
Colorado	2,720,856	2,011,050	360,832	63,770	39,745	183,043	62,418
Connecticut	3,636,781	2,547,048	655,895	105,809	217,480	106,074	4,475
Delaware	624,720	429,192	124,996	18,051	12,542	38,299	1,640
District of Columbia	412,276	284,503	30,728	9,849	74,637	11,772	788
Florida	8,765,578	5,932,501	1,542,786	748,482	87	449,795	91,926
Georgia	6,348,453	4,529,768	1,450,419	83,673	2,770	276,079	5,743
Hawaii	732,495	530,554	117,031	33,380	0	37,095	14,434
Idaho	860,621	615,109	175,866	21,174	485	47,734	252
Illinois	9,353,629	6,801,454	1,651,528	262,997	158,047	426,452	53,151
Indiana	4,649,180	3,122,306	1,316,108	53,630	31	148,136	8,969
Iowa	2,009,507	1,485,095	380,228	51,197	14,513	75,403	3,071
Kansas	1,910,980	1,495,455	277,487	35,921	1,464	92,714	7,939
Kentucky	2,480,235	1,864,736	432,668	51,513	208	118,495	12,615
Louisiana	2,703,004	1,977,404	531,207	41,138	153	139,084	14,017
Maine	1,140,002	737,464	254,982	45,566	57,179	39,106	5,706
Maryland	4,313,374	2,986,065	925,061	98,669	158,679	128,496	16,405
Massachusetts	6,149,830	4,493,638	1,135,571	71,267	226,433	216,683	6,238
Michigan	8,314,919	5,666,668	1,974,436	290,651	52	334,602	48,511
Minnesota	4,056,664	2,978,205	743,214	141,707	29,691	138,198	25,649
Mississippi	1,556,216	1,138,861	287,917	31,891	3,236	89,231	5,080
Missouri	3,686,233	2,750,210	544,164	82,165 ¹	0	292,007	17,687 ¹
Montana	642,783	455,772	118,162	20,343	815	45,743	1,949
Nebraska	1,289,065 ¹	933,525 ¹	232,112	43,243	18,429	49,687	12,070
Nevada	1,235,986	860,805	249,815	14,334	461	50,395	60,177
New Hampshire	986,636	676,554	176,178	23,806	74,161	33,588	2,349
New Jersey	8,757,552	6,161,143	1,606,223	127,626	431,143	333,755	97,661
New Mexico	1,124,723	824,988	205,214	22,264	1	72,069	187
New York	20,964,737	15,571,677	3,981,122	735,248	0	673,372	3,318
North Carolina	5,205,893	4,011,793	810,940	103,588	0	274,414	5,158
North Dakota	398,009	286,531	77,464	11,282	1,585	19,784	1,364
Ohio	8,126,488	5,718,711	1,574,855	242,167	89,732	388,234	112,788
Oklahoma	2,170,392	1,618,558	339,153	35,392	0	170,254	7,035
Oregon	2,416,798	1,560,477	594,930	85,819	23,624	142,664	9,283
Pennsylvania	9,301,282	6,749,599	1,619,533	414,328	133,415	371,581	12,825
Rhode Island	945,243	687,435	183,619	11,355	36,353	26,052	430
South Carolina	2,688,234	1,949,364	510,164	58,461	398	140,553	29,293
South Dakota	472,130	334,214	78,322	21,950	5,313	30,843	1,487
Tennessee	3,331,249	2,420,304	487,326	52,186	0	360,523	10,911
Texas	16,045,613	12,501,223	1,726,671	465,736	31,835	1,188,924	131,225
Utah	1,455,772	983,315	359,515	30,037	190	75,423	7,291
Vermont	605,140	399,144	108,333	32,034	42,709	20,981	1,940
Virginia	5,144,215	3,777,922	1,047,378	94,409	2,056	216,059	6,391
Washington	4,025,930 ¹	2,858,290	766,554	182,694	7,094 ¹	183,040	28,257
West Virginia	1,325,664	886,262	358,070	20,318	271	60,639	104
Wisconsin	4,493,131	3,058,774	1,114,534	72,992	59,867	174,660	12,304
Wyoming	426,125	293,957	90,309	17,044	700	23,370	745
Outlying areas							
American Samoa	16,551	11,518	2,227	1,256	0	1,121	429
Guam	—	—	—	—	—	—	—
Northern Marianas	37,757	26,834	7,215	2,710	0	960	38
Puerto Rico	1,578,747	1,284,707	173,077	6,248	0	17,392	97,322
Virgin Islands	78,554	60,440	16,543	179	0	1,362	29

—Not available.

¹Value affected by redistribution of reported values to correct for missing data items.

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000-01.

Table 7. Total expenditures for public elementary and secondary education and other related programs, by state: School year 2000–01

[In thousands of dollars]

State	Total	Current expenditures	Facilities acquisition and construction	Replacement equipment	Other programs	Interest on debt
United States	\$411,518,072 ¹	\$348,170,327	\$39,155,180	\$7,962,571 ¹	\$6,064,862 ¹	\$10,165,131 ¹
Alabama	5,075,425	4,354,794	461,455	70,611	104,322	84,244
Alaska	1,405,783	1,229,036	132,675	17,890	6,643	19,539
Arizona	6,837,290 ¹	4,632,539	1,528,345	279,378 ¹	33,405 ¹	363,622
Arkansas	2,809,612	2,505,179	166,833	71,780	8,867	56,954
California	50,549,119	42,908,787	5,349,981	1,011,048	884,682	394,620
Colorado	5,721,045	4,758,173	557,604	118,829	43,477	242,962
Connecticut	6,633,858 ¹	5,693,207	601,014	100,237	107,271 ¹	132,129
Delaware	1,191,951	1,027,224	112,938	22,097	15,650	14,043
District of Columbia	1,051,014 ¹	830,299	163,272	20,835	11,742	24,867 ¹
Florida	18,752,867	15,023,514	2,633,833	238,219	462,334	394,967
Georgia	11,865,052	10,011,343	1,392,000	229,274	51,358	181,077
Hawaii	1,410,119	1,215,968	76,272	42,758	33,606	41,515
Idaho	1,564,207	1,403,190	90,024	36,497	3,998	30,498
Illinois	18,932,238	15,658,682	2,077,555	560,592	144,436	490,973
Indiana	9,084,055	7,548,487	691,386	154,652	58,425	631,104
Iowa	3,918,833	3,430,885	291,076	114,134	25,274	57,463
Kansas	3,591,632	3,258,807	85,253	134,193	3,482	109,898
Kentucky	4,339,910	4,047,392	40,501	127,568	48,319	76,130
Louisiana	5,017,490	4,485,878	313,162	97,110	19,040	102,300
Maine	1,902,758	1,704,422	110,677	29,900	19,453	38,307
Maryland	7,966,173	7,041,586	729,632	94,159	19,844	80,951
Massachusetts	9,833,455	9,272,387	49,480	130,685	127,887	253,016
Michigan	17,266,301	14,243,597	1,742,659	361,314	353,580	565,151
Minnesota	8,104,831	6,531,198	783,749	193,256	298,993	297,635
Mississippi	2,885,800	2,576,457	139,772	86,781	20,525	62,265
Missouri	7,148,100	6,076,169	488,536	228,750	144,478	210,168
Montana	1,123,812	1,041,760	43,955	19,165	7,441	11,490
Nebraska	2,378,237	2,067,290	180,919	82,997	3,420	43,612
Nevada	2,702,909	1,978,480	502,522	74,177	13,784	133,946
New Hampshire	1,723,025	1,518,792	142,742	24,220	4,257	33,015
New Jersey	16,571,448	14,773,650	1,222,613	153,610	174,057	247,518
New Mexico	2,375,194	2,022,093	280,371	24,502	14,333	33,894
New York	35,703,439	30,884,292	2,302,144	355,577	1,295,289	866,137
North Carolina	9,920,176 ¹	8,209,954	1,274,116	155,386	46,011	234,710 ¹
North Dakota	739,258	668,814	32,444	24,661	5,819	7,519
Ohio	16,327,367	13,893,495	1,241,876	468,187	420,683	303,126
Oklahoma	4,082,423	3,750,542	211,148	61,125	22,254	37,354
Oregon	4,677,930	4,112,069	349,310	70,131	17,780	128,641
Pennsylvania	17,835,344	14,895,316	1,636,448	263,560	346,074	693,945
Rhode Island	1,538,412	1,465,703	8,491	19,099	17,924	27,195
South Carolina	5,539,077	4,492,161	752,176	107,920	59,273	127,547
South Dakota	961,630	796,133	101,190	42,617	3,132	18,559
Tennessee	6,280,529	5,170,379	770,193	131,568	29,795	178,594
Texas	32,885,506	26,546,557	4,303,632	592,151	221,309	1,221,856
Utah	2,750,282	2,250,339	319,269	48,375	64,514	67,786
Vermont	1,014,673	934,031	43,004	19,233	2,968	15,437
Virginia	9,690,316	8,335,805	877,685	235,326	52,271	189,229
Washington	8,152,660 ²	6,782,127 ²	902,302	137,494	40,657	290,079
West Virginia	2,348,364	2,157,568	77,294	69,022	33,650	10,830
Wisconsin	8,553,822	7,249,081	730,011	181,538	115,591	277,601
Wyoming	783,319	704,695	39,641	28,384	1,486	9,113
Outlying areas						
American Samoa	48,742	40,642	4,739	704	2,657	0
Guam	—	—	—	—	—	—
Northern Marianas	59,584	49,151	10,282	13	139	0
Puerto Rico	2,368,687	2,257,837	97	44,816	46,694	19,242
Virgin Islands	136,704	125,252	8,015	1,259	2,177	0

—Not available.

¹Value contains imputation for missing data. Imputed value is less than 2 percent of total expenditures in any one state.²Value affected by redistribution of reported values to correct for missing data items.

NOTE: Detail may not sum to totals because of rounding. National figures do not include outlying areas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01.

School District Finances

Revenues and Expenditures by Public School Districts: School Year 1999–2000

— Frank Johnson

This article was originally published as a Statistics in Brief report. The universe data are from the “School District Finance Survey (Form F-33),” part of the Common Core of Data (CCD). Technical notes and definitions from the original report have been omitted.

This report presents findings from the Common Core of Data (CCD) “School District Finance Survey.” These data are collected annually from state education agencies through the Census Bureau “Survey of Local Government Finances: School Systems,” also called the F-33. Data in the “School District Finance Survey” include revenues by source, expenditures by function and object, long-term and short-term debt, and student membership for each school district in the United States. These data were collected and edited between March 2001 and April 2002. This short report on school district revenues and expenditures is a companion to the state-level Statistics in Brief, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999–2000* (Johnson 2002), which presents total state and national spending on public elementary and secondary education.

Only regular education school districts reporting student counts and matching the CCD “Local Education Agency Universe Survey” file were included in this analysis.

Revenues per Student

In the 1999–2000 school year, the median school district received \$7,693 per student in revenues from state, local, and federal sources (table 1). The median revenue per student indicates that half of the districts received less than \$7,693 per student and half of the districts received more than \$7,693 per student.

Revenues and expenditures of school districts vary both within states and across states. Reporting the revenue per student at the 10th percentile and the 90th percentile is one way of communicating this variation or disparity in revenues. The national revenue per student at the 10th percentile (\$5,940) indicates that 10 percent of all school districts received \$5,940 or less in revenues per student. At the 90th percentile, the top 10 percent of districts had revenues in excess of \$11,952 per pupil. Eighty percent of all school districts received between \$5,940 and \$11,952 per student in revenues. The 90/10 ratio indicates the disparity between revenues at the 10th and 90th percentiles. The higher this factor, the wider the difference or disparity between revenues at the 10th and 90th percentiles. For the

nation as a whole, revenues going to the 90th percentile school district were twice as high as revenues going to the 10th percentile school district.

The numbers of students and school districts included in the analysis are shown in table 1. Hawaii and the District of Columbia have only one school district each, so it was not possible to report revenues at the 10th and 90th percentiles, or to calculate a 90/10 ratio. The data on the numbers of students and districts within each state also show the variation in the organization of education across the country. For example, Florida, with over 2 million students, has 67 school districts, whereas Nebraska, with fewer than 300,000 students, has 570 school districts.

The median revenues per student varied from \$5,354 per student in Mississippi to \$14,842 in Alaska. The median revenues per student were lower in Mississippi, Tennessee, and Utah than those in 90 percent of the school districts in the country. The median revenues per student in Alaska, the District of Columbia, and Vermont were higher than the median revenues per student in 90 percent of the school districts in the country. The 90/10 ratio indicates that the variation in revenues per student was greatest in Montana, and lowest in Maryland and West Virginia.

Total Expenditures per Student

In 1999–2000, the median total expenditure by school districts in the nation was \$7,463 per student (table 2). This included current operating expenditures, capital outlays for school construction and equipment, and expenditures that are for programs outside of elementary/secondary education such as adult education and community service programs. Total expenditures also include interest on long-term debt, payments to other school districts, and payments to state and local governments.

The data in tables 2 and 3 in the individual categories do not sum to the totals because the median district in total expenditures is not the same district that generates the median in the specific expenditure categories (such as current expenditures or capital outlay). The school district representing the median expenditure per student for current

expenditures (\$6,464) is unlikely to be the same as the district with the total expenditure median of \$7,463 per student.

Total expenditures per student ranged between \$5,723 and \$11,643 for 80 percent of the school districts in the country. School districts with the highest 10 percent of total expenditures per pupil spent twice as much money per student as those districts with the lowest 10 percent of expenditures. The range in per student spending was similar for instruction, support services, and current expenditures. Expenditures for noninstructional services indicated a somewhat wider variation in per pupil expenditures between districts with high noninstructional expenditures per pupil and districts with low noninstructional expenditures. This is possibly due to the inclusion of expenditures for enterprise operations that are only reported in 30 states.

Expenditures for capital outlay, programs other than elementary/secondary education, transfer payments, and interest on long-term debt have a large difference between per pupil expenditures in districts at the 90th percentile and the 10th percentile. Per student spending on capital outlay (school construction and equipment) in districts with per pupil expenditures above the 90th percentile was more than 17 times that of low-spending districts. Small districts or districts with stable student populations do not need to be able to make large expenditures for school construction, whereas large districts or districts experiencing a growing population of children need to spend more money on school construction. Often, districts will build several schools at the same time, showing a large expenditure for capital outlays one year and small expenditures for subsequent years.

Per pupil spending for programs other than elementary/secondary education was more than 20 times greater in high-spending districts than the national median (\$143 vs. \$7). The adult education and community service programs that make up most of the other program spending do not exist in many school districts. At least 10 percent of all school districts do not have programs other than elementary and secondary education, nor do they have interest payments or payments to other school districts or governments.

Payments to other school districts are not included in the total expenditures reported here. In most cases, these are transfer payments to educate children in other districts. These amounts are reported as payments to other districts by the sending district and are included in the current

expenditures reported by the receiving district. The students are only counted by the receiving district, which actually educates the child. Thus, reporting the expenditure for only the receiving district leads to more accurate per pupil estimates.

Median total expenditures per student ranged from \$14,320 in Alaska to \$5,624 in Arkansas (table 3). The median total expenditure per student was over \$10,000 in Alaska, New Jersey, New York, and the District of Columbia. Median per pupil expenditures for classroom instruction ranged from \$7,963 in Alaska to \$3,029 in Utah. With the exception of Alaska, the eight states with the highest median expenditures per student for instruction were in the Northeast.¹ Median per student expenditures for capital projects (primarily school construction) ranged from \$1,237 in the District of Columbia to \$127 in Rhode Island.

Current Expenditures per Student

Because of the variation in programs run by school districts and the large swings in school construction expenditures, researchers typically use current expenditures when reporting and comparing school district expenditures. Current expenditures are expenditures for the day-to-day operations of schools and school districts. They do not include expenditures for construction, equipment, debt financing, and programs outside of public elementary/secondary education.

Current expenditures per student by state are presented in table 4. The median expenditure per student for the nation was \$6,464. Per pupil spending in districts at the 90th percentile was almost twice that of per pupil spending in districts at the 10th percentile (i.e., the 90/10 ratio was 1.9). Spending in districts at the 90th percentile was less than 50 percent higher than spending in districts at the 10th percentile in 23 states (i.e., the 90/10 ratio was less than 1.5). The median current expenditure per student in Alaska, the District of Columbia, and New York was larger than the current expenditure per student in 90 percent of all districts in the nation.

The five states with the highest 90/10 ratio in current expenditures per pupil were Alaska, Arizona, Montana, Nevada, and North Dakota. This ratio were lowest in Alabama, Delaware, Florida, Iowa, Maryland, and West Virginia. In these six states, current expenditures per

¹The Northeast is made up of the following states: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

student at the 90th percentile were less than 25 percent greater than spending at the 10th percentile.

Variations in Types of Districts

District-level analyses and comparisons can be complicated by the variety of administrative structures that exist across the nation in regular school districts. States such as Florida, Maryland, Nevada, and West Virginia have large districts that are coterminous with counties and encompass all levels and types of public schools. School districts in other states may exist in small communities with only one school, or in larger communities where all elementary schools are in one school district and all secondary schools are in another. In some states, all special education schools are administered by a few specific districts; while in other states each district may have all kinds of different schools and programs.² This variety in the types of school districts makes comparison of school districts difficult.

The information presented in tables 1 through 4 is based on all regular education school districts reporting student counts that are reported on the CCD “Local Education Agency Universe Survey.” Table 5 presents current expenditures per pupil in regular unified districts only. Unified districts are school districts with both elementary and secondary education programs. The median current expenditure per student for the nation was \$6,389, with 80 percent of all districts ranging between \$5,205 and \$9,208. The 90/10 ratio was 1.8, indicating a slight reduction in

²Special education districts were not included in regular districts.

variation of per student spending compared with all regular school districts (1.9) reported in table 4. In eight states, less than half of the school districts were unified (Arizona, California, Illinois, Montana, Nebraska, New Hampshire, New Jersey, and Vermont). In two states, Montana and Vermont, fewer than half of the students attended schools in unified districts. Of the five states listed above as having the widest disparity in current expenditures per student at the 10th and 90th percentiles, this disparity was reduced in Arizona, Montana, Nevada, and North Dakota when the analysis was limited to unified school districts.³

Reference

Johnson, F. (2002). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999–2000* (NCES 2002–367). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

³The disparity in Alaska was not changed because all 53 of its districts are unified.

Data source: The NCES Common Core of Data (CCD), “School District Finance Survey (Form F-33),” 1999–2000.

For technical information, see the complete report:

Johnson, F. (2003). *Revenues and Expenditures by Public School Districts: School Year 1999–2000* (NCES 2003–407).

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To obtain the complete report (NCES 2003–407), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Table 1. Revenues per student for public elementary and secondary education, by state: School year 1999–2000

State	Revenues per student			90/10 ratio	Number of districts	Number of students
	10th percentile	Median	90th percentile			
United States	\$5,940	\$7,693	\$11,952	2.0	14,073	46,248,784
Alabama	5,857	6,442	7,774	1.3	128	730,184
Alaska	8,886	14,842	20,935	2.4	53	132,822
Arizona	5,569	6,976	12,418	2.2	215	814,716
Arkansas	5,552	5,943	7,243	1.3	310	450,751
California	6,074	7,051	10,323	1.7	978	5,872,863
Colorado	6,237	7,579	11,526	1.8	176	707,436
Connecticut	8,911	10,165	13,332	1.5	166	530,363
Delaware	8,007	9,413	12,433	1.6	16	107,048
District of Columbia	†	12,456	†	†	1	70,762
Florida	6,365	7,051	8,641	1.4	67	2,377,271
Georgia	6,297	7,100	8,487	1.3	179	1,419,497
Hawaii	†	7,559	†	†	1	185,860
Idaho	5,297	6,696	9,033	1.7	113	245,226
Illinois	6,309	7,509	11,082	1.8	894	2,003,839
Indiana	7,187	7,930	9,371	1.3	292	987,214
Iowa	6,808	7,500	8,821	1.3	375	497,301
Kansas	6,503	7,824	9,770	1.5	304	469,377
Kentucky	5,944	6,582	7,473	1.3	176	646,467
Louisiana	5,603	6,274	7,209	1.3	66	750,755
Maine	7,375	9,093	14,400	2.0	225	208,589
Maryland	7,366	8,226	9,064	1.2	24	846,582
Massachusetts	7,272	8,988	12,806	1.8	303	934,652
Michigan	6,852	7,603	9,806	1.4	556	1,653,533
Minnesota	6,955	7,866	9,759	1.4	344	839,839
Mississippi	4,850	5,354	6,563	1.4	152	499,362
Missouri	5,650	6,717	9,217	1.6	522	906,066
Montana	5,148	7,400	14,022	2.7	452	157,381
Nebraska	4,640	7,524	10,970	2.4	570	286,399
Nevada	6,825	7,596	13,771	2.0	17	325,610
New Hampshire	6,603	8,695	14,275	2.2	163	203,178
New Jersey	9,427	11,374	15,223	1.6	552	1,255,634
New Mexico	6,334	8,445	11,880	1.9	89	324,489
New York	9,346	11,252	15,746	1.7	685	2,859,651
North Carolina	6,534	7,311	8,714	1.3	117	1,261,586
North Dakota	5,714	7,471	12,611	2.2	229	112,349
Ohio	6,045	6,926	9,698	1.6	610	1,822,564
Oklahoma	5,091	5,944	7,949	1.6	544	627,032
Oregon	6,704	7,495	14,231	2.1	197	542,739
Pennsylvania	7,424	8,315	10,128	1.4	500	1,782,444
Rhode Island	8,289	9,206	11,138	1.3	36	155,351
South Carolina	6,045	6,818	8,262	1.4	86	666,780
South Dakota	5,909	6,825	9,580	1.6	173	130,279
Tennessee	5,035	5,512	6,494	1.3	137	907,222
Texas	6,509	7,589	10,822	1.7	1,040	3,965,860
Utah	4,951	5,771	9,097	1.8	40	477,835
Vermont	7,956	12,279	19,146	2.4	243	99,609
Virginia	6,586	7,387	9,597	1.5	132	1,132,673
Washington	6,503	7,525	12,121	1.9	296	1,003,714
West Virginia	6,961	7,696	8,454	1.2	55	290,982
Wisconsin	7,860	8,864	10,302	1.3	426	877,165
Wyoming	7,627	9,555	13,753	1.8	48	91,883

†Not applicable.

NOTE: Only regular school districts matching the Common Core of Data "Local Education Agency Universe Survey" with student membership >0 were used in creating this table. The District of Columbia and Hawaii consist of only one school district each.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (Form F-33)," fiscal year 2000.

Table 2. Total expenditures per pupil, for elementary and secondary education: School year 1999–2000

	Expenditures per student			90/10 ratio
	10th percentile	Median	90th percentile	
Total	\$5,723	\$7,463	\$11,643	2.0
Current	5,169	6,464	9,783	1.9
Instruction	3,149	4,000	6,160	2.0
Support services	1,577	2,168	3,462	2.2
Noninstruction services	151	291	489	3.2
Capital outlay	115	440	1,985	17.2
Other programs	0	7	143	†
Payments to state and local governments	0	0	18	†
Interest on long-term debt	0	85	432	†
Payments to other school districts	0	45	559	†

†Not applicable.

NOTE: Only regular school districts matching the Common Core of Data "Local Education Agency Universe Survey" with student membership >0 were used in creating this table. Other programs include community services, adult education, and community colleges. Total expenditures do not include payments to other school districts. Detail does not sum to total. Statistics were calculated independently for each row.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (Form F-33)," fiscal year 2000.

Table 3. Median school district expenditures per pupil, by function and by state: School year 1999–2000

State	Median per pupil expenditures						
	Total expenditures ¹	Current expenditures	Instruction expenditures	Capital outlay expenditures	Other programs and payments to other government agencies	Interest on debt expenditures	Payments to other districts ¹
United States	\$7,463	\$6,464	\$4,000	\$440	\$12	\$85	\$45
Alabama	6,510	5,551	3,490	609	141	70	0
Alaska	14,320	12,909	7,963	1,082	29	0	0
Arizona	6,947	5,771	3,153	697	0	62	0
Arkansas	5,624	5,252	3,266	229	0	96	0
California	6,908	5,893	3,743	651	6	0	21
Colorado	7,555	6,421	3,734	573	0	123	111
Connecticut	9,427	8,736	5,654	212	13	198	115
Delaware	8,499	7,624	4,744	436	13	68	278
District of Columbia	12,137	10,874	4,498	1,237	25	0	0
Florida	7,055	5,574	3,166	1,189	103	79	0
Georgia	7,000	6,103	3,859	670	3	67	5
Hawaii	7,336	6,531	4,117	624	181	0	0
Idaho	6,631	5,629	3,451	418	0	86	0
Illinois	7,144	6,188	3,789	519	0	97	250
Indiana	7,637	6,303	3,830	606	568	27	211
Iowa	6,745	6,018	3,686	415	0	61	623
Kansas	7,293	6,528	3,548	443	10	46	249
Kentucky	6,764	5,788	3,560	587	99	152	0
Louisiana	6,311	5,611	3,379	379	21	89	0
Maine	8,382	7,722	5,095	186	23	34	210
Maryland	7,979	7,048	4,329	775	21	71	58
Massachusetts	8,632	7,988	5,397	142	1	112	256
Michigan	7,612	6,529	4,080	439	72	270	7
Minnesota	7,715	6,468	4,098	470	237	265	242
Mississippi	6,024	5,012	3,069	716	4	102	0
Missouri	6,506	5,679	3,533	417	48	64	51
Montana	6,907	6,463	4,069	165	0	0	0
Nebraska	7,163	6,508	4,420	368	0	0	25
Nevada	7,669	6,585	3,997	317	35	245	1
New Hampshire	7,909	7,222	4,600	219	0	111	214
New Jersey	10,814	9,777	5,926	441	49	106	209
New Mexico	8,204	7,085	3,696	895	15	106	0
New York	11,344	9,860	6,571	672	39	223	23
North Carolina	7,264	6,179	3,882	933	30	93	0
North Dakota	6,778	6,248	3,576	359	0	0	351
Ohio	6,603	5,870	3,549	408	70	42	24
Oklahoma	5,872	5,524	3,230	213	0	0	0
Oregon	7,341	6,748	4,155	234	0	45	2
Pennsylvania	8,031	6,827	4,303	367	14	366	368
Rhode Island	8,557	8,242	5,379	127	55	79	69
South Carolina	7,031	6,087	3,591	609	62	151	4
South Dakota	6,791	5,903	3,515	619	0	9	25
Tennessee	5,694	4,921	3,250	422	49	118	0
Texas	7,751	6,583	4,161	571	4	111	34
Utah	5,632	4,777	3,029	515	135	154	0
Vermont	7,933	7,541	4,906	166	0	97	3,948
Virginia	7,309	6,459	4,051	573	16	120	48
Washington	7,391	6,325	3,856	337	2	184	10
West Virginia	7,677	7,008	4,328	361	43	0	5
Wisconsin	8,743	7,465	4,646	478	125	322	52
Wyoming	9,039	8,053	4,703	692	2	87	0

¹Total expenditures do not include payments to other school districts.

NOTE: Only regular school districts matching the Common Core of Data "Local Education Agency Universe Survey" with student membership >0 were used in creating this table. The District of Columbia and Hawaii consist of only one school district each. Instruction expenditures are included in current expenditures. This table reports the median school district expenditure for each category; therefore, totals do not equal the sum of the detail. Other programs include community services, adult education, and community colleges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (Form F-33)," fiscal year 2000.

Table 4. Current expenditures per student for public elementary and secondary education, by state: School year 1999–2000

State	Expenditures per student			90/10 ratio	Number of districts	Number of students
	10th percentile	Median	90th percentile			
United States	\$5,169	\$6,464	\$9,783	1.9	14,073	46,248,784
Alabama	5,176	5,551	6,392	1.2	128	730,184
Alaska	7,776	12,909	17,629	2.3	53	132,822
Arizona	4,479	5,771	9,891	2.2	215	814,716
Arkansas	4,748	5,252	6,251	1.3	310	450,751
California	5,233	5,893	8,219	1.6	978	5,872,863
Colorado	5,221	6,421	9,634	1.8	176	707,436
Connecticut	7,783	8,736	10,916	1.4	166	530,363
Delaware	7,039	7,624	8,594	1.2	16	107,048
District of Columbia	†	10,874	†	†	1	70,762
Florida	5,185	5,574	6,351	1.2	67	2,377,271
Georgia	5,502	6,103	7,363	1.3	179	1,419,497
Hawaii	†	6,531	†	†	1	185,860
Idaho	4,669	5,629	8,059	1.7	113	245,226
Illinois	5,079	6,188	8,621	1.7	894	2,003,839
Indiana	5,764	6,303	7,347	1.3	292	987,214
Iowa	5,477	6,018	6,812	1.2	375	497,301
Kansas	5,325	6,528	8,481	1.6	304	469,377
Kentucky	5,156	5,788	6,645	1.3	176	646,467
Louisiana	5,093	5,611	6,414	1.3	66	750,755
Maine	6,499	7,722	11,372	1.7	225	208,589
Maryland	6,548	7,048	7,919	1.2	24	846,582
Massachusetts	6,770	7,988	10,731	1.6	303	934,652
Michigan	5,927	6,529	8,480	1.4	556	1,653,533
Minnesota	5,707	6,468	7,750	1.4	344	839,839
Mississippi	4,479	5,012	5,987	1.3	152	499,362
Missouri	4,830	5,679	7,245	1.5	522	906,066
Montana	4,585	6,463	12,318	2.7	452	157,381
Nebraska	4,899	6,508	9,798	2.0	570	286,399
Nevada	5,588	6,585	14,143	2.5	17	325,610
New Hampshire	5,935	7,222	9,228	1.6	163	203,178
New Jersey	8,113	9,777	12,570	1.5	552	1,255,634
New Mexico	5,367	7,085	10,477	2.0	89	324,489
New York	8,376	9,860	13,852	1.7	685	2,859,651
North Carolina	5,552	6,179	7,234	1.3	117	1,261,586
North Dakota	4,769	6,248	10,448	2.2	229	112,349
Ohio	5,250	5,870	7,474	1.4	610	1,822,564
Oklahoma	4,589	5,524	7,278	1.6	544	627,032
Oregon	6,023	6,748	10,603	1.8	197	542,739
Pennsylvania	5,905	6,827	8,373	1.4	500	1,782,444
Rhode Island	7,446	8,242	9,428	1.3	36	155,351
South Carolina	5,414	6,087	7,387	1.4	86	666,780
South Dakota	4,969	5,903	7,804	1.6	173	130,279
Tennessee	4,477	4,921	5,946	1.3	137	907,222
Texas	5,588	6,583	9,087	1.6	1,040	3,965,860
Utah	4,046	4,777	7,356	1.8	40	477,835
Vermont	6,175	7,541	10,169	1.6	243	99,609
Virginia	5,838	6,459	8,071	1.4	132	1,132,673
Washington	5,694	6,325	10,982	1.9	296	1,003,714
West Virginia	6,569	7,008	7,660	1.2	55	290,982
Wisconsin	6,515	7,465	8,688	1.3	426	877,165
Wyoming	6,811	8,053	10,476	1.5	48	91,883

†Not applicable.

NOTE: Only regular school districts matching the Common Core of Data "Local Education Agency Universe Survey" with student membership >0 were used in creating this table. The District of Columbia and Hawaii consist of only one school district each.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (Form F-33)," fiscal year 2000.

Table 5. Current expenditures per student for unified districts, by state: School year 1999–2000

State	Expenditures per student			90/10 ratio	Number of unified districts	Percent of districts unified	Number of students	Percent of students in unified districts
	10th percentile	Median	90th percentile					
United States	\$5,205	\$6,389	\$9,208	1.8	10,672	75.8	42,803,360	92.6
Alabama	5,176	5,551	6,392	1.2	128	100.0	730,184	100.0
Alaska	7,776	12,909	17,629	2.3	53	100.0	132,822	100.0
Arizona	4,536	5,369	8,130	1.8	97	45.1	526,611	64.6
Arkansas	4,748	5,252	6,251	1.3	310	100.0	450,751	100.0
California	5,322	5,823	8,080	1.5	345	35.3	4,322,985	73.6
Colorado	5,221	6,421	9,634	1.8	176	100.0	707,436	100.0
Connecticut	7,906	8,717	10,796	1.4	112	67.5	496,434	93.6
Delaware	7,039	7,624	8,594	1.2	16	100.0	107,048	100.0
District of Columbia	†	10,874	†	†	1	100.0	70,762	100.0
Florida	5,185	5,574	6,351	1.2	67	100.0	2,377,271	100.0
Georgia	5,516	6,091	7,078	1.3	172	96.1	1,416,732	99.8
Hawaii	†	6,531	†	†	1	100.0	185,860	100.0
Idaho	4,629	5,534	7,637	1.6	108	95.6	245,079	99.9
Illinois	5,146	6,009	7,273	1.4	412	46.1	1,278,862	63.8
Indiana	5,764	6,303	7,347	1.3	291	99.7	986,987	100.0
Iowa	5,477	6,018	6,812	1.2	375	100.0	497,301	100.0
Kansas	5,325	6,528	8,481	1.6	304	100.0	469,377	100.0
Kentucky	5,160	5,794	6,479	1.3	171	97.2	644,673	99.7
Louisiana	5,093	5,611	6,414	1.3	66	100.0	750,755	100.0
Maine	6,499	7,431	9,075	1.4	114	50.7	182,142	87.3
Maryland	6,548	7,048	7,919	1.2	24	100.0	846,582	100.0
Massachusetts	6,943	7,904	9,828	1.4	211	69.6	868,814	93.0
Michigan	5,958	6,543	8,393	1.4	525	94.4	1,651,526	99.9
Minnesota	5,707	6,448	7,653	1.3	328	95.3	837,491	99.7
Mississippi	4,474	5,008	5,976	1.3	149	98.0	498,277	99.8
Missouri	4,819	5,612	7,029	1.5	449	86.0	894,304	98.7
Montana	5,349	7,641	13,587	2.5	55	12.2	19,368	12.3
Nebraska	5,616	6,534	8,620	1.5	260	45.6	273,104	95.4
Nevada	5,588	6,551	10,784	1.9	16	94.1	325,505	100.0
New Hampshire	5,936	6,887	8,470	1.4	67	41.1	156,815	77.2
New Jersey	8,677	10,030	11,868	1.4	215	38.9	932,604	74.3
New Mexico	5,367	7,085	10,477	2.0	89	100.0	324,489	100.0
New York	8,333	9,757	13,589	1.6	640	93.4	2,812,412	98.3
North Carolina	5,552	6,179	7,234	1.3	117	100.0	1,261,586	100.0
North Dakota	4,769	6,082	8,389	1.8	174	76.0	108,977	97.0
Ohio	5,254	5,871	7,476	1.4	609	99.8	1,822,509	100.0
Oklahoma	4,597	5,455	7,179	1.6	431	79.2	604,821	96.5
Oregon	6,018	6,649	10,135	1.7	178	90.4	542,278	99.9
Pennsylvania	5,905	6,827	8,373	1.4	500	100.0	1,782,444	100.0
Rhode Island	7,446	8,242	9,331	1.3	32	88.9	153,087	98.5
South Carolina	5,414	6,087	7,387	1.4	86	100.0	666,780	100.0
South Dakota	4,969	5,897	7,675	1.5	171	98.8	129,211	99.2
Tennessee	4,522	4,920	5,946	1.3	125	91.2	890,020	98.1
Texas	5,586	6,535	8,923	1.6	977	93.9	3,955,978	99.8
Utah	4,046	4,777	7,356	1.8	40	100.0	477,835	100.0
Vermont	6,315	7,188	9,220	1.5	36	14.8	34,976	35.1
Virginia	5,838	6,459	8,071	1.4	132	100.0	1,132,673	100.0
Washington	5,701	6,288	9,469	1.7	248	83.8	994,015	99.0
West Virginia	6,569	7,008	7,660	1.2	55	100.0	290,982	100.0
Wisconsin	6,626	7,467	8,542	1.3	368	86.4	842,483	96.0
Wyoming	6,811	8,028	9,766	1.4	46	95.8	91,342	99.4

†Not applicable.

NOTE: Only regular school districts matching the Common Core of Data "Local Education Agency Universe Survey" with student membership >0 were used in creating this table. Unified school districts provide both elementary and secondary education services. The District of Columbia and Hawaii consist of only one school district each.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (Form F-33)," fiscal year 2000.

District Revenues

School District Revenues for Elementary and Secondary Education: 1997–98

Joel D. Sherman, Barbara Gregory, and Jeffrey M. Poirier

This article was originally published as the Executive Summary of the Statistical Analysis Report of the same name. The sample survey data are from the Common Core of Data (CCD) "School District Finance Survey (Form F-33)" and the 1990 School District Data Book.

Introduction

The "School District Finance Survey (Form F-33)" is an annual collection of school district financial data that is part of the Common Core of Data (CCD). The F-33 collects data on revenues and expenditures for prekindergarten through grade 12 in public schools in approximately 15,500 local education agencies (LEAs) in the 50 states and the District of Columbia.

This report presents analyses of school district revenues for the 1997–98 school year. The F-33 data form the core of these analyses, but information is supplemented by data on selected school district demographic and fiscal characteristics from the *1990 School District Data Book*, prepared by the U.S. Census Bureau for the National Center for Education Statistics (NCES). The demographic and fiscal data are used to examine the relationship between selected district characteristics and revenues from different sources.¹

This report is designed to address a number of questions about the financing of public elementary and secondary education at the state and district levels:

- How much money per pupil is raised for elementary and secondary education from federal, state, and local sources?
- What is the level of variation in revenues per pupil across school districts nationally and in each state?
- How do district demographic and economic characteristics relate to revenues per pupil nationally and in each state? How strong are these relationships?
- What proportion of funds for elementary and secondary education comes from federal, state, and local sources nationally and in each state? How do districts with different demographic and economic characteristics differ in their proportion of funds for education from different sources?

Analyses of school district revenues are presented for the nation and the states. The national analyses focus on school

¹While more current census data on district characteristics are now available, the 1990 census data were used in these analyses because they were the most current data available at the time the report was planned and written. The national analyses include districts in all states, even when the percentage of districts with demographic and fiscal data was less than 50 percent of the total districts in the state. The state analyses, however, only include the 40 states in which at least 50 percent of the districts had demographic and fiscal data.

revenues in districts in different geographic regions, school districts of different sizes, school districts with different fiscal capacity to support education (measured as median household income and median value of owner-occupied housing), and school districts with different proportions of minority and school-age children in poverty. The state analyses focus on interdistrict variation in revenues per pupil and the relationship between revenues per pupil and the school district fiscal and demographic characteristics cited in the national analyses.

The analyses of revenues presented in this report are based on both actual dollars and cost-adjusted dollars. Cost adjustments are designed to take into account differences in the cost of education across school districts in a state. The cost adjustment used in these analyses is the Geographic Cost of Education Index (GCEI) (Fowler and Monk 2001; Chambers 1998). The GCEI uses data from three separate categories of school inputs: certified school personnel, noncertified school personnel, and nonpersonnel school items. The index reflects how much more or less it costs in different geographic locations to recruit and employ comparable school personnel, as well as the varying cost of nonpersonnel items such as purchased services, supplies and materials, furnishings and equipment, travel, utilities, and facilities.

In the remainder of this summary, the major findings of the report are presented using cost-adjusted revenues. Findings based on actual revenues are included in the body of the report, with both actual dollars and cost-adjusted dollars reported in the text.

National Findings

The national findings focus on three areas: geographic differences in revenues, revenues in school districts of different sizes, and the relationship between revenues and selected school district fiscal and demographic characteristics.

Revenues in different geographic regions

Cost-adjusted school district revenues for elementary and secondary education totaled \$319.7 billion in 1997–98, or about \$7,028 per pupil. State governments provided nearly half the total (49 percent)—about \$155 billion, or about

\$3,413 per pupil. Local governments provided the second-largest share (45 percent)—about \$144 billion, or about \$3,167 per pupil. The federal government provided the remaining 6 percent of revenues—more than \$20 billion, or about \$447 per pupil.

School districts in the Northeast started out with the highest cost-adjusted local revenues per pupil—\$4,699 per pupil in 1997–98. Even though state revenues per pupil were lowest in the Northeast—\$3,201 per pupil—state and local revenues per pupil of \$7,899 were still higher than in all other regions. Federal revenues per pupil of \$380 were also lowest in the Northeast. However, even with lower federal revenues, the Northeast still had the highest total revenues per pupil. Put differently, school districts in the Northeast had an advantage in local revenues per pupil that was not offset when other regions obtained greater revenues from state and federal sources.

At the other end of the spectrum, school districts in the West had the lowest local revenues per pupil—\$2,114 per pupil in 1997–98. After the addition of state revenues of \$3,515 per pupil, school districts in the West still had the lowest state and local revenues per pupil—\$5,629. Federal revenues were an additional \$436 per pupil in the West. However, even with the addition of state and federal revenues, total revenues of \$6,066 per pupil in school districts in the West were still lower than in all other regions of the country.

Revenues in school districts of different sizes

The smallest school districts (those with fewer than 1,000 students) consistently had the highest revenues per pupil for education in cost-adjusted dollars. These school districts had local revenues of \$3,819 per pupil, which was \$652 per pupil above the national average. With state revenues of \$4,087 per pupil, state and local revenues per pupil were more than \$1,300 higher than the national average—\$7,906 in the smallest school districts, compared to the national average of \$6,580. Federal revenues per pupil, which averaged \$499 in the smallest districts, were also about \$52 above the national average of \$447. As a result, total revenues per pupil in these districts were nearly \$1,400 above the national average—\$8,405, compared to \$7,028. In other words, the revenue advantage that the smallest school districts had from local revenues more than doubled with the addition of state and federal revenues.

In contrast, the largest school districts (those with 10,000 or more students) consistently had the lowest revenues per

pupil. These school districts had the lowest local revenues per pupil (\$2,896) and the second-lowest state revenues per pupil (\$3,328), compared with districts with fewer students. State and local revenues per pupil of \$6,224 were therefore lower in the largest districts than in smaller districts. Although federal revenues of \$478 per pupil were only slightly lower than in the smallest districts, the largest school districts still had the lowest total revenues per pupil (\$6,702 in 1997–98) of all size categories.

Relationship between revenues and school districts' fiscal capacity

For the nation as a whole, school districts with higher median household income tended to raise more cost-adjusted revenues per pupil from local sources than lower income districts. School districts with median household income of less than \$20,000 had local revenues per pupil (\$1,975) that were less than half of these revenues in districts with household income of \$35,000 or more (\$4,113). However, revenues per pupil from state sources were negatively related to household income and tended to partially offset the revenue advantage of high-income districts. As a result, while combined state and local revenues per pupil were positively related to household income, the relationship was much weaker than the relationship between household income and local revenues per pupil. Federal revenues per pupil had an even stronger negative relationship with district household income (\$881 in the lowest income districts and \$210 in the highest income districts). Consequently, there was a small negative relationship between household income and total revenues per pupil. Put differently, higher state and federal revenues per pupil in school districts with lower household income tended to offset the local revenue advantage of high-income school districts.

Similar results were found when the median value of a school district's owner-occupied housing was used as the measure of fiscal capacity. A positive relationship between median value of owner-occupied housing and local revenues per pupil was counterbalanced by a stronger negative relationship between housing value and state revenues per pupil. As a result, there was only a small positive relationship between median value of owner-occupied housing and state and local revenues per pupil. A negative relationship between housing value and federal revenues per pupil changed the relationship between housing value and total revenues per pupil from slightly positive to slightly negative. Again, higher state and federal revenues per pupil in school districts with lower median housing values offset the

local revenue advantage of school districts with higher housing values.

Relationship between revenues and minority and poor children

School districts with higher concentrations of minority and poor children tended to raise less money from local revenues than districts with lower concentrations of poor and minority children. However, higher state revenues per pupil in these districts partially offset the local revenue advantage in districts with smaller proportions of poor and minority children. With federal revenues per pupil having a strong positive correlation with a district's proportion of poor and minority children, total revenues per pupil had only a small negative relationship with percent minority enrollment and no significant relationship with proportion of children in poverty. In short, the local revenue disadvantage of districts with high proportions of poor and minority children was offset by higher revenues per pupil from state and federal sources.

State Findings

The state findings focus on two areas. The first is interdistrict variation in revenues per pupil. This area was selected because the amount of interdistrict variation in revenues per pupil is often used as a measure of the equity of state school finance systems. States with little variation in revenues per pupil are generally considered to have more equitable systems than those with large interdistrict variation (Berne and Stiefel 1984).

The second area is the relationship between revenues per pupil and selected school district fiscal and demographic characteristics. Fiscal characteristics such as median household income and median housing values were selected because school district wealth, as measured by these variables, has been found in many states to be associated with differences in funding for education (Parrish, Hikido, and Fowler 1998). States in which finance arrangements produce either no relationship or only a weak positive relationship between district wealth and school funds are generally considered to be more equitable than those that have a strong positive relationship between district wealth and revenues (Berne and Stiefel 1984). Demographic characteristics such as proportion of children in poverty and proportion of minority enrollment were also selected because of equity considerations. States in which revenues are positively associated with students' special educational needs (e.g., needs based on poverty) are generally regarded as more equitable than those that do not provide additional

funding to address the educational needs of poor students (Goertz and Odden 1999).

Interdistrict variation in revenues per pupil

This study created a synthesized measure of variation that combined state rankings on three standardized variation measures to assess the amount of interdistrict variation in revenues per pupil across school districts.² Based on their rankings on this synthesized measure, states were then organized into 4 groups with approximately 12 states in each group. States with the lowest rankings had the smallest overall variation in revenues per pupil; states with the highest rankings had the largest variation. This analysis includes 49 states; the District of Columbia and Hawaii are not included because each has only one school district.

The 12 states with the largest variation in unadjusted local revenues per pupil were Alaska, Arizona, California, Connecticut, Idaho, Illinois, Kansas, Massachusetts, Michigan, New Jersey, Texas, and Wyoming. Five of the 12 states (Alaska, Arizona, California, Idaho, and Wyoming) were in the West, 3 (Connecticut, Massachusetts, and New Jersey) were in the Northeast, and 3 (Illinois, Kansas, and Michigan) were in the Midwest. There was only one state in this group from the South (Texas).

When state revenues were added to local revenues, only 4 of the original 12 states (Alaska, Illinois, Kansas, and Wyoming) were in the group with the largest overall variation in state and local revenues per pupil. In other words, the addition of state revenues tempered the variation in local revenues per pupil. The states with the largest variation in state and local revenues per pupil were now distributed nearly evenly across three regions—Alaska, Montana, New Mexico, and Wyoming in the West; Illinois, Kansas, and North Dakota in the Midwest; and New Hampshire, New York, and Vermont in the Northeast.

With the addition of federal revenues, 5 of the 12 states with the largest variation in local revenues per pupil (Alaska, Arizona, Illinois, Kansas, and Texas) continued to show the largest variation in total revenues per pupil. The largest concentration of states was in the Midwest (Illinois, Kansas, Missouri, Nebraska, and North Dakota) and the West (Alaska, Arizona, Montana, and Wyoming), with only one state from the South (Texas) in this group.

²The three measures used to create the synthesized measure were the restricted range ratio, the coefficient of variation, and the Gini coefficient. The method used to create the synthesized measure is explained more fully in the introduction to the complete report.

Looking at cost-adjusted revenues per pupil, 6 of the 13 states with the smallest variation in cost-adjusted local revenues per pupil were in the South (Delaware, Florida, North Carolina, South Carolina, Tennessee, and West Virginia), 5 were in the Midwest (Indiana, Iowa, Missouri, North Dakota, and South Dakota), 1 was in the Northeast (New Hampshire), and 1 was in the West (Nevada).

When state revenues were added to local revenues, the balance shifted more heavily to the South. Eight of the 12 states with the smallest overall variation in state and local revenues per pupil were in this region (Arkansas, Delaware, Florida, Kentucky, North Carolina, South Carolina, Tennessee, and West Virginia); only 4 states were outside the South—3 of them in the Midwest (Indiana, Iowa, and Wisconsin). With the addition of federal revenues, 9 of the 12 states with the smallest overall variation in cost-adjusted total revenues per pupil were in the South. Alabama and Louisiana were added to the group, and South Carolina was eliminated. Put differently, disparities in local revenues per pupil, which were less pronounced in the South, were lessened even further with the addition of state and federal revenues.

Relationship between revenues and school districts' fiscal capacity

Analyses of the relationship between school districts' fiscal capacity and revenues per pupil were conducted in the 40 states in which at least 50 percent of the school districts had demographic and fiscal data. In 34 of these 40 states, there was a positive relationship between median household income and cost-adjusted local revenues per pupil. There was, however, a negative relationship between district median household income and state revenues per pupil in 39 states. As a result, there was a positive relationship between median household income and state and local revenues per pupil in just 10 states. Higher state revenues per pupil overcame the local revenue advantage of high-income districts. Federal revenues reinforced this trend. After the addition of federal revenues per pupil, which had a negative relationship to district income in 39 states, only 7 states still showed a positive relationship between household income and total revenues per pupil. In 21 states, lower income districts actually tended to have higher total revenues per pupil.

District fiscal capacity, measured as median value of owner-occupied housing, showed similar relationships to district revenues. Median value of owner-occupied housing was positively related to local revenues per pupil in 35 of the 40 states with available data and negatively related to state and federal revenues per pupil in 40 and 34 states, respectively. When state and federal revenues were added to local revenues, the local revenue advantage of districts with higher median housing values was overcome by larger amounts of state aid in most states. Only 10 states continued to show a positive relationship between median housing value and cost-adjusted state and local revenues per pupil, and only 7 states showed a positive relationship between median housing value and total revenues per pupil.

Relationship between revenues and district poverty and proportion of minority enrollment

School district poverty was negatively related to cost-adjusted local revenues per pupil in 33 of the 40 states with available data. State and federal revenues per pupil were positively related to school district poverty in 36 and 38 states, respectively. With the addition of state revenues to local revenues, there was still a negative relationship between district poverty and state and local revenues per pupil in nine states. With the addition of state and federal funds, there was a negative relationship between district poverty and revenues per pupil in only three states. Higher state and federal revenues in high-poverty districts offset their local revenue disadvantage in a substantial number of states.

Similar results were found for minority enrollment. In 17 of the 40 states with available data, there was a negative relationship between proportion of minority enrollment and cost-adjusted local revenues per pupil. However, state revenues per pupil were positively related to minority enrollment in 19 states. With the addition of state revenues, the proportion of minority enrollment was negatively related to state and local revenues per pupil in only 12 states. Federal revenues per pupil were also positively related to the proportion of minority enrollment in 36 states. As a result, with the addition of federal revenues, there was a negative relationship between proportion of minority enrollment and total revenues per pupil in only 6 states, and a positive relationship in 18 states. Higher state

and federal revenues in school districts with large minority enrollments worked to overcome the local revenue advantage of school districts with relatively small minority populations.

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Data sources: The NCES Common Core of Data (CCD) "School District Finance Survey (Form F-33)" and the *1990 School District Data Book*.

For technical information, see the complete report:

Sherman, J.D., Gregory, B., and Poirier, J.M. (2003). *School District Revenues for Elementary and Secondary Education: 1997–98* (NCES 2003–341).

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