

Table 85. Number of public school districts and public and private elementary and secondary schools: Selected years, 1869–70 to 2001–02

School year	Regular public school districts ¹	Public schools ²				Private schools ^{2,3}			
		Total, all schools ⁴	Total, schools with reported grade spans ⁵	Schools with elementary grades		Schools with secondary grades	Total ⁴	Schools with elementary grades	Schools with secondary grades
				Total	One-teacher				
1	2	3	4	5	6	7	8	9	10
1869–70	—	116,312	—	—	—	—	—	—	—
1879–80	—	178,122	—	—	—	—	—	—	—
1889–90	—	224,526	—	—	—	—	—	—	—
1899–1900	—	248,279	—	—	—	—	—	—	—
1909–10	—	265,474	—	—	—	—	—	—	—
1919–20	—	271,319	—	—	—	—	—	—	—
1929–30	—	248,117	—	238,306	—	23,930	—	9,275	3,258
1931–32	—	245,941	—	—	—	—	—	—	—
1933–34	—	242,929	—	236,236	—	138,542	24,714	9,992	3,327
1935–36	—	237,816	—	—	—	130,708	—	—	—
1937–38	119,001	229,394	—	221,660	—	121,178	25,467	9,992	3,327
1939–40	117,108	226,762	—	—	—	113,600	—	11,306	3,568
1941–42	—	222,660	—	—	—	107,692	—	—	—
1945–46	101,382	—	—	160,227	—	86,563	24,314	9,863	3,294
1947–48	94,926	—	—	146,760	—	75,096	25,484	10,071	3,292
1949–50	83,718	—	—	128,225	—	59,652	24,542	10,375	3,331
1951–52	71,094	—	—	123,763	—	50,742	23,746	10,666	3,322
1953–54	63,057	—	—	110,875	—	42,865	25,637	11,739	3,913
1955–56	54,859	—	—	104,427	—	34,964	26,046	12,372	3,887
1957–58	47,594	—	—	95,446	—	25,341	25,507	13,065	3,994
1959–60	40,520	—	—	91,853	—	20,213	25,784	13,574	4,081
1961–62	35,676	—	—	81,910	—	13,333	25,350	14,762	4,129
1963–64	31,705	—	—	77,584	—	9,895	26,431	—	4,451
1965–66	26,983	—	—	73,216	—	6,491	26,597	17,849	4,606
1967–68	22,010	—	94,197	70,879	—	4,146	27,011	—	—
1970–71	17,995	—	89,372	65,800	—	1,815	25,352	—	—
1973–74	16,730	—	88,655	65,070	—	1,365	25,906	14,372	3,770
1975–76	16,376	88,597	87,034	63,242	—	1,166	25,330	—	—
1976–77	16,271	—	86,501	62,644	—	1,111	25,378	19,910	16,385
1978–79	16,014	—	84,816	61,982	—	1,056	24,504	19,489	16,097
1979–80	15,929	87,004	—	—	—	—	—	—	—
1980–81	15,912	85,982	83,688	61,069	921	24,362	20,764	16,792	5,678
1982–83	15,824	84,740	82,039	59,656	798	23,988	—	—	—
1983–84	15,747	84,178	81,418	59,082	838	23,947	6 ² 27,694	6 ² 20,872	6 ² 7,862
1984–85	—	84,007	81,147	58,827	825	23,916	—	—	—
1985–86	—	—	—	—	—	—	6 ² 25,616	6 ² 20,252	6 ² 7,387
1986–87	7 15,713	83,455	82,190	60,784	763	23,389	—	—	—
1987–88	7 15,577	83,248	81,416	59,754	729	23,841	6 ² 26,807	6 ² 22,959	6 ² 8,418
1988–89	7 15,376	83,165	81,579	60,176	583	23,638	—	—	—
1989–90	7 15,367	83,425	81,880	60,699	630	23,461	—	—	—
1990–91	7 15,358	84,538	82,475	61,340	617	23,460	6 ² 24,690	6 ² 22,223	6 ² 8,989
1991–92	7 15,173	84,578	82,506	61,739	569	23,248	6 ² 25,998	6 ² 23,523	6 ² 9,282
1992–93	7 15,025	84,497	82,896	62,225	430	23,220	—	—	—
1993–94	7 14,881	85,393	83,431	62,726	442	23,379	—	—	—
1994–95	7 14,772	86,221	84,476	63,572	458	23,668	6 ² 26,093	6 ² 23,543	6 ² 10,555
1995–96	7 14,766	87,125	84,958	63,961	474	23,793	27,686	25,153	10,942
1996–97	7 14,841	88,223	86,092	64,785	487	24,287	—	—	—
1997–98	7 14,805	89,508	87,541	65,859	476	24,802	27,402	24,915	10,779
1998–99	7 14,891	90,874	89,259	67,183	463	25,797	—	—	—
1999–2000	7 14,928	92,012	90,538	68,173	423	26,407	27,223	24,685	10,693
2000–01	7 14,859	93,273	91,691	69,697	411	27,090	—	—	—
2001–02	7 14,559	94,112	92,696	70,516	408	27,468	—	—	—

—Not available.

¹ Includes operating and nonoperating districts.

² Schools with both elementary and secondary programs are included under elementary schools and also under secondary schools.

³ Data for most years are partly estimated.

⁴ Includes regular schools and special schools not classified by grade span.

⁵ Includes elementary, secondary, and combined elementary/secondary schools.

⁶ These data are from sample surveys and should not be compared directly with the data for earlier years.

⁷ Because of expanded survey coverage, data are not directly comparable with figures prior to 1986.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Reports of the Commissioner of Education*, 1870 through 1910; *Biennial Survey of Education in the United States*, 1919–20 through 1949–50; *Statistics of State School Systems*, 1959–60 through 1967–68; *Statistics of Public Elementary and Secondary School Systems*, 1970–71 through 1980–81; *Statistics of Nonpublic Elementary and Secondary Schools*, 1970–71 through 1979–80; *Private Schools in American Education*; Schools and Staffing Survey (SASS), “Private School Questionnaire,” 1987–88 and 1990–91; *Private School Universe Survey*, 1991–92 through 1999–2000; and The NCES Common Core of Data (CCD), 1982–83 through 2001–02. (This table was prepared July 2003.)

Table 86. Number of public school districts and enrollment, by size of district: Selected years, 1989–90 to 2001–02

Enrollment size of district	Number of districts											2001–02		
	1989–90	1990–91	1992–93	1993–94	1994–95	1995–96	1996–97	1997–98	1998–99	1999–2000	2000–01	Number of districts	Percent of districts	Percent of students
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	15,367	15,358	15,025	14,881	14,772	14,766	14,841	14,805	14,891	14,928	14,859	14,559	100.0	100.0
25,000 or more	179	190	202	206	207	216	226	230	236	238	240	243	1.7	32.4
10,000 to 24,999	479	489	510	525	542	553	569	572	574	579	581	573	3.9	18.8
5,000 to 9,999	913	937	955	973	996	1,013	1,024	1,038	1,026	1,036	1,036	1,067	7.3	15.3
2,500 to 4,999	1,937	1,940	2,002	2,008	2,013	2,027	2,069	2,079	2,062	2,068	2,060	2,031	14.0	15.5
1,000 to 2,499	3,547	3,542	3,530	3,570	3,579	3,554	3,536	3,524	3,496	3,457	3,448	3,429	23.6	12.0
600 to 999	1,801	1,799	1,798	1,785	1,777	1,777	1,772	1,775	1,790	1,814	1,776	1,744	12.0	3.0
300 to 599	2,283	2,275	2,200	2,162	2,113	2,104	2,066	2,044	2,066	2,081	2,107	2,015	13.8	2.0
1 to 299	3,910	3,816	3,465	3,294	3,173	3,123	3,160	3,165	3,245	3,298	3,265	3,127	21.5	1.0
Size not reported	318	370	363	358	372	399	419	378	396	357	346	330	2.3	†

† Not applicable.

NOTE: Size not reported includes school districts reporting enrollment of 0. Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The Common Core of Data (CCD), “Local Education Agency Universe Survey,” 1989–90 through 2001–02. (This table was prepared April 2003.)

Table 87. Number of public elementary and secondary local education agencies, by type of agency and state or jurisdiction: 2000-01 and 2001-02

State or jurisdiction	Total agencies		Regular school districts, including supervisory union components		Regional education service agencies and supervisory union administrative centers		State-operated agencies		Federally operated agencies		Other agencies	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	16,935	17,085	14,859	14,559	1,282	1,302	124	158	5	1	665	1,065
Alabama	131	131	128	128	0	0	3	3	0	0	0	0
Alaska	55	55	53	53	0	0	2	2	0	0	0	0
Arizona	467	513	410	323	6	6	2	2	0	0	49	182
Arkansas	328	338	310	312	15	15	3	3	0	0	0	8
California	1,055	1,056	985	986	58	58	12	12	0	0	0	0
Colorado	198	200	176	178	22	22	0	0	0	0	0	0
Connecticut	198	197	166	166	6	6	7	7	0	0	19	18
Delaware	27	30	19	19	1	1	0	0	0	0	7	10
District of Columbia	34	34	1	1	0	0	0	0	0	0	33	33
Florida	73	73	67	67	0	0	1	1	0	0	5	5
Georgia	180	180	180	180	0	0	0	0	0	0	0	0
Hawaii	1	1	1	1	0	0	0	0	0	0	0	0
Idaho	116	115	115	114	0	0	1	1	0	0	0	0
Illinois	1,055	1,060	894	893	156	162	5	5	0	0	0	0
Indiana	328	326	295	294	29	28	3	3	0	0	1	1
Iowa	389	386	374	371	15	15	0	0	0	0	0	0
Kansas	304	304	304	304	0	0	0	0	0	0	0	0
Kentucky	178	196	176	176	0	18	2	2	0	0	0	0
Louisiana	86	88	78	66	0	0	8	8	0	0	0	14
Maine	325	325	282	282	39	39	3	3	0	0	1	1
Maryland	24	24	24	24	0	0	0	0	0	0	0	0
Massachusetts	477	479	349	350	86	86	1	1	0	0	41	42
Michigan	805	799	734	554	57	57	4	4	0	0	10	184
Minnesota	486	485	415	417	66	63	5	5	0	0	0	0
Mississippi	162	162	152	152	0	0	10	10	0	0	0	0
Missouri	530	530	524	524	0	0	2	2	0	0	4	4
Montana	532	531	453	452	77	77	2	2	0	0	0	0
Nebraska	692	671	576	555	111	111	5	5	0	0	0	0
Nevada	18	18	17	17	0	0	1	1	0	0	0	0
New Hampshire	256	257	178	178	78	79	0	0	0	0	0	0
New Jersey	671	665	604	603	12	12	0	0	0	0	55	50
New Mexico	89	89	89	89	0	0	0	0	0	0	0	0
New York	779	787	703	703	38	38	0	0	0	0	38	46
North Carolina	209	212	120	121	0	0	2	2	0	0	87	89
North Dakota	271	263	230	222	38	38	3	3	0	0	0	0
Ohio	796	817	662	662	60	60	3	3	0	0	71	92
Oklahoma	562	566	544	543	0	0	0	0	0	0	18	23
Oregon	220	221	197	198	21	21	2	2	0	0	0	0
Pennsylvania	683	695	501	501	101	101	15	15	0	0	66	78
Rhode Island	37	41	36	36	0	0	1	1	0	0	0	4
South Carolina	104	103	90	89	14	14	0	0	0	0	0	0
South Dakota	199	199	176	176	18	18	5	5	0	0	0	0
Tennessee	138	138	138	138	0	0	0	0	0	0	0	0
Texas	1,219	1,254	1,040	1,040	20	20	0	14	0	0	159	180
Utah	46	46	40	40	4	4	2	2	0	0	0	0
Vermont	350	354	288	292	60	60	1	1	0	0	1	1
Virginia	181	199	135	137	38	38	3	23	5	1	0	0
Washington	305	305	296	296	9	9	0	0	0	0	0	0
West Virginia	57	57	55	55	0	0	2	2	0	0	0	0
Wisconsin	450	452	431	433	16	16	3	3	0	0	0	0
Wyoming	59	58	48	48	11	10	0	0	0	0	0	0
Bureau of Indian Affairs schools	24	24	0	0	0	0	0	0	24	24	0	0
Department of Defense dependents schools: Domestic schools	17	17	0	0	0	0	0	0	17	17	0	0
Overseas schools	11	9	0	0	0	0	0	0	11	9	0	0
Outlying areas												
American Samoa	1	1	1	1	0	0	0	0	0	0	0	0
Guam	1	1	1	1	0	0	0	0	0	0	0	0
Northern Marianas	1	1	1	1	0	0	0	0	0	0	0	0
Puerto Rico	1	1	1	1	0	0	0	0	0	0	0	0
Virgin Islands	1	1	1	1	0	0	0	0	0	0	0	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, The Common Core of Data (CCD), "Local Education Agency Universe Survey," 2000-01 and 2001-02. (This table was prepared April 2003.)

Table 88. Public elementary and secondary students, schools, pupil to teacher ratios, and finances, by type of locale: 2000-01 and 2001-02

Characteristic	Total ¹	Large city ²	Midsize city ³	Urban fringe of a large city ⁴	Urban fringe of midsize city ⁵	Large town ⁶	Small town ⁷	Rural outside an MSA ⁸	Rural within an MSA ⁹
1	2	3	4	5	6	7	8	9	10
Schools, enrollment, and teachers, 2001-02									
Enrollment, in thousands	47,061	7,336	6,006	15,405	5,002	608	4,539	4,345	3,817
Schools	91,759	10,746	10,813	23,669	9,026	1,298	11,284	16,397	8,168
Average school size ¹⁰	515	683	556	651	555	469	403	265	468
Pupil/teacher ratio ¹¹	16.2	17.0	16.0	17.0	16.4	15.9	15.4	14.2	16
Enrollment (percent distribution)	100.0	15.6	12.8	32.7	10.6	1.3	9.6	9.2	8.1
Schools (percent distribution)	100.0	11.7	11.8	25.8	9.8	1.4	12.3	17.9	8.9
Revenues and expenditures, 2000-01									
Total revenue, in millions of dollars	\$406,508	\$66,320	\$51,964	\$136,530	\$39,127	\$4,580	\$35,271	\$35,623	\$32,347
Federal	28,417	6,408	4,390	6,409	2,372	382	2,904	3,115	1,397
Impact aid	873	47	90	178	57	5	109	339	29
Bilingual education	64	12	11	17	2	1	5	10	2
Indian education	56	5	5	5	2	2	11	24	2
Children with disabilities	4,285	672	583	1,248	381	52	329	268	232
Eisenhower science awards	154	28	25	40	15	2	14	12	7
Drug Free schools	247	46	44	70	21	4	22	16	13
Chapter 2 (block grants)	757	133	127	190	69	11	90	79	46
Vocational education	534	112	80	106	52	8	56	45	23
Title I	6,232	1,682	1,065	1,152	562	88	693	674	281
Other and unclassified	15,216	3,670	2,360	3,403	1,210	211	1,576	1,648	761
State	200,153	32,328	28,069	60,026	19,755	2,518	19,641	20,274	16,148
State school lunch programs	377	60	52	117	41	4	39	36	28
Local	177,938	27,583	19,505	70,094	17,000	1,679	12,726	12,234	14,803
Property tax ¹²	108,061	14,579	11,242	46,153	10,150	1,072	8,217	7,287	8,618
Parent government contribution ¹²	29,727	7,996	3,557	10,281	2,897	141	1,007	1,393	2,422
Lunch sales	5,761	517	640	2,084	684	74	578	563	615
Transportation	66	2	6	38	5	1	4	3	4
Other	34,322	4,489	4,058	11,539	3,265	392	2,920	2,987	3,144
Total revenue (percent distribution)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Federal	7.0	9.7	8.4	4.7	6.1	8.3	8.2	8.7	4.3
State	49.2	48.7	54.0	44.0	50.5	55.0	55.7	56.9	49.9
Local	43.8	41.6	37.5	51.3	43.4	36.7	36.1	34.3	45.8
Total expenditures, in millions of dollars	\$564,187	\$93,780	\$69,804	\$192,173	\$53,851	\$6,190	\$47,444	\$47,984	\$45,736
Current expenditures for schools	415,162	69,938	52,020	139,778	39,585	4,630	35,527	35,688	33,197
Instruction	343,859	57,735	44,257	114,304	32,655	3,962	30,287	30,158	26,748
Operation and maintenance	206,904	35,922	26,545	68,401	19,869	2,381	18,339	17,969	16,054
Food service	32,802	5,770	4,223	11,010	3,085	389	2,854	2,826	2,485
Other	13,414	2,299	1,763	3,768	1,422	178	1,425	1,492	1,052
Other current expenditures	90,738	13,744	11,726	31,123	8,280	1,015	7,669	7,871	7,158
Interest on school debt	9,536	1,545	987	3,481	999	89	729	637	1,048
Capital outlay	48,751	8,553	5,070	17,790	4,987	457	3,519	3,788	4,332
Current expenditures (percent distribution) ..	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Instruction	60.2	62.2	60.0	59.8	60.8	60.1	60.6	59.6	60.0
Operation and maintenance	9.5	10.0	9.5	9.6	9.4	9.8	9.4	9.4	9.3
Food service	3.9	4.0	4.0	3.3	4.4	4.5	4.7	4.9	3.9
Other	26.4	23.8	26.5	27.2	25.4	25.6	25.3	26.1	26.8
Current expenditure per student (in dollars)	7,372	7,902	7,409	7,572	6,612	6,499	6,638	6,895	7,118
Instruction expenditure per student (in dollars)	4,436	4,916	4,444	4,531	4,023	3,906	4,019	4,108	4,272

¹ The total column includes data for 126 LEAs with unknown locale codes.
² Central city of a consolidated metropolitan statistical area (CMSA) or metropolitan statistical area (MSA) with the city having a population greater than or equal to 250,000.
³ Central city of a CMSA or an MSA with the city having a population of less than 250,000.
⁴ Any incorporated place, Census designated place, or non-place territory within a CMSA or an MSA of a large city and defined as urban by the Census Bureau.
⁵ Any incorporated place, Census designated place, or non-place territory within a CMSA or an MSA of a mid-size city and defined as urban by the Census Bureau.
⁶ Place not within an MSA but with population of 25,000 or more.
⁷ Place not within an MSA with a population of at least 2,500, but less than 25,000.
⁸ Place with a population of less than 2,500 outside a CMSA or an MSA, and designated as rural by the Census Bureau.
⁹ Place with a population of less than 2,500 within a CMSA or an MSA and designated as rural by the Census Bureau.
¹⁰ Average for schools reporting enrollment.
¹¹ Ratio for schools reporting both full-time-equivalent teachers and fall enrollment data.
¹² Property tax and parent government contributions are determined on the basis of independence or dependence of the local school system and are mutually exclusive.
 NOTE: Detail may not sum to totals due to rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), *Local Education Agency Universe Survey, 2000-01*; and U.S. Department of Commerce, Bureau of the Census, *Survey of Local Government Finances*, unpublished data. (This table was prepared September 2003.)

Table 89. Selected statistics on enrollment, teachers, graduates, and dropouts in public school districts enrolling more than 15,000 students, by state: 1990, 2000, and 2001—Continued

Table with columns: Name of district, by state; State; Enrollment, fall 1990; Enrollment, fall 2000; Enrollment, fall 2001; Percentage distribution of enrollment, by race, fall 2001; Number of classroom teachers, fall 2001; Pupil/teacher ratio, fall 2001; Total number of staff, fall 2001; Student/staff ratio, fall 2001; Percent dropouts from grades 9-12, 2000-01; Grade 9; Grade 10; Grade 11; Grade 12; Number of high school graduates, 2000-01; Number of schools, fall 2001.

See notes at end of table.

Table 90. Revenues and expenditures of public school districts enrolling more than 15,000 students, by state: 2000-01—Continued

Table with columns: Name of district, by state; State; Revenues by source of funds; Percentage distribution of revenues; Expenditures; Poverty rate of 5- to 17-year-olds; Current expenditure per pupil; Title I allocations; and various expenditure categories like Total, Federal, State, Local, Total, Instruction, Capital outlay, and Interest on school debt.

See notes at end of table.

Table 90. Revenues and expenditures of public school districts enrolling more than 15,000 students, by state: 2000-01—Continued

Name of district, by state	State	Revenues by source of funds, in thousands				Percentage distribution of revenues				Expenditures, in thousands				Poverty rate of 5- to 17-year-olds, 1999-2000	Current expenditure per pupil ¹	Title I allocations, 2002-03 per poverty child	
		Total	Federal	State	Local	Total	Federal	State	Local	Total ²	Total	Instruction	Capital outlay				Interest on school debt
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Hanover County	VA	119,470	3,959	49,304	66,207	100.0	3.3	41.3	55.4	127,577	98,926	65,597	23,123	4,445	4.6	5,955	784
Lenoir County	VA	307,037	12,267	125,329	169,441	100.0	4.0	23.8	55.2	320,837	267,171	164,552	44,180	6,902	8.3	6,414	1,145
Hendrick County	VA	297,604	5,957	70,817	220,830	100.0	2.0	40.8	42.0	402,826	248,762	159,196	140,288	13,039	3.4	7,822	767
Newport News City	VA	238,074	22,025	131,186	84,863	100.0	9.3	55.1	35.6	255,637	219,718	133,288	22,809	6,000	17.0	6,657	1,392
Norfolk City	VA	297,963	28,201	160,921	108,841	100.0	9.5	54.0	36.5	292,831	266,722	162,777	15,799	3,422	22.0	7,141	1,425
Portsmouth City	VA	128,805	12,614	80,747	35,444	100.0	9.8	62.7	27.5	121,014	129,772	71,074	3,225	314	20.7	7,346	1,405
Prince William County	VA	457,000	13,685	198,261	245,054	100.0	3.0	43.4	53.6	506,329	379,772	221,294	90,489	10,719	6.4	6,950	1,145
Richmond City	VA	280,369	27,791	103,017	129,561	100.0	10.7	39.6	49.8	245,353	146,809	156,991	35,13	3,513	25.0	9,008	1,420
Spotsylvania County	VA	148,510	4,500	67,037	76,973	100.0	3.0	45.1	51.8	163,768	124,573	78,399	30,831	7,831	7.2	6,600	1,087
Stafford County	VA	180,217	6,140	77,896	76,181	100.0	3.8	48.6	47.5	160,409	137,372	85,978	15,246	7,647	4.5	6,503	805
Virginia Beach City	VA	546,938	37,194	273,248	236,496	100.0	6.8	50.0	43.2	598,335	509,044	311,668	67,216	13,675	8.5	6,647	1,368
Belleuve	WA	139,920	4,569	70,138	65,213	100.0	3.3	50.1	46.6	129,402	105,661	62,821	21,055	576	5.7	6,847	1,150
Bethel	WA	139,721	6,223	76,626	56,870	100.0	4.5	70.5	23.9	105,215	96,769	56,813	5,521	2,081	9.9	6,037	1,112
Edmonds	WA	167,825	7,521	102,626	57,275	100.0	4.5	60.8	34.7	202,907	139,432	82,818	48,660	2,466	7.9	6,509	1,069
Everett	WA	166,923	6,922	89,119	51,125	100.0	4.6	60.7	34.6	172,986	118,477	71,892	8,998	6,038	9.7	6,398	1,083
Evergreen (Clark)	WA	169,735	6,895	103,705	41,125	100.0	4.1	69.3	26.5	176,362	138,305	81,952	25,606	5,853	10.0	6,398	1,084
Federal Way	WA	151,237	7,840	101,670	41,667	100.0	5.2	67.3	27.5	148,366	134,276	83,307	25,606	5,853	10.0	6,398	1,083
Highline	WA	132,415	8,649	86,273	37,667	100.0	7.4	64.2	28.4	126,756	120,456	69,872	7,862	1,968	11.5	6,663	1,286
Kent	WA	136,402	8,516	100,221	27,664	100.0	6.3	59.2	34.3	134,066	167,065	101,965	14,325	1,968	8.9	6,556	1,100
Lake Washington	WA	209,082	5,516	109,240	89,504	100.0	2.7	57.3	43.9	211,890	150,407	91,859	48,325	11,123	4.1	6,556	812
Northshore	WA	176,684	5,582	104,254	66,808	100.0	3.2	57.3	38.5	232,591	132,591	79,885	26,360	11,623	4.1	6,556	812
Puyallup	WA	157,072	4,384	104,254	48,434	100.0	2.8	57.3	38.5	159,594	132,591	79,885	26,360	11,623	4.1	6,556	812
Seattle	WA	480,773	39,786	231,568	209,770	100.0	8.2	46.2	43.6	639,868	384,493	213,963	77,753	7,181	4.8	6,274	1,076
Spokane	WA	284,561	23,781	171,568	89,212	100.0	8.0	59.7	35.0	509,868	324,463	138,470	118,104	5,238	12.8	9,082	1,704
Tacoma	WA	288,910	28,198	168,643	92,669	100.0	10.1	57.7	32.1	272,383	240,186	138,978	30,931	4,162	17.4	7,042	1,347
Vancouver	WA	170,174	11,309	108,904	55,761	100.0	6.8	62.2	31.0	165,688	143,415	85,561	13,282	8,411	15.5	6,551	1,299
Kanawha County	WV	251,441	21,934	129,576	99,931	100.0	8.7	51.5	39.7	251,161	223,149	133,322	17,440	1,571	19.3	7,629	1,508
Green Bay Area	WI	188,526	13,445	100,749	74,332	100.0	7.1	53.4	39.4	209,755	162,642	105,500	39,411	6,957	9.9	8,090	1,279
Kenosha	WI	177,113	11,500	106,660	58,953	100.0	6.5	60.2	33.3	178,555	163,808	100,735	8,942	4,697	10.5	8,150	1,577
Madison Metropolitan	WI	275,383	14,029	90,346	171,008	100.0	5.1	32.8	62.1	293,379	256,079	158,819	28,420	3,664	11.1	10,208	1,466
Milwaukee	WI	1,026,302	120,838	660,061	245,403	100.0	11.8	64.3	23.9	1,007,365	909,592	547,708	61,326	0	24.0	9,283	2,075
Racine	WI	192,731	13,352	122,061	57,318	100.0	6.9	63.3	29.7	183,720	171,652	108,475	8,070	3,418	12.1	8,134	1,536

—Not available
 † Not applicable.
¹ Current expenditure per pupil based on fall enrollment collected by the Bureau of the Census.
² Includes other expenditures not shown separately.

NOTE: Detail may not sum to totals due to rounding. SB=School board. SC=School Corporation. ISD=Independent school district.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 2000-01, and U.S. Department of Commerce, "Survey of Local Government Finances." (This table was prepared August 2003.)

Table 97. Public elementary schools, by grade span, average school size, and state or jurisdiction: 2001–02

State or jurisdiction	Total, all elementary schools	Total, all regular elementary schools ¹	Schools, by grade span						Average number of students per school ²	
			Prekinder- garten, kindergarten, or 1st grade to grades 3 or 4	Prekinder- garten, kindergarten, or 1st grade to grade 5	Prekinder- garten, kindergarten, or 1st grade to grade 6	Prekinder- garten, kin- dergarten, or 1st grade to grade 8	Grades 4, 5, or 6 to 6, 7, or 8	Other grade spans	All elementary schools	Regular elementary schools ¹
1	2	3	4	5	6	7	8	9	10	11
United States	65,228	64,181	4,870	23,189	14,003	5,327	11,983	5,856	477	482
Alabama	917	907	87	306	171	71	195	87	479	481
Alaska	193	192	0	27	111	21	17	17	332	332
Arizona	1,173	1,143	58	222	333	301	155	104	518	524
Arkansas	717	717	99	148	246	6	130	88	378	378
California	6,435	6,273	175	1,937	2,459	739	934	191	624	638
Colorado	1,188	1,182	33	549	246	47	231	82	415	416
Connecticut	877	816	85	326	129	80	155	102	468	473
Delaware	135	133	49	30	6	3	32	15	524	528
District of Columbia	130	130	8	22	74	10	13	3	385	385
Florida	2,241	2,240	32	1,405	174	62	458	110	758	759
Georgia	1,589	1,587	35	922	84	14	384	150	664	665
Hawaii	204	203	3	59	111	6	24	1	574	577
Idaho	418	415	36	94	173	20	63	32	359	361
Illinois	3,197	3,092	322	746	461	731	526	411	439	450
Indiana	1,419	1,407	75	604	378	29	253	80	458	460
Iowa	1,045	1,043	97	346	232	15	218	137	286	287
Kansas	996	996	77	287	274	106	175	77	294	294
Kentucky	1,010	993	50	461	169	91	193	46	431	437
Louisiana	1,028	1,003	100	319	194	78	222	115	456	462
Maine	533	531	71	103	76	110	94	79	248	249
Maryland	1,089	1,052	18	632	128	23	217	71	546	559
Massachusetts	1,452	1,442	204	474	216	91	235	232	431	431
Michigan	2,739	2,727	233	1,114	405	147	529	311	413	413
Minnesota	1,276	1,116	113	324	404	56	206	173	405	448
Mississippi	587	587	81	111	130	43	127	95	523	523
Missouri	1,567	1,555	122	516	335	105	297	192	379	380
Montana	509	506	18	67	224	120	50	30	173	174
Nebraska	903	890	0	0	558	251	68	26	187	189
Nevada	386	379	7	179	98	21	62	19	658	666
New Hampshire	377	377	51	112	112	47	75	41	368	368
New Jersey	1,883	1,869	273	532	221	258	346	253	483	484
New Mexico	557	548	30	208	140	10	111	58	369	372
New York	3,119	3,114	245	1,150	580	114	620	410	601	601
North Carolina	1,749	1,740	63	976	66	109	419	116	534	536
North Dakota	331	331	9	40	197	49	22	14	177	177
Ohio	2,716	2,699	398	811	605	127	516	259	411	413
Oklahoma	1,223	1,223	64	332	184	303	223	117	341	341
Oregon	962	937	2	496	186	78	188	12	383	389
Pennsylvania	2,388	2,388	294	867	518	84	447	178	473	473
Rhode Island	265	264	27	108	43	4	45	38	405	405
South Carolina	844	843	66	396	81	23	220	58	562	562
South Dakota	461	458	19	111	102	117	82	30	178	179
Tennessee	1,223	1,218	138	419	136	194	245	91	503	505
Texas	5,077	4,994	533	1,945	770	108	1,126	595	541	548
Utah	510	510	19	100	332	4	40	15	532	532
Vermont	277	241	14	24	111	66	15	47	216	240
Virginia	1,482	1,469	46	814	154	13	305	150	538	541
Washington	1,413	1,338	74	509	435	60	225	110	437	454
West Virginia	597	594	83	192	146	40	102	34	310	312
Wisconsin	1,558	1,507	120	656	238	100	308	136	356	360
Wyoming	263	262	14	61	108	22	40	18	190	191
Bureau of Indian Affairs Department of Defense dependents schools:	106	106	7	4	23	64	3	5	227	227
Domestic schools	58	58	14	17	4	2	11	10	462	462
Overseas schools	105	105	8	18	51	9	17	2	481	481
Outlying areas										
American Samoa	24	24	1	0	0	21	1	1	496	496
Guam	34	34	0	24	0	0	7	3	680	680
Northern Marianas	24	24	0	0	12	0	1	11	271	271
Puerto Rico	917	885	6	1	873	0	27	10	306	305
Virgin Islands	24	24	0	1	22	0	1	0	441	441

¹ Excludes special education and alternative schools.

² Average for schools reporting enrollment data.

NOTE: Includes schools beginning with grade 6 or below and with no grade higher than 8. Excludes schools not reported by grade level, such as some special education schools for the disabled.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Data (CCD), "Public Elementary/Secondary School Universe Survey," 2001–02. (This table was prepared April 2003.)

Table 99. Public charter schools and students, by school origin status and selected school characteristics: 1999–2000

Selected school characteristic	Schools and students					School origin status (percentage distribution)		
	Number of schools	Number of students	Average enrollment	Percent of schools	Percent of students	Newly created	Pre-existing public school	Pre-existing private school
1	2	3	4	5	6	7	8	9
Total	1,010 (4.3)	266,721 (3,957)	264 (3.6)	100.0 (0.0)	100.0 (0.0)	73.6 (0.6)	16.5 (0.4)	9.9 (0.4)
State								
Arizona	207 (2.8)	39,860 (1,594)	193 (7.1)	20.5 (0.2)	14.9 (0.5)	78.3 (1.4)	5.3 (0.8)	16.4 (1.3)
California	133 (1.3)	64,152 (2,541)	482 (17.4)	13.2 (0.1)	24.1 (0.8)	55.7 (1.8)	43.4 (1.8)	0.9 (0.4)
Michigan	135 (0.6)	36,052 (699)	267 (5.1)	13.4 (0.1)	13.5 (0.3)	76.4 (1.2)	6.5 (0.6)	17.2 (1.0)
All other states	535 (3.7)	126,656 (2,244)	237 (4.1)	53.0 (0.3)	47.5 (0.7)	75.6 (0.8)	16.7 (0.6)	7.8 (0.6)
Locale								
Central city	537 (8.2)	139,307 (3,149)	260 (4.8)	53.1 (0.8)	52.2 (1.0)	76.3 (0.7)	11.9 (0.6)	11.8 (0.6)
Urban fringe/large town	324 (6.9)	108,807 (3,273)	336 (8.3)	32.1 (0.7)	40.8 (1.0)	68.5 (0.9)	23.4 (0.8)	8.1 (0.6)
Rural/small town	150 (5.8)	18,607 (1,040)	124 (4.9)	14.8 (0.6)	7.0 (0.4)	75.4 (1.9)	17.8 (1.6)	6.9 (1.1)
School level								
Elementary	586 (5.9)	158,801 (2,239)	271 (3.6)	58.0 (0.6)	59.5 (0.9)	72.2 (0.6)	17.3 (0.5)	10.5 (0.5)
Secondary	235 (6.4)	58,218 (2,952)	248 (9.7)	23.2 (0.6)	21.8 (0.9)	75.3 (1.5)	18.9 (1.3)	5.8 (0.6)
Combined	190 (5.0)	49,702 (2,192)	262 (10.7)	18.8 (0.5)	18.6 (0.7)	76.0 (1.4)	11.1 (1.0)	12.9 (1.2)
Enrollment								
Less than 300	730 (6.9)	94,271 (1,425)	129 (1.3)	72.3 (0.7)	35.4 (0.8)	78.9 (0.7)	9.2 (0.5)	11.9 (0.5)
300 to 999	251 (6.6)	130,683 (3,569)	520 (5.3)	24.9 (0.6)	49.0 (1.0)	64.4 (1.2)	30.5 (1.0)	5.2 (0.6)
1,000 or more	29 (2.1)	41,766 (3,090)	1,448 (38.4)	2.9 (0.2)	15.7 (1.0)	21.0 (4.0)	79.0 (4.0)	0.0 (0.0)
School origin status								
Newly created	744 (6.6)	166,060 (3,483)	223 (4.1)	73.6 (0.6)	62.3 (0.9)	100.0 (0.0)	† †	† †
Pre-existing public	166 (4.4)	83,811 (2,760)	503 (14.6)	16.5 (0.4)	31.4 (0.9)	† †	100.0 (0.0)	† †
Pre-existing private	100 (4.0)	16,849 (871)	169 (5.5)	9.9 (0.4)	6.3 (0.4)	† †	† †	100.0 (0.0)
Percent minority enrollment								
Less than 10.0	180 (5.3)	41,115 (1,584)	228 (7.6)	17.8 (0.5)	15.4 (0.6)	72.9 (1.4)	17.7 (1.2)	9.4 (0.9)
10.0 to 24.9	197 (6.3)	45,279 (2,163)	230 (8.6)	19.5 (0.6)	17.0 (0.8)	71.7 (1.4)	18.3 (1.2)	10.0 (0.9)
25.0 to 49.9	147 (5.7)	43,462 (2,584)	295 (15.0)	14.6 (0.6)	16.3 (0.9)	74.3 (1.6)	14.8 (1.1)	10.9 (1.2)
50.0 to 75.0	136 (4.8)	36,986 (1,976)	272 (11.1)	13.5 (0.5)	13.9 (0.7)	70.2 (1.9)	22.0 (1.6)	7.8 (1.1)
More than 75.0	349 (7.2)	99,878 (2,939)	286 (6.2)	34.6 (0.7)	37.4 (1.0)	76.2 (0.9)	13.4 (0.7)	10.4 (0.8)

† Not applicable.

NOTE: This tabulation includes all public charter schools operating in the 1998–99 school year. Public charter schools that first opened in the 1999–2000 school year, or later, are not included in these data. Detail may not sum to totals due to rounding. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 1999–2000 and "Charter School Questionnaire," 1999–2000. (This table was prepared December 2002.)

Table 102. High school graduates compared with population 17 years of age, by sex of graduates and control of school: Selected years, 1869–70 to 2002–03

[Numbers in thousands]

School year	Population 17 years old ¹	High school graduates					Graduates as a ratio of 17-year-old population
		Total ²	Sex		Control		
			Male	Female	Public ³	Private ⁴	
1	2	3	4	5	6	7	8
1869–70	815	16	7	9	—	—	2.0
1879–80	946	24	11	13	—	—	2.5
1889–90	1,259	44	19	25	22	22	3.5
1899–1900	1,489	95	38	57	62	33	6.4
1909–10	1,786	156	64	93	111	45	8.8
1919–20	1,855	311	124	188	231	80	16.8
1929–30	2,296	667	300	367	592	75	29.0
1939–40	2,403	1,221	579	643	1,143	78	50.8
1947–48	2,261	1,190	563	627	1,073	117	52.6
1949–50	2,034	1,200	571	629	1,063	136	59.0
1951–52	2,086	1,197	569	627	1,056	141	57.4
1953–54	2,135	1,276	613	664	1,129	147	59.8
1955–56	2,242	1,415	680	735	1,252	163	63.1
1956–57	2,272	1,434	690	744	1,270	164	63.1
1957–58	2,325	1,506	725	781	1,332	174	64.8
1958–59	2,458	1,627	784	843	1,435	192	66.2
1959–60	2,672	1,858	895	963	1,627	231	69.5
1960–61	2,892	1,964	955	1,009	1,725	239	67.9
1961–62	2,768	1,918	938	980	1,678	240	69.3
1962–63	2,740	1,943	956	987	1,710	233	70.9
1963–64	2,978	2,283	1,120	1,163	2,008	275	76.7
1964–65	3,684	2,658	1,311	1,347	2,360	298	72.1
1965–66	3,489	2,665	1,323	1,342	2,367	298	76.4
1966–67	3,500	2,672	1,328	1,344	2,374	298	76.3
1967–68	3,532	2,695	1,338	1,357	2,395	300	76.3
1968–69	3,659	2,822	1,399	1,423	2,522	300	77.1
1969–70	3,757	2,889	1,430	1,459	2,589	300	76.9
1970–71	3,872	2,938	1,454	1,484	2,638	300	75.9
1971–72	3,973	3,002	1,487	1,515	2,700	302	75.6
1972–73	4,049	3,035	1,500	1,535	2,729	306	75.0
1973–74	4,132	3,073	1,512	1,561	2,763	310	74.4
1974–75	4,256	3,133	1,542	1,591	2,823	310	73.6
1975–76	4,272	3,148	1,552	1,596	2,837	311	73.7
1976–77	4,272	3,152	1,548	1,604	2,837	315	73.8
1977–78	4,286	3,127	1,531	1,596	2,825	302	73.0
1978–79	4,327	3,101	1,517	1,584	2,801	300	71.7
1979–80	4,262	3,043	1,491	1,552	2,748	295	71.4
1980–81	4,212	3,020	1,483	1,537	2,725	295	71.7
1981–82	4,134	2,995	1,471	1,524	2,705	290	72.4
1982–83	3,962	2,888	1,437	1,451	2,598	290	72.9
1983–84	3,784	2,767	—	—	2,495	272	73.1
1984–85	3,699	2,677	—	—	2,414	263	72.4
1985–86	3,670	2,643	—	—	2,383	260	72.0
1986–87	3,754	2,694	—	—	2,429	265	71.8
1987–88	3,849	2,773	—	—	2,500	273	72.0
1988–89	3,842	2,744	—	—	2,459	285	71.4
1989–90	3,505	2,589	—	—	2,320	269	73.9
1990–91	3,418	2,493	—	—	2,235	258	72.9
1991–92	3,399	2,478	—	—	2,226	252	72.9
1992–93	3,449	2,480	—	—	2,233	247	71.9
1993–94	3,443	2,464	—	—	2,221	243	71.6
1994–95	3,636	2,520	—	—	2,274	246	69.3
1995–96	3,640	2,518	—	—	2,273	245	69.2
1996–97	3,792	2,612	—	—	2,358	254	68.9
1997–98	4,008	2,704	—	—	2,439	265	67.5
1998–99	3,918	2,759	—	—	2,486	273	70.4
1999–2000	4,057	2,831	—	—	2,554	277	69.8
2000–01	4,006	2,852	—	—	2,569	283	71.2
2001–02 ⁵	4,052	2,917	—	—	2,630	287	72.0
2002–03 ⁵	—	2,986	—	—	2,685	301	—

—Not available.

¹ Derived from *Current Population Reports*, Series P-25. For years 1869–70 through 1889–90, 17-year-old population is an estimate of the October 17-year-old population based on July data. Data for 1990–91 and later years are October estimates prepared by the Census Bureau.

² Includes graduates of public and private schools.

³ Data for 1929–30 and preceding years are from *Statistics of Public High Schools* and exclude graduates from high schools that failed to report to the Office of Education.

⁴ For most years, private school data have been estimated based on periodic private school surveys.

⁵ Public high school graduates based on state estimates.

NOTE: Includes graduates of regular day school programs. Excludes graduates of other programs, when separately reported, and recipients of high school equivalency certificates. Some data have been revised from previously published figures. Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Reports of the Commissioner of Education*, 1870 through 1910; *Biennial Survey of Education in the United States*, 1919–20 through 1949–50; *Statistics of State School Systems*, *Statistics of Public Elementary and Secondary School Systems*; *Statistics of Nonpublic Elementary and Secondary Schools*; 1959 through 1980, The NCES Common Core of Data (CCD); State Nonfiscal Survey, 1981 through 2001, and *Projections of Education Statistics to 2013*. (This table was prepared September 2003.)

Table 105. General Educational Development (GED) test takers and credentials issued, by age: 1971 to 2001

Year	Number of test takers, in thousands ¹	Number completing test battery, in thousands ²	Number of credentials issued, in thousands ³	Percentage distribution of credentials issued, ⁴ by age				
				19 years old or less	20- to 24-year-olds	25- to 29-year-olds	30- to 34-year-olds	35 years old or over
1	2	3	4	5	6	7	8	9
1971 ⁵	377	—	227	—	—	—	—	—
1972 ⁵	419	—	245	—	—	—	—	—
1973 ⁵	423	—	249	—	—	—	—	—
1974	—	—	294	35	27	13	9	17
1975	—	—	340	33	26	14	9	18
1976	—	—	333	31	28	14	10	17
1977	—	—	332	40	24	13	8	14
1978	—	—	381	31	27	13	10	18
1979	—	—	426	37	28	12	13	11
1980	—	—	479	37	27	13	8	15
1981	—	—	489	37	27	13	8	14
1982	—	—	486	37	28	13	8	15
1983	—	—	465	34	29	14	8	15
1984	—	—	427	32	28	15	9	16
1985	—	—	413	32	26	15	10	16
1986	—	—	428	32	26	15	10	17
1987	—	—	444	33	24	15	10	18
1988	—	—	410	35	22	14	10	18
1989	632	541	357	35	24	13	—	—
1990	714	615	410	36	25	13	10	15
1991	755	657	462	33	28	13	10	16
1992	739	639	457	33	28	13	9	17
1993	746	651	469	33	27	13	10	16
1994	774	668	491	36	25	13	9	15
1995	787	682	504	38	25	13	9	15
1996	824	716	488	39	25	13	9	14
1997	785	681	460	43	24	12	8	13
1998	776	673	481	44	24	11	7	13
1999	808	702	498	44	25	11	7	13
2000	811	699	487	45	25	11	7	13
2001	1,016	928	648	41	26	11	8	14

—Not available.

¹ Number of people taking the GED tests (one or more subtests).² Number of people completing the entire GED battery of five tests.³ Number of people receiving high school equivalency credentials based on the GED tests.⁴ Data for 1988 and prior years are for number of test takers and may not be comparable to later years.⁵ Includes outlying areas.

NOTE: Except where indicated, data are for United States only and exclude outlying areas. Detail may not sum to totals due to rounding. Some data have been revised from previously published figures.

SOURCE: American Council on Education, General Educational Development Testing Service, *Who took the GED? Statistical Report*, various years. (This table was prepared September 2002.)

Table 106. Selected characteristics of 18- to 29-year-olds, by high school completion status: 1998 to 2001

Characteristic	1998			1999			2000 ¹			2001 ¹		
	Dropout	Completed by GED ²	Completed by diploma	Dropout	Completed by GED ²	Completed by diploma	Dropout	Completed by GED ²	Completed by diploma	Dropout	Completed by GED ²	Completed by diploma
1												
Number, in thousands	5,636	3,321	33,706	5,576	3,314	33,819	5,473	2,165	35,213	5,463	2,583	34,963
Percentage distribution	13.2	7.8	79.0	13.1	7.8	79.2	12.8	5.1	82.2	12.7	6.0	81.3
Sex	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male	57.0	47.3	48.4	53.5	49.6	48.0	54.2	52.4	48.0	55.2	49.2	48.1
Female	43.0	52.7	51.6	46.5	50.4	52.0	45.8	47.6	52.0	44.8	50.8	51.9
Age	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
18 and 19	19.6	13.4	15.2	18.8	13.2	15.3	18.5	11.3	15.5	19.1	12.1	15.6
20 and 21	18.5	16.2	16.2	18.0	14.0	16.5	18.2	12.8	17.3	17.9	16.5	18.1
22 and 24	24.8	25.6	24.3	24.5	25.6	25.4	23.9	29.9	25.8	24.8	29.6	25.5
25 to 29	37.1	44.8	44.4	38.8	47.2	42.7	39.4	45.9	41.4	38.2	41.8	40.9
Race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	40.0	67.5	70.6	39.1	67.7	70.2	38.7	67.5	69.5	39.2	66.7	68.6
Black, non-Hispanic	15.7	13.9	13.1	14.8	14.8	13.4	14.8	15.5	13.6	14.3	16.5	13.4
Hispanic	41.6	13.2	10.7	42.5	12.7	10.5	43.0	12.3	10.9	43.3	12.9	11.6
Other	2.7	5.5	5.6	3.5	4.8	5.9	3.5	4.7	6.0	3.2	3.9	6.4
Educational attainment	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than high school	100.0	†	†	100.0	†	†	100.0	†	†	100.0	†	†
Completed high school	†	47.1	38.3	†	45.8	37.2	†	68.9	36.1	†	60.9	36.6
Some college	†	36.1	33.8	†	36.3	33.8	†	20.2	35.0	†	26.7	35.3
Associate degree	†	6.9	7.2	†	6.7	7.5	†	5.5	7.6	†	7.0	7.7
Bachelor's degree	†	8.0	17.1	†	9.0	18.1	†	4.5	17.7	†	4.8	17.0
Master's or higher degree	†	1.9	3.5	†	2.1	3.4	†	0.8	3.5	†	0.7	3.4
Family income quartile	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Lowest quartile	46.3	27.8	18.5	42.4	24.6	18.7	44.8	29.7	18.7	41.7	27.6	19.1
Low-middle quartile	30.6	29.7	24.6	33.0	29.0	24.4	29.5	29.7	24.8	31.5	28.3	24.4
High-middle quartile	16.6	23.1	28.4	17.0	28.0	27.9	18.2	26.4	28.2	19.6	25.5	27.4
Highest quartile	6.5	19.3	28.5	7.7	18.3	29.0	7.5	14.2	28.3	7.3	18.5	29.1
Employment status	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Employed	61.6	71.8	76.0	60.6	72.2	75.6	61.1	71.0	76.5	61.1	67.1	73.2
Unemployed	8.4	7.6	4.3	9.1	7.2	4.2	9.8	7.7	3.6	12.2	9.1	5.2
Not in labor force	30.0	20.6	19.7	30.3	20.6	20.2	29.1	21.3	19.8	26.7	23.8	21.6

† Not applicable.
¹ Due to questionnaire rewording, data are not comparable to figures for years prior to 2000.
² GED stands for General Educational Development test.

NOTE: Excludes persons still enrolled in high school. Data are based on sample surveys of the civilian noninstitutionalized population. Detail may not sum to totals due to rounding. Standard errors appear in parentheses.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1998 through October 2001, unpublished tabulations. (This table was prepared May 2003.)

Table 108. High school dropout rate (status dropouts) among persons 16 to 24 years old, by income level, and distribution of dropouts by labor force status and educational attainment: October 1970 to October 2001

Year	Dropout rate of 16- to 24-year-olds	Dropout rate of 16- to 24-year-olds, by family income quartile				Distribution of dropouts, by labor force status				Distribution of dropouts, by years of school completed				
		Lowest quartile	Middle-low quartile	Middle-high quartile	Highest quartile	Total	Em- ployed ¹	Unem- ployed	Not in labor force	Total	Less than 9	9	10	11 or 12
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1970	15.0 (0.3)	28.0 (0.8)	21.2 (0.6)	11.7 (0.5)	5.2 (0.3)	100.0	49.8 (1.0)	10.3 (0.6)	39.9 (1.0)	100.0	28.5	20.6	26.8	24.0
1971	14.7 (0.3)	28.8 (0.8)	20.7 (0.6)	10.9 (0.4)	5.1 (0.3)	100.0	49.5 (1.0)	10.9 (0.6)	39.6 (0.9)	100.0	27.9	21.7	27.8	22.7
1972	14.6 (0.3)	27.6 (0.8)	20.8 (0.6)	10.2 (0.4)	5.4 (0.3)	100.0	51.2 (1.0)	10.2 (0.6)	38.6 (0.9)	100.0	27.5	20.8	29.0	22.7
1973	14.1 (0.3)	28.0 (0.8)	19.6 (0.6)	9.9 (0.4)	4.9 (0.3)	100.0	53.2 (1.0)	9.2 (0.6)	37.5 (0.9)	100.0	26.5	20.9	27.4	25.3
1974	14.3 (0.3)	—	—	—	—	100.0	51.8 (0.9)	12.3 (0.6)	35.9 (0.9)	100.0	25.4	20.1	28.7	25.8
1975	13.9 (0.3)	28.8 (0.8)	18.0 (0.5)	10.2 (0.4)	5.0 (0.3)	100.0	46.0 (0.9)	15.6 (0.7)	38.4 (0.9)	100.0	23.5	21.1	27.5	27.9
1976	14.1 (0.3)	28.1 (0.7)	19.2 (0.6)	10.1 (0.4)	4.9 (0.3)	100.0	48.8 (0.9)	16.0 (0.7)	35.2 (0.9)	100.0	24.3	20.1	27.8	27.8
1977	14.1 (0.3)	28.5 (0.7)	19.0 (0.6)	10.4 (0.4)	4.5 (0.3)	100.0	52.9 (0.9)	13.6 (0.6)	33.6 (0.9)	100.0	24.3	21.7	27.3	26.6
1978	14.2 (0.3)	28.2 (0.7)	18.9 (0.6)	10.5 (0.4)	5.5 (0.3)	100.0	54.3 (0.9)	12.4 (0.6)	33.3 (0.9)	100.0	22.9	20.2	28.2	28.8
1979	14.6 (0.3)	28.1 (0.7)	18.5 (0.6)	11.5 (0.4)	5.6 (0.3)	100.0	54.0 (0.9)	12.7 (0.6)	33.3 (0.9)	100.0	22.6	21.0	28.6	27.8
1980	14.1 (0.3)	27.0 (0.7)	18.1 (0.6)	10.7 (0.4)	5.7 (0.3)	100.0	50.4 (0.9)	17.0 (0.7)	32.6 (0.9)	100.0	23.6	19.7	29.8	27.0
1981	13.9 (0.3)	26.4 (0.7)	17.8 (0.5)	11.1 (0.4)	5.2 (0.3)	100.0	49.8 (0.9)	18.3 (0.7)	31.9 (0.9)	100.0	24.3	18.6	30.2	26.9
1982	13.9 (0.3)	27.2 (0.7)	18.3 (0.6)	10.2 (0.4)	4.4 (0.3)	100.0	45.2 (1.0)	21.1 (0.8)	33.7 (0.9)	100.0	22.9	20.8	28.8	27.6
1983	13.7 (0.3)	26.5 (0.7)	17.8 (0.6)	10.5 (0.5)	4.1 (0.3)	100.0	48.4 (1.0)	18.2 (0.8)	33.4 (0.9)	100.0	23.0	19.3	28.8	28.8
1984	13.1 (0.3)	25.9 (0.7)	16.5 (0.6)	9.9 (0.4)	3.8 (0.3)	100.0	49.7 (1.0)	17.3 (0.8)	32.9 (1.0)	100.0	23.6	21.4	27.5	27.5
1985	12.6 (0.3)	27.1 (0.7)	14.7 (0.6)	8.3 (0.4)	4.0 (0.3)	100.0	50.1 (1.1)	17.5 (0.8)	32.4 (1.0)	100.0	23.9	21.0	27.9	27.2
1986	12.2 (0.3)	25.4 (0.7)	14.8 (0.6)	8.0 (0.4)	3.4 (0.3)	100.0	51.1 (1.1)	16.4 (0.8)	32.5 (1.0)	100.0	25.4	21.5	25.7	27.4
1987	12.6 (0.3)	25.5 (0.7)	16.6 (0.6)	8.0 (0.4)	3.6 (0.3)	100.0	52.4 (1.1)	13.6 (0.7)	34.0 (1.0)	100.0	25.9	20.7	26.0	27.5
1988	12.9 (0.3)	27.2 (0.8)	15.4 (0.6)	8.2 (0.5)	3.4 (0.3)	100.0	52.9 (1.2)	††	††	100.0	28.9	19.3	25.1	26.8
1989	12.6 (0.3)	25.0 (0.8)	16.2 (0.7)	8.7 (0.5)	3.3 (0.3)	100.0	53.2 (1.2)	13.8 (0.8)	33.0 (1.1)	100.0	29.4	20.8	24.9	25.0
1990	12.1 (0.3)	24.3 (0.8)	15.1 (0.6)	8.7 (0.5)	2.9 (0.3)	100.0	52.5 (1.2)	13.3 (0.8)	34.2 (1.1)	100.0	28.6	20.9	24.4	26.1
1991	12.5 (0.3)	25.9 (0.8)	15.5 (0.6)	7.7 (0.5)	3.0 (0.3)	100.0	47.5 (1.2)	15.8 (0.9)	36.7 (1.1)	100.0	28.6	20.5	26.1	24.9
1992 ²	11.0 (0.3)	23.4 (0.7)	12.9 (0.6)	7.3 (0.4)	2.4 (0.2)	100.0	47.6 (1.3)	15.0 (0.9)	37.4 (1.2)	100.0	21.6	17.5	24.4	36.5
1993 ²	11.0 (0.3)	22.9 (0.7)	12.7 (0.6)	6.6 (0.4)	2.9 (0.3)	100.0	48.7 (1.3)	12.8 (0.8)	38.5 (1.2)	100.0	20.5	16.6	24.1	38.8
1994 ²	11.4 (0.3)	20.7 (0.7)	13.7 (0.6)	8.7 (0.5)	4.9 (0.3)	100.0	49.5 (1.2)	13.0 (0.8)	37.5 (1.2)	100.0	23.9	16.2	20.3	39.6
1995 ²	12.0 (0.3)	23.2 (0.7)	13.8 (0.6)	8.3 (0.5)	3.6 (0.3)	100.0	48.9 (1.2)	14.2 (0.8)	37.0 (1.2)	100.0	22.2	17.0	22.5	38.3
1996 ²	11.1 (0.3)	22.0 (0.7)	13.6 (0.6)	7.0 (0.4)	3.2 (0.3)	100.0	47.3 (1.3)	15.0 (0.9)	37.7 (1.2)	100.0	20.3	17.7	22.6	39.4
1997 ²	11.0 (0.3)	21.8 (0.7)	13.5 (0.6)	6.2 (0.4)	3.4 (0.3)	100.0	53.3 (1.3)	13.2 (0.9)	33.5 (1.2)	100.0	19.9	15.7	22.3	42.1
1998 ²	11.8 (0.3)	22.3 (0.7)	14.9 (0.6)	7.7 (0.5)	3.5 (0.3)	100.0	55.1 (1.2)	10.3 (0.7)	34.6 (1.2)	100.0	21.0	14.9	21.4	42.6
1999 ²	11.2 (0.3)	21.0 (0.7)	14.3 (0.6)	7.4 (0.4)	3.9 (0.3)	100.0	55.6 (1.2)	10.0 (0.7)	34.4 (1.2)	100.0	22.2	16.3	22.5	39.0
2000 ²	10.9 (0.3)	20.7 (0.7)	12.8 (0.6)	8.3 (0.5)	3.5 (0.3)	100.0	56.9 (1.2)	12.3 (0.8)	30.8 (1.2)	100.0	21.5	15.3	23.1	40.0
2001 ²	10.7 (0.3)	—	—	—	—	100.0	58.2 (1.2)	14.8 (0.9)	27.0 (1.1)	100.0	18.4	16.9	23.8	40.9

† Reporting standard not met.

— Not available.

¹ Includes persons employed, but not currently working.² Data may not be comparable with figures for earlier years because of changes in data collection procedures.

NOTE: "Status" dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school.

People who have received GED credentials are counted as high school completers. Data are based on sample surveys of the civilian noninstitutionalized population. Detail may not sum to totals due to rounding. Standard errors appear in parentheses.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1970 through October 2001, unpublished tabulations. (This table was prepared October 2002.)

Table 109. Number of students with disabilities exiting special education, by basis of exit, age, and type of disability: United States and outlying areas, 2000–01

Age and type of disability	Total exiting special education	Graduated with diploma	Received a certificate of attendance	Reached maximum age ¹	No longer receives special education	Died	Moved, known to continue	Moved, not known to continue	Dropped out ²
1	2	3	4	5	6	7	8	9	10
Age group									
14 to 21 and over	582,791	173,523	33,427	5,959	70,448	1,791	148,031	59,940	89,672
14	64,541	17	29	5	15,438	245	34,655	10,897	3,255
15	71,433	77	34	4	16,583	312	35,087	12,219	7,117
16	81,222	1,170	213	8	14,995	337	32,715	12,743	19,041
17	121,070	42,432	4,668	48	12,790	336	25,024	11,194	24,578
18	144,146	79,878	12,914	777	7,390	262	13,831	7,293	21,801
19	66,264	37,095	8,789	418	2,298	137	4,576	3,258	9,693
20	19,258	8,286	3,418	904	620	77	1,450	1,429	3,074
21 and over	14,857	4,568	3,362	3,795	334	85	693	907	1,113
Type of disability for 14- to 21-year-olds and over									
All disabilities	582,791	173,523	33,427	5,959	70,448	1,791	148,031	59,940	89,672
Specific learning disabilities	340,511	117,645	14,813	1,558	41,069	580	79,863	33,692	51,291
Mental retardation	67,062	16,735	11,820	2,472	2,729	380	16,536	5,791	10,599
Emotional disturbance	94,794	15,032	2,342	579	8,038	169	34,806	13,721	20,107
Speech or language impairments ...	23,267	4,685	579	97	10,582	32	3,734	1,673	1,885
Multiple disabilities	9,686	2,742	1,184	652	420	249	2,678	775	986
Other health impairments	27,763	8,815	905	107	5,691	202	6,351	2,717	2,975
Hearing impairments	6,503	2,747	604	76	605	14	1,340	517	600
Orthopedic impairments	5,882	2,295	403	123	775	101	1,107	441	637
Visual impairments	2,498	1,161	170	35	219	25	516	178	194
Autism	2,563	740	422	215	157	15	649	216	149
Deaf-blindness	182	54	27	10	7	10	44	17	13
Traumatic brain injury	2,080	872	158	35	156	14	407	202	236

¹ The upper age mandate for providing special education and related services as defined by state law, practice, or court order.

² Dropped out is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the report year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act, 2002*, and unpublished tabulations. (This table was prepared July 2003.)

Table 111. Student scale score in reading, by age and percentile: Selected years, 1971 to 1999

Percentile	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999		
										Total	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13
Average	207.6 (1.0)	210.0 (0.7)	215.0 (1.0)	210.9 (0.7)	211.8 (1.1)	209.2 (1.2)	210.5 (0.9)	211.0 (1.2)	212.5 (1.0)	211.7 (1.3)	208.5 (1.6)	214.8 (1.5)
Standard deviation	42.1 (0.4)	38.6 (0.3)	37.9 (0.4)	41.1 (0.4)	41.2 (1.0)	44.7 (0.8)	40.3 (0.6)	40.5 (0.8)	39.0 (0.8)	39.1 (0.7)	40.6 (0.9)	37.5 (0.9)
9-year-olds												
Percentiles												
5th	134.8 (2.0)	143.2 (1.3)	148.5 (1.6)	140.5 (1.2)	141.9 (3.6)	134.8 (3.2)	140.7 (1.6)	140.1 (2.6)	144.6 (2.4)	143.4 (1.3)	138.8 (1.6)	149.7 (3.1)
10th	151.6 (1.6)	159.2 (1.1)	165.1 (1.4)	156.7 (1.2)	156.7 (2.1)	150.1 (1.9)	156.0 (1.5)	155.6 (2.5)	159.7 (2.1)	158.3 (1.4)	152.9 (2.3)	164.2 (2.6)
25th	180.0 (1.3)	185.2 (0.8)	191.1 (1.2)	183.7 (1.2)	184.3 (1.8)	178.7 (1.8)	183.1 (1.5)	184.1 (1.9)	186.1 (1.3)	185.0 (2.0)	180.3 (1.8)	189.3 (1.6)
50th	209.3 (1.0)	211.9 (0.8)	217.2 (0.9)	212.6 (1.0)	213.7 (1.4)	210.3 (1.5)	213.6 (0.9)	214.8 (1.1)	215.4 (1.2)	214.8 (1.7)	211.5 (2.3)	218.0 (2.7)
75th	236.7 (1.0)	236.5 (0.9)	241.3 (1.0)	239.6 (0.9)	240.1 (1.3)	240.3 (1.8)	239.3 (1.2)	240.0 (1.5)	240.3 (1.0)	239.4 (1.4)	237.1 (2.1)	241.4 (1.6)
90th	260.5 (0.8)	258.1 (0.8)	261.7 (1.1)	262.8 (0.9)	263.0 (1.7)	262.8 (0.9)	259.9 (1.2)	260.1 (1.6)	259.7 (1.0)	259.3 (1.1)	258.4 (3.0)	259.9 (2.7)
95th	274.1 (0.9)	270.6 (0.1)	273.3 (1.6)	276.5 (1.4)	277.5 (2.0)	280.4 (1.3)	272.1 (1.2)	271.7 (1.5)	271.8 (1.3)	272.3 (2.3)	271.8 (3.4)	272.6 (2.0)
Average	255.2 (0.9)	255.9 (0.8)	258.5 (0.9)	257.1 (0.6)	257.5 (1.0)	256.8 (0.8)	259.8 (1.2)	257.9 (0.9)	257.9 (1.0)	259.4 (1.0)	253.5 (1.3)	265.2 (1.2)
Standard deviation	35.7 (0.4)	35.8 (0.3)	34.9 (0.4)	35.5 (0.3)	34.7 (0.5)	36.0 (0.6)	39.4 (0.8)	39.8 (0.7)	39.1 (0.9)	38.4 (0.8)	38.9 (1.1)	37.0 (1.0)
Percentiles												
5th	192.8 (1.8)	193.5 (1.1)	199.1 (1.9)	196.7 (1.1)	199.5 (1.7)	195.7 (1.9)	190.9 (2.8)	188.2 (4.9)	189.1 (2.3)	193.4 (2.6)	186.3 (3.6)	203.0 (3.0)
10th	207.8 (1.4)	208.7 (1.0)	212.8 (1.5)	210.2 (0.9)	212.9 (1.2)	209.8 (1.8)	207.9 (1.9)	205.1 (1.7)	206.4 (2.1)	209.2 (1.6)	201.4 (1.9)	217.5 (2.4)
25th	232.3 (1.2)	232.9 (1.0)	235.3 (1.1)	233.9 (0.8)	234.2 (1.2)	233.2 (1.0)	234.7 (1.8)	232.5 (1.2)	233.1 (1.5)	234.2 (1.1)	227.4 (2.0)	240.4 (1.2)
50th	257.0 (1.0)	257.7 (0.9)	259.6 (0.8)	258.2 (0.8)	257.9 (1.1)	257.3 (0.9)	261.6 (1.6)	260.1 (1.1)	260.1 (0.9)	261.0 (1.5)	255.2 (1.4)	266.3 (1.5)
75th	279.9 (0.8)	280.6 (0.8)	282.8 (0.8)	281.5 (0.6)	281.4 (1.4)	281.5 (0.8)	287.0 (1.4)	285.2 (1.1)	284.8 (0.8)	285.8 (1.6)	281.1 (2.4)	290.7 (2.6)
90th	299.6 (0.9)	300.5 (1.0)	302.3 (0.8)	301.7 (0.8)	301.6 (1.0)	302.0 (1.0)	309.2 (1.8)	307.4 (1.4)	306.1 (1.4)	308.2 (2.4)	302.3 (2.3)	312.3 (2.1)
95th	310.8 (0.9)	311.8 (1.0)	313.9 (0.8)	313.7 (1.0)	313.7 (1.3)	314.4 (1.3)	321.9 (2.6)	320.3 (1.4)	319.3 (1.8)	320.1 (1.2)	313.7 (1.7)	324.9 (2.0)
Average	285.2 (1.2)	285.6 (0.8)	285.5 (1.2)	288.8 (0.8)	290.1 (1.0)	290.2 (1.1)	289.7 (1.1)	288.1 (1.3)	287.6 (1.1)	287.8 (1.3)	281.5 (1.6)	294.6 (1.4)
Standard deviation	45.8 (0.5)	44.0 (0.6)	41.8 (0.6)	40.3 (0.3)	37.1 (0.7)	41.3 (0.7)	43.0 (0.6)	44.4 (1.0)	42.2 (0.8)	41.8 (0.8)	42.8 (1.2)	39.6 (0.8)
Percentiles												
5th	206.1 (1.5)	209.3 (3.0)	213.0 (1.7)	219.9 (1.3)	226.1 (1.3)	220.0 (2.3)	214.3 (2.9)	210.8 (3.6)	214.1 (2.5)	215.0 (4.5)	206.8 (3.2)	228.7 (5.7)
10th	225.3 (1.7)	228.4 (1.7)	230.6 (1.8)	236.0 (0.9)	241.5 (2.2)	236.9 (3.1)	232.7 (2.7)	230.0 (3.1)	232.0 (1.7)	233.1 (3.7)	224.5 (2.3)	244.4 (1.9)
25th	255.9 (1.6)	257.8 (1.1)	258.7 (1.2)	262.5 (1.1)	265.7 (1.8)	263.5 (1.3)	262.6 (1.1)	259.8 (1.8)	259.9 (1.1)	260.7 (2.2)	253.0 (2.2)	268.4 (1.6)
50th	287.7 (1.4)	287.9 (0.7)	287.5 (1.4)	290.3 (0.9)	291.1 (1.9)	291.1 (1.3)	293.0 (1.2)	289.9 (1.8)	288.9 (1.9)	289.2 (1.8)	283.2 (1.6)	295.3 (1.6)
75th	316.7 (1.0)	315.7 (0.7)	314.6 (1.2)	316.8 (0.9)	316.0 (1.9)	318.6 (1.5)	319.4 (1.4)	318.7 (1.8)	316.4 (1.6)	316.4 (1.6)	311.2 (1.9)	321.6 (1.9)
90th	341.7 (1.1)	340.0 (0.9)	337.5 (1.4)	339.6 (0.7)	336.9 (2.1)	342.7 (2.1)	342.7 (1.8)	343.0 (1.8)	341.0 (1.7)	340.6 (2.2)	335.3 (2.6)	345.4 (1.9)
95th	356.5 (1.5)	354.3 (0.7)	350.9 (1.3)	352.6 (1.0)	348.7 (1.8)	356.0 (1.7)	355.8 (1.9)	357.7 (1.7)	355.1 (2.6)	355.1 (1.7)	350.3 (6.4)	359.1 (3.0)

NOTE: All age groups exclude persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to a disability. Includes public and private schools. These test scores are from the National Assessment of Educational Progress (NAEP). The NAEP scores have been evaluated at certain performance levels. A score of 300 implies an ability to find, understand, summarize, and explain relatively complicated literary and informational material. A score of 250 implies an ability to search for specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials. A score of 200 implies an ability to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. A score of 150 implies an ability to follow brief written directions and carry out simple, discrete reading tasks. Scale ranges from 0 to 500. Some data revised from previously published figures. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP Trends in Academic Progress*, various years, by Educational Testing Service. (This table was prepared August 2000.)

Table 116. Average writing scale score of 4th-, 8th-, and 11th-graders, by selected student and school characteristics: Selected years, 1984 to 1996

Selected student and school characteristics	1984	1988	1990	1992	1994	1996
1	2	3	4	5	6	7
4th-graders						
Total	204 (1.5)	206 (1.6)	202 (1.5)	207 (1.5)	205 (1.6)	207 (1.2)
Sex						
Male	201 (2.8)	199 (2.3)	195 (1.9)	198 (1.7)	196 (1.7)	200 (1.8)
Female	208 (3.1)	213 (2.0)	209 (2.2)	216 (1.7)	214 (2.2)	214 (1.9)
Race/ethnicity						
White, non-Hispanic	211 (1.9)	215 (1.9)	211 (2.0)	217 (1.7)	214 (1.5)	216 (1.6)
Black, non-Hispanic	182 (5.0)	173 (4.7)	171 (5.4)	175 (3.8)	173 (3.2)	182 (2.3)
Hispanic	189 (5.8)	190 (3.5)	184 (4.1)	189 (3.6)	189 (3.1)	191 (3.2)
Parents' highest level of education						
Not high school graduate	179 (4.6)	194 (5.4)	186 (3.9)	191 (3.2)	188 (7.8)	190 (5.5)
Graduated high school	192 (3.4)	199 (3.0)	197 (3.0)	202 (3.2)	202 (2.3)	203 (2.3)
Post high school	208 (6.5)	211 (6.3)	214 (4.0)	201 (4.5)	212 (4.0)	205 (5.2)
Graduated college	218 (3.0)	212 (2.2)	209 (1.6)	214 (1.4)	212 (2.1)	214 (1.7)
Control of school						
Public	202 (1.8)	204 (2.0)	200 (1.4)	205 (1.6)	204 (1.8)	206 (1.5)
Private	215 (4.6)	216 (4.1)	216 (5.7)	222 (3.3)	213 (4.3)	218 (3.2)
Region						
Northeast	212 (4.0)	204 (4.9)	211 (3.6)	216 (4.0)	210 (4.0)	213 (2.8)
Southeast	204 (3.3)	200 (2.3)	192 (4.0)	193 (2.4)	198 (3.4)	200 (3.4)
Central	201 (2.6)	212 (3.0)	203 (3.1)	214 (3.1)	209 (3.3)	212 (3.1)
West	201 (4.9)	207 (3.4)	201 (2.7)	206 (2.2)	203 (2.7)	205 (2.5)
8th-graders						
Total	267 (2.0)	264 (1.3)	257 (1.2)	274 (1.3)	265 (1.3)	264 (1.0)
Sex						
Male	258 (2.3)	254 (1.5)	246 (1.5)	264 (1.9)	254 (1.8)	251 (1.1)
Female	276 (2.4)	274 (1.7)	268 (1.3)	285 (1.3)	278 (1.4)	276 (1.2)
Race/ethnicity						
White, non-Hispanic	272 (2.1)	269 (1.3)	262 (1.6)	279 (1.3)	272 (1.4)	271 (1.0)
Black, non-Hispanic	247 (5.7)	246 (3.5)	239 (2.3)	258 (4.0)	245 (3.4)	242 (2.6)
Hispanic	247 (6.4)	250 (2.5)	246 (2.8)	265 (2.2)	252 (3.3)	246 (2.3)
Parents' highest level of education						
Not high school graduate	258 (4.8)	254 (3.9)	246 (3.7)	258 (5.3)	250 (4.1)	245 (4.5)
Graduated high school	261 (1.6)	258 (2.1)	253 (1.4)	268 (1.6)	259 (2.2)	258 (1.9)
Post high school	271 (3.9)	275 (3.3)	267 (3.0)	280 (2.2)	270 (3.1)	270 (2.4)
Graduated college	278 (1.8)	271 (1.8)	265 (1.8)	284 (1.9)	275 (1.3)	274 (1.3)
Control of school						
Public	264 (2.0)	262 (1.5)	254 (1.2)	272 (1.3)	264 (1.6)	263 (1.2)
Private	282 (5.5)	276 (3.0)	277 (4.4)	288 (3.2)	279 (3.8)	272 (3.3)
Region						
Northeast	273 (3.6)	265 (2.7)	261 (3.3)	285 (3.3)	277 (2.2)	264 (2.4)
Southeast	267 (3.6)	268 (2.3)	252 (2.8)	266 (2.2)	259 (2.1)	260 (3.5)
Central	264 (2.3)	258 (2.2)	259 (3.9)	277 (2.0)	270 (4.1)	268 (2.3)
West	264 (3.0)	264 (2.1)	255 (2.6)	271 (2.3)	259 (1.6)	263 (1.3)
11th-graders						
Total	290 (1.6)	291 (1.3)	287 (1.0)	287 (1.4)	285 (1.2)	283 (1.2)
Sex						
Male	281 (1.4)	282 (2.0)	276 (1.6)	279 (1.2)	276 (1.5)	275 (1.4)
Female	299 (2.5)	299 (1.2)	298 (1.5)	296 (2.0)	293 (1.5)	292 (1.4)
Race/ethnicity						
White, non-Hispanic	297 (1.8)	296 (1.3)	293 (1.2)	294 (1.2)	291 (1.4)	289 (1.5)
Black, non-Hispanic	270 (3.6)	275 (2.9)	268 (2.3)	263 (3.2)	267 (2.2)	267 (3.0)
Hispanic	259 (6.6)	274 (4.4)	277 (2.6)	274 (3.8)	271 (4.0)	269 (2.5)
Parents' highest level of education						
Not high school graduate	274 (5.2)	276 (3.5)	268 (4.0)	271 (3.7)	269 (4.7)	260 (3.0)
Graduated high school	284 (3.0)	285 (2.2)	278 (1.9)	278 (2.2)	279 (1.7)	275 (1.6)
Post high school	298 (2.5)	296 (2.6)	292 (2.7)	292 (2.0)	286 (1.7)	287 (2.1)
Graduated college	300 (2.4)	299 (2.0)	298 (2.0)	296 (1.4)	293 (1.5)	291 (1.9)
Control of school						
Public	288 (1.6)	290 (1.2)	286 (1.1)	287 (1.6)	284 (1.4)	283 (1.4)
Private	305 (3.7)	300 (3.6)	306 (5.2)	295 (4.4)	291 (3.8)	287 (6.6)
Region						
Northeast	291 (3.0)	295 (2.8)	295 (2.5)	290 (2.3)	291 (2.4)	290 (2.2)
Southeast	287 (4.9)	289 (2.2)	280 (2.3)	278 (3.3)	277 (2.5)	273 (2.2)
Central	291 (2.7)	292 (4.0)	289 (2.7)	291 (2.2)	284 (2.3)	285 (2.5)
West	289 (3.7)	289 (2.3)	285 (2.1)	289 (2.1)	287 (2.7)	284 (2.2)

NOTE: These test scores are from the National Assessment of Educational Progress (NAEP). Includes public and private schools. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or due to disability. The writing scale score ranges from 0 to 500 and is defined as the average of a respondent's estimated scores on specific writing tasks. The average response

method is used to estimate average writing achievement for each participant as if each had performed all 11 writing tasks. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, by Educational Testing Service. (This table was prepared September 1997.)

Table 117. Percent of students at or above selected writing proficiency levels, by grade level and selected characteristics of students: 2002

Selected characteristic of students	Percentage of 4th-graders				Percentage of 8th-graders				Percentage of 12th-graders			
	Below basic	At or above basic	At or above proficient	At advanced	Below basic	At or above basic	At or above proficient	At advanced	Below basic	At or above basic	At or above proficient	At advanced
1	2	3	4	5	6	7	8	9	10	11	12	13
All students	14 (0.4)	86 (0.4)	28 (0.4)	2 (0.1)	15 (0.4)	85 (0.4)	31 (0.6)	2 (0.1)	26 (0.7)	74 (0.7)	24 (0.8)	2 (0.2)
Sex												
Male	19 (0.5)	81 (0.5)	20 (0.5)	1 (0.1)	21 (0.6)	79 (0.6)	21 (0.6)	1 (0.1)	37 (1.0)	63 (1.0)	14 (0.8)	1 (0.1)
Female	9 (0.3)	91 (0.3)	36 (0.6)	3 (0.2)	9 (0.3)	91 (0.3)	42 (0.8)	3 (0.2)	15 (0.7)	85 (0.7)	33 (1.0)	3 (0.3)
Race/ethnicity												
White, non-Hispanic	9 (0.2)	91 (0.2)	35 (0.4)	3 (0.2)	9 (0.4)	91 (0.4)	39 (0.6)	3 (0.2)	20 (0.7)	80 (0.7)	28 (0.9)	2 (0.3)
Black, non-Hispanic	21 (0.6)	79 (0.6)	15 (0.7)	1 (0.2)	25 (1.0)	75 (1.0)	13 (0.6)	# (0.1)	41 (1.8)	59 (1.8)	9 (1.0)	# (#)
Hispanic	22 (1.1)	78 (1.1)	18 (0.7)	1 (0.2)	27 (0.8)	73 (0.8)	17 (0.9)	1 (0.2)	38 (1.5)	62 (1.5)	13 (1.2)	# (0.2)
Asian/Pacific Islander	7 (0.8)	93 (0.8)	42 (2.0)	4 (0.7)	10 (1.0)	90 (1.0)	42 (2.3)	3 (0.6)	24 (2.5)	76 (2.5)	26 (3.2)	3 (1.0)
American Indian/ Alaska Native	20 (1.2)	80 (1.2)	16 (1.0)	1 (0.3)	23 (2.5)	77 (2.5)	18 (2.9)	1 (#)	— (—)	— (—)	— (—)	— (—)
Parents' highest level of education												
Not high school graduate	— (—)	— (—)	— (—)	— (—)	26 (1.3)	74 (1.3)	14 (1.0)	# (#)	43 (2.1)	57 (2.1)	8 (1.4)	# (#)
Graduated high school	— (—)	— (—)	— (—)	— (—)	19 (0.7)	81 (0.7)	20 (0.6)	1 (0.2)	32 (1.2)	68 (1.2)	14 (1.1)	1 (0.2)
Some college	— (—)	— (—)	— (—)	— (—)	11 (0.6)	89 (0.6)	31 (0.8)	1 (0.2)	23 (1.0)	77 (1.0)	22 (1.3)	1 (0.2)
Graduated college	— (—)	— (—)	— (—)	— (—)	9 (0.4)	91 (0.4)	43 (0.8)	4 (0.2)	18 (0.9)	82 (0.9)	32 (1.0)	3 (0.4)
Free/reduced price lunch eligibility												
Eligible	22 (0.8)	78 (0.8)	15 (0.5)	1 (0.1)	26 (0.6)	74 (0.6)	16 (0.6)	1 (0.1)	40 (1.5)	60 (1.5)	11 (1.0)	1 (0.2)
Not eligible	8 (0.3)	92 (0.3)	36 (0.6)	3 (0.2)	9 (0.4)	91 (0.4)	39 (0.8)	3 (0.2)	23 (0.8)	77 (0.8)	26 (1.0)	2 (0.3)
Information not available												
available	10 (1.1)	90 (1.1)	34 (1.6)	3 (0.3)	11 (0.7)	89 (0.7)	39 (1.7)	4 (0.6)	19 (1.3)	81 (1.3)	29 (1.6)	2 (0.4)

Rounds to zero.
— Not available.

NOTE: Includes public and private schools. Excludes persons unable to be tested due to limited proficiency in English or due to a disability (and the accommodations provided were not sufficient to enable the test to properly reflect the students' writing proficiency). Beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences be-

tween years or between types of students were found to be statistically significant than would have been detected in previous assessments. Detail may not sum to totals due to rounding. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Main NAEP, *National Writing Results*, previously unpublished tabulations from the *NAEP Data Tool* (<http://nces.ed.gov/nationsreportcard/naepdata>). (This table was prepared August 2003.)

Table 118. Percent of students at or above selected U.S. history proficiency levels, by grade level and selected characteristics of students: 2001

Selected characteristic of students 1	Percentage of 4th-graders				Percentage of 8th-graders				Percentage of 12th-graders			
	Below basic 2	At or above basic 3	At or above proficient 4	At advanced 5	Below basic 6	At or above basic 7	At or above proficient 8	At advanced 9	Below basic 10	At or above basic 11	At or above proficient 12	At advanced 13
All students	33 (1.1)	67 (1.1)	18 (1.0)	2 (0.5)	36 (0.9)	64 (0.9)	17 (0.8)	2 (0.3)	57 (1.2)	43 (1.2)	11 (0.9)	1 (0.4)
Sex												
Male	34 (1.3)	66 (1.3)	19 (1.2)	2 (0.7)	35 (1.1)	65 (1.1)	18 (1.0)	2 (0.3)	55 (1.6)	45 (1.6)	12 (1.1)	1 (0.5)
Female	32 (1.4)	68 (1.4)	17 (1.1)	2 (0.4)	37 (1.2)	63 (1.2)	15 (0.8)	1 (0.4)	59 (1.3)	41 (1.3)	10 (0.9)	1 (0.3)
Race/ethnicity												
White, non-Hispanic	21 (1.3)	79 (1.3)	24 (1.4)	3 (0.7)	25 (1.0)	75 (1.0)	21 (1.1)	2 (0.4)	51 (1.4)	49 (1.4)	13 (1.0)	1 (0.4)
Black, non-Hispanic	56 (2.1)	44 (2.1)	6 (1.0)	# (0.3)	62 (2.4)	38 (2.4)	4 (0.8)	# (—)	80 (1.5)	20 (1.5)	3 (0.6)	# (—)
Hispanic	58 (3.0)	42 (3.0)	7 (1.1)	1 (0.3)	60 (1.7)	40 (1.7)	5 (0.7)	# (0.2)	74 (2.4)	26 (2.4)	5 (1.1)	# (—)
Asian/Pacific Islander	29 (3.8)	71 (3.8)	19 (3.2)	3 (1.9)	32 (3.8)	68 (3.8)	20 (3.6)	2 (0.8)	47 (5.1)	53 (5.1)	21 (6.0)	5 (2.3)
American Indian/ Alaska Native	47 (6.4)	53 (6.4)	12 (4.6)	4 (—)	50 (7.1)	50 (7.1)	8 (3.5)	1 (—)	66 (7.2)	34 (—)	1 (—)	# (—)
Region												
Northeast	27 (3.1)	73 (3.1)	23 (2.9)	3 (1.1)	28 (2.2)	72 (2.2)	22 (2.1)	2 (0.8)	55 (3.8)	45 (3.8)	13 (3.2)	2 (—)
Southeast	34 (2.7)	66 (2.7)	16 (2.2)	2 (1.2)	38 (2.3)	62 (2.3)	16 (1.3)	2 (0.4)	61 (2.3)	39 (2.3)	10 (1.3)	1 (0.3)
Central	25 (2.3)	75 (2.3)	24 (2.4)	3 (1.1)	29 (2.2)	71 (2.2)	19 (1.5)	2 (0.5)	54 (2.2)	46 (2.2)	11 (1.3)	1 (0.4)
West	41 (2.5)	59 (2.5)	13 (1.2)	1 (0.4)	45 (1.7)	55 (1.7)	12 (1.3)	1 (0.2)	58 (2.2)	42 (2.2)	11 (1.5)	1 (0.4)
Parents' highest level of education												
Not high school graduate	— (—)	— (—)	— (—)	— (—)	59 (3.3)	41 (3.3)	3 (1.8)	# (—)	80 (2.1)	20 (2.1)	2 (0.7)	# (—)
Graduated high school	— (—)	— (—)	— (—)	— (—)	48 (1.7)	52 (1.7)	7 (1.0)	# (—)	74 (1.3)	26 (1.3)	4 (0.8)	# (0.1)
Some college	— (—)	— (—)	— (—)	— (—)	30 (1.3)	70 (1.3)	14 (1.3)	1 (0.3)	61 (1.3)	39 (1.3)	8 (0.7)	1 (0.2)
Graduated college	— (—)	— (—)	— (—)	— (—)	22 (1.0)	78 (1.0)	27 (1.1)	3 (0.5)	42 (1.5)	58 (1.5)	18 (1.5)	2 (0.8)
Free/reduced price lunch eligibility												
Eligible	53 (1.7)	47 (1.7)	6 (0.8)	1 (0.2)	59 (1.4)	41 (1.4)	6 (0.7)	# (0.2)	77 (1.8)	23 (1.8)	3 (0.7)	# (—)
Not eligible	21 (1.7)	79 (1.7)	25 (1.6)	3 (0.8)	27 (1.2)	73 (1.2)	20 (1.2)	2 (0.3)	55 (1.5)	45 (1.5)	11 (1.1)	1 (0.6)
Not available	25 (2.8)	75 (2.8)	24 (2.9)	3 (1.1)	30 (2.4)	70 (2.4)	22 (2.1)	3 (0.6)	47 (2.9)	53 (2.9)	17 (2.3)	2 (0.6)

—Not available
Rounds to zero.

NOTE: Includes public and private schools. Excludes persons unable to be tested due to limited proficiency in English or due to a disability (and the accommodations provided were not sufficient to enable the test to properly reflect the students' writing proficiency). Beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As

a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. Detail may not sum to totals due to rounding. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card: U.S. History 2001*. (This table was prepared May 2002.)

Table 119. Average student scale score in geography and U.S. history, by grade level and selected characteristics of students: 2001

Selected characteristic of students	Percentage distribution of 12th-graders in geography	Geography scores			Percentage distribution of 12th-graders in U.S history	U.S. History scores		
		4th-graders	8th-graders	12th-graders		4th-graders	8th-graders	12th-graders
1	2	3	4	5	6	7	8	9
All students	100 (0.0)	209 (1.0)	262 (0.9)	285 (0.8)	100 (0.0)	209 (1.0)	262 (0.8)	287 (1.0)
Sex								
Male	48 (0.8)	212 (1.1)	264 (1.0)	287 (0.9)	49 (0.6)	209 (1.1)	264 (0.9)	288 (1.3)
Female	52 (0.8)	207 (1.2)	260 (1.1)	282 (0.8)	51 (0.6)	209 (1.2)	261 (0.9)	286 (0.9)
Race/ethnicity								
White, non-Hispanic	70 (0.3)	222 (1.0)	273 (1.0)	291 (0.9)	70 (0.4)	220 (1.1)	271 (0.8)	292 (1.0)
Black, non-Hispanic	13 (0.3)	181 (1.8)	234 (1.7)	260 (1.4)	13 (0.2)	188 (1.8)	243 (1.8)	269 (1.5)
Hispanic	12 (0.2)	184 (2.8)	240 (1.7)	270 (1.5)	12 (0.2)	186 (2.5)	243 (1.5)	274 (1.7)
Asian/Pacific Islander	5 (0.2)	212 (2.7)	266 (2.5)	286 (2.9)	5 (0.2)	213 (2.7)	267 (3.4)	295 (4.6)
American Indian/ Alaska Native	1 (0.2)	199 (3.6)	261 (5.8)	288 (—)	1 (0.2)	197 (6.9)	249 (4.5)	277 (—)
Region								
Northeast	20 (0.9)	214 (2.8)	266 (2.4)	286 (2.8)	21 (0.9)	215 (2.5)	269 (1.9)	289 (3.4)
Southeast	21 (1.2)	207 (2.1)	260 (2.0)	281 (1.0)	22 (1.2)	208 (2.6)	261 (2.0)	284 (1.7)
Central	27 (0.6)	219 (1.8)	270 (2.5)	287 (1.3)	26 (0.6)	217 (2.0)	267 (1.7)	289 (1.4)
West	31 (1.4)	200 (2.5)	255 (1.5)	283 (1.3)	31 (1.5)	200 (2.3)	255 (1.3)	286 (1.6)
Parents' highest level of education								
Not high school graduate	7 (0.4)	— (—)	241 (1.7)	269 (1.7)	7 (0.4)	— (—)	243 (2.3)	269 (1.5)
Graduated high school	19 (0.7)	— (—)	253 (1.2)	276 (0.9)	19 (0.6)	— (—)	253 (1.1)	274 (1.0)
Some college	25 (0.7)	— (—)	266 (1.0)	284 (0.9)	25 (0.7)	— (—)	265 (1.0)	286 (0.8)
Graduated college	46 (1.1)	— (—)	274 (0.9)	293 (1.1)	46 (1.2)	— (—)	275 (0.8)	298 (1.3)
Free/reduced price lunch eligibility								
Eligible	16 (1.0)	186 (1.7)	242 (1.4)	269 (1.6)	16 (0.9)	189 (1.6)	245 (1.2)	271 (1.3)
Not eligible	64 (2.2)	221 (1.2)	270 (1.1)	287 (1.0)	64 (2.2)	220 (1.4)	269 (0.9)	289 (1.2)
Not available	21 (2.4)	218 (2.5)	266 (1.8)	289 (1.5)	21 (2.5)	217 (2.8)	268 (2.0)	295 (2.0)

—Not available.

NOTE: These test scores are from the National Assessment of Educational Progress (NAEP). The scores range from 0 to 500 in each test, but the distribution varies by subject. Therefore, direct score comparisons among the subjects should be avoided. Includes public and private schools. Excludes students unable to be tested due to a limited proficiency in English or due to a disability (and the accommodations provided were

not sufficient to enable the test to properly reflect the students' proficiency in history). Detail may not sum to totals due to rounding. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress NAEP, *The Nation's Report Card: U.S. History 2001* and *The Nation's Report Card: Geography 2001*, prepared by Educational Testing Service. (This table was prepared July 2002.)

Table 120. Percent of students at or above selected geography proficiency levels, by grade level and selected characteristics of students: 2001

Selected characteristic of students	Percentage of 4th-graders				Percentage of 8th-graders				Percentage of 12th-graders			
	Below basic	At or above basic	At or above proficient	At advanced	Below basic	At or above basic	At or above proficient	At advanced	Below basic	At or above basic	At or above proficient	At advanced
1	2	3	4	5	6	7	8	9	10	11	12	13
All students	26 (1.2)	74 (1.2)	21 (1.0)	2 (0.3)	26 (0.9)	74 (0.9)	30 (1.2)	4 (0.6)	29 (0.9)	71 (0.9)	25 (1.1)	1 (0.3)
Sex												
Male	25 (1.3)	75 (1.3)	24 (1.4)	3 (0.5)	25 (1.0)	75 (1.0)	33 (1.5)	5 (0.7)	27 (1.1)	73 (1.1)	28 (1.5)	2 (0.4)
Female	28 (1.6)	72 (1.6)	18 (1.1)	1 (0.4)	27 (1.2)	73 (1.2)	26 (1.4)	3 (0.6)	30 (1.0)	70 (1.0)	21 (1.0)	1 (0.3)
Race/ethnicity												
White, non-Hispanic	13 (1.3)	87 (1.3)	29 (1.5)	3 (0.5)	14 (0.9)	86 (0.9)	39 (1.7)	5 (0.8)	19 (0.9)	81 (0.9)	31 (1.4)	2 (0.4)
Black, non-Hispanic	56 (2.1)	44 (2.1)	5 (0.9)	# (#)	60 (2.3)	40 (2.3)	6 (0.8)	# (#)	65 (2.3)	35 (2.3)	4 (0.7)	# (#)
Hispanic	51 (3.0)	49 (3.0)	6 (1.0)	# (#)	52 (1.9)	48 (1.9)	10 (1.0)	1 (0.2)	48 (2.6)	52 (2.6)	10 (1.4)	# (0.1)
Asian/Pacific Islander	23 (3.4)	77 (3.4)	25 (3.0)	1 (0.9)	21 (3.4)	79 (3.4)	32 (3.2)	4 (1.8)	28 (4.3)	72 (4.3)	26 (4.7)	1 (0.7)
Region												
Northeast	22 (3.7)	78 (3.7)	24 (2.2)	3 (0.9)	22 (2.5)	78 (2.5)	34 (3.3)	4 (1.3)	29 (2.3)	71 (2.3)	26 (4.1)	2 (1.1)
Southeast	28 (2.5)	72 (2.5)	18 (1.9)	1 (0.6)	27 (2.4)	73 (2.4)	26 (1.6)	3 (0.6)	33 (1.6)	67 (1.6)	21 (1.3)	1 (0.3)
Central	18 (1.7)	82 (1.7)	30 (2.5)	3 (0.7)	18 (2.3)	82 (2.3)	38 (3.7)	6 (1.3)	24 (1.8)	76 (1.8)	28 (1.9)	1 (0.5)
West	34 (2.7)	66 (2.7)	14 (1.7)	1 (0.3)	34 (1.7)	66 (1.7)	23 (1.7)	2 (0.6)	30 (1.9)	70 (1.9)	23 (1.8)	1 (0.4)
Free/reduced price lunch eligibility												
Eligible	49 (2.2)	51 (2.2)	6 (0.9)	# (#)	50 (1.8)	50 (1.8)	11 (1.2)	1 (0.3)	49 (2.3)	51 (2.3)	11 (1.6)	# (#)
Not eligible	14 (1.1)	86 (1.1)	29 (1.5)	3 (0.6)	17 (0.9)	83 (0.9)	37 (1.7)	5 (0.8)	25 (1.2)	75 (1.2)	26 (1.6)	1 (0.4)
Not available	16 (2.5)	84 (2.5)	27 (3.2)	3 (0.8)	21 (2.1)	79 (2.1)	33 (2.5)	4 (0.9)	24 (2.0)	76 (2.0)	31 (2.1)	2 (0.4)

—Not available.

Rounds to zero.

NOTE: Includes public and private schools. Excludes students unable to be tested due to limited proficiency in English or due to a disability (and the accommodations provided were not sufficient to enable the test to properly reflect the students' proficiency in geog-

raphy). Totals include other racial/ethnic groups not shown separately. Detail may not sum to totals due to rounding. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card: Geography 2001*. (This table was prepared July 2002.)

Table 126. Length of school year and selected statistics on mathematics education for students in public schools, by state or jurisdiction: 2000, 2002 and 2003

State or jurisdiction	Math units required for graduation in 2002	Length of school year (in days)		High school exit exam required for graduation in 2002	Percent of 8th-grade students with 3 or more hours of math instruction each week (2003)	Percent of 8th-grade students reporting (2003)		
		2000	2002			Spending 30 minutes or more on math homework each day ¹	Positive attitudes toward math ²	Watching 6 or more hours of television each day
1	2	3	4	5	6	7	8	9
United States	—	—	—	—	88 (0.7)	57	72	15 (0.2)
Alabama	4	175	175	Yes	77 (4.1)	55	74	21 (1.1)
Alaska	2	180	180	No	92 (2.1)	—	—	— (—)
Arizona	2	³ 175	175	No	86 (3.3)	59	72	11 (0.7)
Arkansas	3	178	178	No	86 (3.6)	57	75	18 (0.9)
California	2	175	180	Yes	87 (3.4)	70	67	14 (0.7)
Colorado	(⁴)	(⁵)	(⁵)	No	91 (2.9)	63	68	9 (0.7)
Connecticut	3	180	180	Yes	93 (2.3)	56	73	15 (0.8)
Delaware	3	(⁵)	(⁵)	No	100 (—)	51	78	18 (0.8)
District of Columbia	3	⁶ 180	183	No	92 (0.5)	56	76	34 (1.1)
Florida	3	180	180	Yes	79 (4.6)	57	74	20 (1.1)
Georgia	3	⁶ 180	180	Yes	83 (3.5)	59	74	18 (0.9)
Hawaii	3	184	183	No	93 (0.3)	66	70	20 (0.8)
Idaho	⁷ 4	180	(⁵)	No	90 (2.1)	56	70	9 (0.6)
Illinois	2	⁸ 180	185	No	83 (3.6)	62	73	15 (0.8)
Indiana	⁷ 4	180	180	Yes	87 (3.4)	59	72	13 (0.9)
Iowa	(⁴)	180	180	No	84 (3.6)	56	75	10 (0.6)
Kansas	2	186	186	No	83 (4.3)	56	75	11 (0.6)
Kentucky	3	175	(⁵)	No	90 (3.1)	54	75	15 (0.8)
Louisiana	3	175	175	Yes	92 (3.0)	50	78	23 (1.0)
Maine	2	175	175	No	91 (2.0)	58	74	10 (0.7)
Maryland	3	180	180	Yes	83 (4.1)	52	74	20 (0.9)
Massachusetts	(⁴)	180	180	No	91 (3.0)	60	75	11 (0.6)
Michigan	(⁴)	180	185	No	90 (3.1)	52	74	16 (1.0)
Minnesota	3	(⁹)	(⁵)	Yes	89 (2.7)	53	74	8 (0.6)
Mississippi	3	180	180	Yes	82 (3.5)	50	78	23 (1.1)
Missouri	2	174	174	No	91 (2.4)	57	72	14 (0.7)
Montana	2	180	180	No	91 (1.3)	58	75	9 (0.6)
Nebraska	(⁴)	(⁵)	(⁵)	No	89 (1.4)	59	74	10 (0.7)
Nevada	3	180	180	Yes	91 (0.6)	60	71	16 (0.7)
New Hampshire	2	180	180	Yes	92 (1.8)	57	70	10 (0.6)
New Jersey	3	180	180	Yes	84 (4.1)	54	76	15 (0.7)
New Mexico	3	180	180	Yes	84 (3.1)	61	72	13 (0.9)
New York	2	⁶ 180	180	Yes	91 (2.7)	51	74	17 (0.8)
North Carolina	3	180	180	Yes	81 (3.7)	63	78	16 (0.6)
North Dakota	(⁵)	173	173	No	89 (1.5)	54	76	8 (0.6)
Ohio	3	182	182	Yes	91 (3.2)	53	73	14 (0.7)
Oklahoma	3	180	180	No	84 (3.8)	55	68	14 (0.8)
Oregon	2	(⁵)	(⁵)	No	88 (3.1)	58	67	11 (0.7)
Pennsylvania	—	180	180	No	93 (2.6)	46	75	14 (0.9)
Rhode Island	2	180	180	No	91 (0.4)	55	68	14 (0.8)
South Carolina	4	180	180	Yes	83 (4.0)	55	77	19 (0.9)
South Dakota	2	—	(⁵)	No	93 (1.0)	8	76	8 (0.5)
Tennessee	3	180	180	Yes	85 (3.3)	53	73	18 (1.0)
Texas	3	187	180	Yes	92 (2.8)	57	73	16 (0.8)
Utah	2	180	180	No	95 (1.9)	53	66	7 (0.5)
Vermont	¹⁰ 5	175	175	No	78 (2.4)	57	70	10 (0.7)
Virginia	3	180	180	Yes	92 (2.7)	55	74	17 (1.0)
Washington	2	⁸ 180	180	No	89 (3.5)	59	70	12 (0.7)
West Virginia	3	180	180	No	91 (3.0)	47	75	15 (1.0)
Wisconsin	2	180	180	No	93 (2.6)	52	73	12 (0.9)
Wyoming	3	175	175	No	97 (0.2)	58	73	11 (0.6)
Department of Defense dependents schools:								
Domestic schools	3	183	183	No	68 (1.3)	63	79	17 (1.3)
Overseas schools	3	183	183	No	91 (0.5)	72	74	11 (0.6)

—Not available.
¹ Percent of students who report spending 30 minutes, 45 minutes, 1 hour, and over 1 hour on mathematics homework each day. No standard errors are reported here for aggregated data.
² Percent of students agreeing or strongly agreeing with this statement: "Mathematics is useful for solving everyday problems." No standard errors are reported here for aggregated data.
³ 1994 Data.
⁴ Local board determines policy.
⁵ No statewide policy.
⁶ 1996 Data.
⁷ Semester credits.

⁸ 1998 Data.
⁹ Varies by district.
¹⁰ Includes math and science courses.

NOTE: Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment*, prepared by Educational Testing Service (columns 6 to 9); and Council of Chief State School Officers, *Key State Education Policies on PK-12 Education: 2002 (columns 2 to 5)*. (This table was prepared August 2004.)

Table 130. Performance of 8th-grade students in music, visual arts, and theatre, by selected characteristics of students: 1997

Selected characteristic of students	Music			Visual arts		Theatre	
	Average creating score (0 to 100 percent)	Average performing score (0 to 100 percent)	Average responding scale score (0-300)	Average creating score (0 to 100 percent)	Average responding scale score (0-300)	Average creating/performing score (0 to 100 percent)	Average responding scale score (0-300)
1	2	3	4	5	6	7	8
All students	34 (1.1)	34 (1.2)	150 (1.3)	43 (0.7)	150 (1.1)	49 (2.0)	150 (5.7)
Sex							
Male	32 (1.0)	27 (1.4)	140 (1.5)	42 (0.7)	146 (1.5)	46 (2.2)	140 (6.6)
Female	37 (1.6)	40 (1.5)	160 (1.6)	45 (0.9)	154 (1.4)	52 (2.1)	158 (5.6)
Race/ethnicity							
White, non-Hispanic	36 (1.2)	36 (1.4)	158 (1.4)	46 (0.9)	159 (1.3)	52 (1.9)	159 (4.4)
Black, non-Hispanic	34 (3.6)	30 (1.9)	130 (2.3)	37 (1.8)	124 (2.0)	39 (2.2)	120 (10.1)
Hispanic	29 (2.7)	24 (3.7)	127 (3.5)	38 (1.3)	128 (2.0)	44 (2.5)	139 (6.2)
Asian	31 (3.8)	‡ (‡)	152 (6.2)	45 (1.6)	153 (6.4)	‡ (‡)	‡ (‡)
Parents' highest level of education							
Not high school graduate	24 (2.5)	21 (2.4)	129 (3.5)	36 (1.4)	125 (2.4)	42 (2.1)	131 (4.4)
Graduated high school	29 (2.0)	29 (2.4)	139 (1.3)	41 (1.1)	138 (1.8)	42 (1.9)	130 (8.5)
Some college	35 (1.3)	34 (2.4)	150 (1.8)	44 (0.8)	153 (1.8)	49 (1.8)	153 (5.1)
Graduated college	39 (1.3)	39 (1.5)	159 (1.7)	46 (0.7)	158 (1.4)	52 (2.2)	157 (5.6)
Region							
Northeast	39 (2.0)	34 (2.6)	153 (4.0)	45 (1.5)	152 (4.0)	‡ (‡)	‡ (‡)
Southeast	30 (2.7)	33 (2.4)	139 (2.7)	42 (1.0)	143 (3.3)	‡ (‡)	‡ (‡)
Central	36 (1.4)	33 (2.1)	157 (3.0)	45 (1.8)	157 (3.5)	‡ (‡)	‡ (‡)
West	33 (2.3)	35 (2.9)	152 (3.0)	43 (1.3)	149 (2.6)	51 (2.1)	157 (5.3)

‡ Reporting standards not met.

NOTE: Excludes students unable to be tested due to limited proficiency in English or due to a disability (and the accommodations provided were not sufficient to enable the test to properly reflect the students' proficiency in the arts). Creating refers to expressing ideas and feelings in the form of an original work of art, for example, a dance, a piece of music, a dramatic improvisation, or a sculpture. Performing refers to performing an

existing work, a process that calls upon the interpretive or recreative skills of the student. Responding refers to observing, describing, analyzing, and evaluating works of art. Includes public and private schools. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *The NAEP 1997 Arts Report Card*. (This table was prepared November 1998.)

Table 131. Scholastic Assessment Test (SAT) score averages, for college-bound seniors, by race/ethnicity: Selected years, 1986–87 to 2002–03

Racial/ethnic background	1986–87	1990–91	1995–96	1996–97	1999–2000	2000–01	2001–02	2002–03	Score change					
									1986–87 to 1996–97	1990–91 to 2000–01	1995–96 to 1996–97	1999–2000 to 2000–01	2000–01 to 2001–02	2001–02 to 2002–03
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
SAT-Verbal														
All students	507	499	505	505	505	506	504	507	-2	7	0	1	-2	3
White	524	518	526	526	528	529	527	529	2	11	0	1	-2	2
Black	428	427	434	434	434	433	430	431	6	6	0	-1	-3	1
Hispanic or Latino	464	458	465	466	461	460	458	457	2	2	1	-1	-2	-1
Mexican American	457	454	455	451	453	451	446	448	-6	-3	-4	-2	-5	2
Puerto Rican	436	436	452	454	456	457	455	456	18	21	2	1	-2	1
Asian American	479	485	496	496	499	501	501	508	17	16	0	2	0	7
American Indian	471	470	483	475	482	481	479	480	4	11	-8	-1	-2	1
Other	480	486	511	512	508	503	502	501	32	17	1	-5	-1	-1
SAT-Mathematical														
All students	501	500	508	511	514	514	516	519	10	14	3	0	2	3
White	514	513	523	526	530	531	533	534	12	18	3	1	2	1
Black	411	419	422	423	426	426	427	426	12	7	1	0	1	-1
Hispanic or Latino	462	462	466	468	467	465	464	464	6	3	2	-2	-1	0
Mexican American	455	459	459	458	460	458	457	457	3	-1	-1	-2	-1	0
Puerto Rican	432	439	445	447	451	451	451	453	15	12	2	0	0	2
Asian American	541	548	558	560	565	566	569	575	19	18	2	1	3	6
American Indian	463	468	477	475	481	479	483	482	12	11	-2	-2	4	-1
Other	482	492	512	514	515	512	514	513	32	20	2	-3	2	-1

NOTE: Scholastic Assessment Test was formerly known as the Scholastic Aptitude Test. Possible scores on each part of the SAT range from 200 to 800.

SOURCE: College Entrance Examination Board, *National Report on College-Bound Seniors*, selected years 1986–87 through 2002–03. (Copyright © 2003 by the College Entrance Examination Board. All rights reserved.) (This table was prepared August 2003.)

Table 132. Scholastic Assessment Test score averages for college-bound seniors, by sex: 1966–67 to 2002–03

School year	Scholastic Assessment Test I ¹ (recentered scale) ²						Scholastic Aptitude Test (old scale)					
	Verbal score			Mathematical score			Verbal score			Mathematical score		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13
1966–67	543	540	545	516	535	495	466	463	468	492	514	467
1967–68	543	541	543	516	533	497	466	464	466	492	512	470
1968–69	540	536	543	517	534	498	463	459	466	493	513	470
1969–70	537	536	538	512	531	493	460	459	461	488	509	465
1970–71	532	531	534	513	529	494	455	454	457	488	507	466
1971–72	530	531	529	509	527	489	453	454	452	484	505	461
1972–73	523	523	521	506	525	489	445	446	443	481	502	460
1973–74	521	524	520	505	524	488	444	447	442	480	501	459
1974–75	512	515	509	498	518	479	434	437	431	472	495	449
1975–76	509	511	508	497	520	475	431	433	430	472	497	446
1976–77	507	509	505	496	520	474	429	431	427	470	497	445
1977–78	507	511	503	494	517	474	429	433	425	468	494	444
1978–79	505	509	501	493	516	473	427	431	423	467	493	443
1979–80	502	506	498	492	515	473	424	428	420	466	491	443
1980–81	502	508	496	492	516	473	424	430	418	466	492	443
1981–82	504	509	499	493	516	473	426	431	421	467	493	443
1982–83	503	508	498	494	516	474	425	430	420	468	493	445
1983–84	504	511	498	497	518	478	426	433	420	471	495	449
1984–85	509	514	503	500	522	480	431	437	425	475	499	452
1985–86	509	515	504	500	523	479	431	437	426	475	501	451
1986–87	507	512	502	501	523	481	430	435	425	476	500	453
1987–88	505	512	499	501	521	483	428	435	422	476	498	455
1988–89	504	510	498	502	523	482	427	434	421	476	500	454
1989–90	500	505	496	501	521	483	424	429	419	476	499	455
1990–91	499	503	495	500	520	482	422	426	418	474	497	453
1991–92	500	504	496	501	521	484	423	428	419	476	499	456
1992–93	500	504	497	503	524	484	424	428	420	478	502	457
1993–94	499	501	497	504	523	487	423	425	421	479	501	460
1994–95	504	505	502	506	525	490	428	429	426	482	503	463
1995–96	505	507	503	508	527	492	—	—	—	—	—	—
1996–97	505	507	503	511	530	494	—	—	—	—	—	—
1997–98	505	509	502	512	531	496	—	—	—	—	—	—
1998–99	505	509	502	511	531	495	—	—	—	—	—	—
1999–2000	505	507	504	514	533	498	—	—	—	—	—	—
2000–01	506	509	502	514	533	498	—	—	—	—	—	—
2001–02	504	507	502	516	534	500	—	—	—	—	—	—
2002–03	507	512	503	519	537	503	—	—	—	—	—	—

—Not available.

¹ Formerly known as the Scholastic Aptitude Test.² Data for 1967 to 1986 were converted to the recentered scale by using a formula applied to the original mean and standard deviation. For 1987 to 1995, individual student scores were converted to the recentered scale and recomputed. For 1996 to 2002, most students received scores on the recentered scale score. Any score on the original scale was converted to the recentered scale prior to recomputing the mean.

NOTE: Possible scores on each part of the SAT range from 200 to 800. Data for the years 1966–67 through 1970–71 are estimates derived from the test scores of all participants.

SOURCE: College Entrance Examination Board, *National Report on College-Bound Seniors*, selected years 1966–67 through 2002–03. (Copyright © 2003 by the College Entrance Examination Board. All rights reserved.) (This table was prepared August 2003.)

**Table 133. Scholastic Assessment Test score averages for selected student characteristics:
Selected years, 1995–96 to 2002–03**

Selected characteristic	1995–96			1997–98			1999–2000			2002–03 ²	
	Verbal score	Mathematical score	Percentage distribution ¹	Verbal score	Mathematical score	Percentage distribution ¹	Verbal score	Mathematical score	Percentage distribution ¹	Verbal score	Mathematical score
1	2	3	4	5	6	7	8	9	10	11	12
All students	505	508	100	505	512	100	505	514	100	507	519
High school rank											
Top decile	591	606	22	590	607	‡	589	608	‡	585	607
Second decile	530	539	22	530	543	‡	528	543	‡	522	539
Second quintile	494	496	28	494	500	‡	493	500	‡	486	494
Third quintile	455	448	24	454	453	‡	455	453	‡	449	449
Fourth quintile	429	418	4	427	421	‡	425	419	‡	420	417
Fifth quintile	411	401	1	408	403	‡	408	401	‡	410	410
High school grade point average											
A+ (97–100)	617	632	6	613	629	7	610	628	7	607	625
A (93–96)	573	583	14	569	582	15	567	582	16	566	583
A– (90–92)	545	554	15	542	554	16	540	553	17	538	552
B (80–89)	486	485	49	483	487	48	482	486	47	480	485
C (70–79)	432	426	15	430	428	13	428	426	12	425	424
D, E, or F (below 70)	414	408	#	408	411	#	405	406	#	416	430
Intended college major											
Agriculture/natural resources	491	484	2	491	487	2	490	486	1	484	482
Architecture/environmental design	492	519	3	494	524	2	494	524	2	483	511
Arts: visual/performing	520	497	6	520	502	7	518	502	8	514	500
Biological sciences	546	545	6	545	546	6	544	548	5	543	553
Business and commerce	483	500	13	484	505	14	487	510	14	489	512
Communications	527	497	4	523	501	4	526	505	4	524	506
Computer or information sciences	497	522	3	500	529	5	499	533	6	503	535
Education	487	477	8	483	480	9	483	481	9	482	483
Engineering	525	569	8	525	571	9	523	573	8	525	574
Foreign/classical languages	556	534	#	552	538	1	558	539	1	564	545
General/interdisciplinary	576	553	#	568	549	#	562	545	#	547	539
Health and allied services	500	505	19	497	505	18	497	505	16	489	498
Home economics	458	452	#	458	459	#	462	462	#	462	462
Language and literature	605	545	1	605	549	1	608	552	1	603	550
Library and archival sciences	554	512	#	547	525	#	556	511	#	572	512
Mathematics	552	628	1	552	629	1	551	630	1	545	626
Military sciences	503	505	#	504	507	#	505	512	#	513	516
Philosophy/religion/theology	560	536	#	558	538	1	560	539	1	562	544
Physical sciences	575	595	1	571	592	1	569	592	1	563	588
Public affairs and services	458	448	3	459	453	3	459	454	3	462	458
Social sciences and history	532	509	11	531	512	11	532	513	11	531	514
Technical and vocational	435	441	1	440	448	1	442	452	1	441	450
Undecided	500	507	7	510	520	6	512	521	7	516	528
Degree level goal											
Certificate program	434	439	1	436	447	1	439	453	1	441	456
Associate degree	422	415	2	421	419	2	420	419	2	417	416
Bachelor's degree	476	476	23	475	480	23	478	483	25	475	481
Master's degree	514	518	29	513	523	31	515	526	31	513	524
Doctoral or related degree	548	522	24	548	554	23	547	554	22	542	552
Other	430	438	1	435	446	1	442	454	1	441	453
Undecided	502	503	20	505	510	19	508	514	19	514	523
Family income											
Less than \$10,000	429	444	4	427	446	5	425	447	‡	420	444
\$10,000, but less than \$20,000	456	464	8	451	463	9	447	460	‡	437	452
\$20,000, but less than \$30,000	482	482	10	477	482	11	471	478	‡	460	467
\$30,000, but less than \$40,000	497	495	12	495	497	13	490	493	‡	480	484
\$40,000, but less than \$50,000	509	507	10	506	509	11	503	505	‡	495	498
\$50,000, but less than \$60,000	517	517	9	514	518	11	511	515	‡	504	508
\$60,000, but less than \$70,000	524	525	7	521	525	9	517	522	‡	511	514
\$70,000, but less than \$80,000	531	533	6	527	532	8	524	530	‡	518	523
\$80,000 to \$100,000	541	544	7	539	546	9	536	543	‡	529	536
More than \$100,000	560	569	9	559	572	13	558	571	‡	555	568
Highest level of parental education											
No high school diploma	414	439	4	411	441	4	413	442	4	413	443
High school diploma	475	474	31	473	477	34	472	477	33	470	475
Associate degree	489	487	7	489	491	8	488	491	9	487	491
Bachelor's degree	525	529	25	525	532	28	525	533	29	525	534
Graduate degree	556	558	23	556	563	25	558	566	25	559	569

Rounds to zero.

‡ Reporting standards not met.

¹ Because of survey item nonresponse, percentage distributions may not add to 100 percent.

² Percentage distribution not reported since this year had less than 80 percent combined unit and item response rates.

NOTE: Scholastic Assessment Test was formerly known as the Scholastic Aptitude Test. Possible scores on each part of the SAT range from 200 to 800.

SOURCE: College Entrance Examination Board, *National Report on College-Bound Seniors*, selected years 1995–96 through 2002–03. (Copyright © 2003 by the College Entrance Examination Board. All rights reserved.) (This table was prepared August 2003.)

**Table 135. American College Testing (ACT) score averages and standard deviations, by sex:
Selected years, 1995 to 2002**

Type of test	Number							Standard deviation					
	1995	1997	1998	1999	2000	2001	2002	1997	1998	1999	2000	2001	2002
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Participants:													
Total (in thousands)	945	959	995	1,019	1,065	1,070	1,116	†	†	†	†	†	†
	Average test score ¹												
Composite, total	20.8	21.0	21.0	21.0	21.0	21.0	20.8	4.7	4.7	4.7	4.7	4.7	4.8
Male	21.0	21.1	21.2	21.1	21.2	21.1	20.9	4.9	4.9	4.9	4.9	4.9	5.0
Female	20.7	20.8	20.9	20.9	20.9	20.9	20.7	4.6	4.6	4.6	4.6	4.6	4.7
English, total	20.2	20.3	20.4	20.5	20.5	20.5	20.2	5.4	5.4	5.5	5.5	5.6	5.8
Male	19.8	19.9	19.9	20.0	20.0	20.0	19.7	5.4	5.4	5.5	5.6	5.6	5.8
Female	20.6	20.7	20.8	20.9	20.9	20.8	20.6	5.4	5.4	5.5	5.5	5.6	5.7
Mathematics, total	20.2	20.6	20.8	20.7	20.7	20.7	20.6	5.0	5.1	5.0	5.0	5.0	5.0
Male	20.9	21.3	21.5	21.4	21.4	21.4	21.2	5.2	5.3	5.2	5.2	5.2	5.3
Female	19.7	20.1	20.2	20.2	20.2	20.2	20.1	4.7	4.8	4.7	4.8	4.7	4.8
Reading, total	21.3	21.3	21.4	21.4	21.4	21.3	21.1	6.1	6.0	6.0	6.1	6.0	6.1
Male	21.1	21.2	21.1	21.1	21.2	21.1	20.9	6.1	6.2	6.1	6.1	6.1	6.3
Female	21.4	21.5	21.6	21.6	21.5	21.5	21.3	6.0	5.9	5.9	6.0	6.0	6.1
Science reasoning, total	21.0	21.1	21.1	21.0	21.0	21.0	20.8	4.7	4.6	4.5	4.5	4.6	4.6
Male	21.6	21.7	21.8	21.5	21.6	21.6	21.3	4.9	4.9	4.8	4.8	4.9	4.9
Female	20.5	20.6	20.6	20.6	20.6	20.6	20.4	4.4	4.3	4.2	4.3	4.3	4.3
	Percent												
Obtaining composite scores of—													
27 or above ²	12	10	10	10	10	10	10	†	†	†	†	†	†
18 or below ³	35	26	25	25	25	25	27	†	†	†	†	†	†
Planned major field of study													
Business ⁴	13	12	12	12	11	11	10	†	†	†	†	†	†
Engineering ⁵	8	8	8	8	8	7	7	†	†	†	†	†	†
Social science ⁶	9	9	9	9	9	9	8	†	†	†	†	†	†
Education ⁷	8	9	9	9	9	8	8	†	†	†	†	†	†

† Not applicable.

¹ Minimum score, 1; maximum score, 36.

² Beginning in 1997, data are for scores of 28 or higher.

³ Beginning in 1997, data are for scores of 17 or lower.

⁴ Includes business and management, business and office, and marketing and distribution.

⁵ Includes engineering and engineering-related technologies.

⁶ Includes social science and philosophy, religion, and theology.

⁷ Includes education and teacher education.

SOURCE: The American College Testing program, *High School Profile Report*, selected years 1995 through 2002. (This table was prepared June 2003.)

Table 136. Distribution of elementary and secondary school children, by average grades, by selected child, and school characteristics: 1996 and 1999

Selected characteristic of children and schools	Distribution of children, by parental reports of average grades in all subjects							
	1996				1999			
	Mostly A's	Mostly B's	Mostly C's	Mostly D's or F's	Mostly A's	Mostly B's	Mostly C's	Mostly D's or F's
1	2	3	4	5	6	7	8	9
Total	39.5	37.7	18.5	4.2	40.3 (0.5)	37.7 (0.5)	17.8 (0.4)	4.3 (0.2)
Sex of child								
Male	32.5	38.3	23.5	5.7	33.7 (0.7)	38.3 (0.7)	21.9 (0.6)	6.2 (0.4)
Female	46.9	37.2	13.2	2.7	47.0 (0.8)	37.1 (0.8)	13.5 (0.5)	2.4 (0.2)
Race/ethnicity of child								
White, non-Hispanic	43.7	36.1	16.5	3.7	44.6 (0.7)	36.1 (0.7)	15.8 (0.5)	3.4 (0.3)
Black, non-Hispanic	27.0	41.0	26.2	5.8	27.5 (1.2)	40.3 (1.4)	26.4 (1.2)	5.8 (0.7)
Hispanic	31.9	43.6	19.6	4.9	33.3 (1.2)	42.7 (1.3)	17.4 (1.0)	6.5 (0.7)
Other non-Hispanic	44.7	33.7	17.1	4.5	45.8 (2.4)	35.8 (2.4)	14.2 (2.0)	4.2 (1.2)
Highest education level of parents								
Less than high school	29.0	39.0	23.9	8.1	26.3 (1.6)	40.8 (1.8)	22.3 (1.6)	10.5 (1.3)
High school graduate	30.5	40.5	23.1	5.9	31.6 (1.0)	39.5 (1.1)	23.3 (0.9)	5.6 (0.5)
Some postsecondary	36.9	40.1	19.1	3.9	38.9 (0.9)	39.0 (0.9)	18.3 (0.7)	3.8 (0.4)
College graduate	52.5	32.9	12.7	1.9	51.1 (1.3)	34.9 (1.2)	12.1 (0.9)	1.8 (0.3)
Graduate/professional	58.2	30.9	9.8	1.1	54.8 (1.3)	33.0 (1.2)	10.3 (0.8)	1.9 (0.4)
Family income								
\$5,000 or less	28.9	38.8	23.3	8.9	25.0 (2.6)	42.9 (3.5)	24.4 (2.8)	7.7 (1.8)
\$5,001 to \$10,000	26.6	41.9	24.6	6.9	32.1 (2.4)	36.5 (2.4)	24.0 (2.1)	7.4 (1.3)
\$10,001 to 15,000	28.0	39.8	26.0	6.2	30.3 (2.0)	38.9 (2.2)	23.7 (1.9)	7.1 (1.2)
\$15,001 to 20,000	32.7	38.4	21.6	7.3	32.0 (2.0)	40.0 (2.1)	22.3 (1.9)	5.7 (0.9)
\$20,001 to 25,000	34.4	40.8	20.6	4.2	32.8 (1.8)	38.9 (1.9)	21.6 (1.6)	6.7 (1.1)
\$25,001 to 30,000	33.0	42.0	19.8	5.2	37.4 (1.9)	37.4 (1.9)	19.7 (1.5)	5.4 (0.9)
\$30,001 to 35,000	40.0	38.0	18.1	3.9	38.2 (1.9)	38.8 (2.0)	19.2 (1.5)	3.8 (0.8)
\$35,001 to 40,000	40.4	37.3	19.4	2.8	37.5 (1.8)	42.1 (1.9)	17.4 (1.4)	3.0 (0.6)
\$40,001 to 50,000	43.2	36.0	16.8	4.0	45.0 (1.5)	35.1 (1.4)	16.6 (1.1)	3.3 (0.5)
\$50,001 to 75,000	50.2	32.7	14.9	2.2	45.8 (1.2)	36.8 (1.2)	14.5 (0.8)	2.9 (0.4)
Over \$75,000	51.0	36.8	10.9	1.3	51.9 (1.2)	35.4 (1.1)	10.9 (0.7)	1.8 (0.3)
Child attending public schools								
Elementary (kindergarten to grade 8)	38.2	37.9	19.3	4.6	39.0 (0.6)	37.8 (0.6)	18.5 (0.4)	4.7 (0.3)
Secondary (grades 9 to 12)	43.2	36.6	16.3	3.9	43.5 (0.7)	36.6 (0.7)	15.9 (0.5)	4.1 (0.3)
Child attending private schools								
Elementary (kindergarten to grade 8)	29.6	40.2	24.5	5.7	31.8 (0.9)	39.9 (0.9)	22.7 (0.8)	5.6 (0.5)
Secondary (grades 9 to 12)	50.8	36.1	11.8	1.3	51.9 (1.6)	36.1 (1.5)	11.0 (1.1)	1.0 (0.3)
Elementary (kindergarten to grade 8)	55.7	35.3	7.5	1.4	56.2 (1.9)	34.4 (1.8)	9.0 (1.2)	0.5 (0.2)
Secondary (grades 9 to 12)	40.9	37.7	20.4	1.0	41.2 (3.1)	40.6 (3.0)	15.9 (2.3)	2.2 (0.8)

NOTE: Includes children enrolled in kindergarten through grade 12. Excludes children whose programs have no classes with lettered grades. Detail may not sum to totals due to rounding. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The Parent Survey of the National Household Education Survey Program, (PFI/CI:1996) and (Parent:1999), unpublished tabulations. (This table was prepared June 2001.)

Table 144. 1990 tenth- and 1992 twelfth-graders' attendance patterns, by selected student and school characteristics

Attendance pattern	All students	Sex		Race/ethnicity					Socioeconomic status			Control of school attended		
		Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian	American Indian	Low	Middle	High	Public	Catholic	Other private
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Percent of 10th-graders in 1990														
Number of days missed first half of current school year														
None	14.3	17.1	11.6	13.0	21.2	12.5	23.1	12.0	13.1	15.0	14.9	14.0	18.3	15.1
1 or 2 days	23.2	24.9	21.5	22.8	27.2	20.6	28.6	12.5	20.0	23.0	26.6	22.6	26.4	33.6
3 or 4 days	27.7	27.1	28.3	28.8	24.5	25.0	23.9	33.7	25.3	27.6	29.5	27.9	26.6	27.7
5 or more days	34.8	30.9	38.7	35.4	27.1	41.9	24.4	41.9	41.6	34.3	29.0	35.4	28.8	23.5
Number of times late first half of current school year														
None	25.2	25.4	24.9	27.8	17.8	17.8	22.0	18.6	23.9	25.7	26.6	25.3	27.7	17.9
1 or 2 days	38.2	38.1	38.3	38.0	41.1	36.7	39.7	31.3	37.4	38.6	38.2	37.8	39.8	44.6
3 or more days	36.7	36.6	36.8	34.2	41.1	45.5	38.3	50.1	38.7	35.7	35.2	36.9	32.4	37.5
Cut classes														
Never or almost never	84.8	83.5	86.2	85.8	86.5	75.8	87.1	81.4	82.3	84.5	89.0	84.0	95.2	90.9
At least sometimes	15.2	16.5	13.8	14.2	13.5	24.2	12.9	18.6	17.7	15.5	11.0	16.0	4.8	9.1
Percent of 12th-graders in 1992														
Number of days missed first half of current school year														
None	8.7	10.5	6.9	7.4	15.8	6.9	15.6	11.3	8.7	8.6	8.8	8.6	10.2	9.1
1 or 2 days	30.3	30.8	29.9	29.9	31.0	31.6	34.3	22.4	27.5	30.8	31.7	30.2	31.2	32.7
3 to 6 days	35.0	35.0	35.1	36.2	31.2	34.4	27.4	37.8	34.0	34.0	37.7	34.8	37.5	37.8
7 or more days	25.9	23.7	28.2	26.5	22.1	27.1	22.7	28.6	29.8	26.6	21.8	26.4	21.1	20.5
Number of times late first half of current school year														
None	19.0	17.7	20.3	20.6	14.0	14.7	16.2	19.1	19.7	19.0	18.7	19.2	19.5	12.3
1 or 2 days	33.5	32.4	34.5	34.4	32.1	28.7	33.8	25.3	32.8	34.2	33.1	33.0	36.4	37.6
3 or more days	47.6	49.9	45.2	45.0	53.9	56.6	50.0	55.6	47.5	46.8	48.2	47.8	44.1	50.1
Cut classes														
Never or almost never	75.6	72.8	78.4	76.5	77.7	67.9	72.7	73.7	76.2	75.6	75.4	74.3	87.1	86.3
At least sometimes	24.4	27.2	21.6	23.5	22.3	32.1	27.3	26.3	23.8	24.4	24.6	25.7	12.9	13.7

NOTE: Socioeconomic status (SES) was measured by a composite score on parental education and occupations, and family income. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the upper quartile.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988," First and Second Followup surveys. (This table was prepared March 1994.)

Table 145. Percent of public schools reporting crime incidents, number of crime incidents, and the seriousness of crime incidents reported, by school characteristics: 1996–97

School characteristic	No incidents reported	Any incidents reported			Serious violent crimes						
		Total, all crimes			Total			Rape or other sexual battery		Physical attacks or fights with weapons	
		Percent of schools	Number of incidents, in thousands	Number of incidents, per 100,000 students	Percent of schools	Number of incidents, in thousands	Number of incidents per 100,000 students	Percent of schools	Number of incidents, in thousands	Percent of schools	Number of incidents, in thousands
1	2	3	4	5	6	7	8	9	1	11	12
All public schools	43 (2.1)	57 (2.1)	424.8 (27.6)	1,003 (66)	10 (0.8)	22.6 (3.3)	53 (8)	3 (0.5)	4.2 (0.7)	6 (0.5)	11.0 (1.9)
Instructional level											
Elementary school	55 (3.2)	45 (3.2)	78.9 (10.9)	352 (49)	4 (1.1)	2.9 (0.8)	13 (4)	1 (0.5)	0.7 (0.4)	2 (0.8)	1.6 (0.6)
Middle school	26 (2.3)	74 (2.3)	136.4 (16.6)	1,623 (184)	19 (1.9)	7.8 (2.4)	93 (29)	5 (1.2)	1.4 (0.4)	12 (1.2)	4.1 (1.4)
High school	23 (2.4)	77 (2.4)	209.5 (14.9)	1,807 (130)	21 (2.1)	11.9 (1.8)	103 (16)	8 (1.3)	2.1 (0.3)	13 (1.5)	5.3 (1.1)
Size of enrollment											
Less than 300	62 (4.9)	38 (4.9)	40.3 (7.9)	1,073 (189)	4 (1.4)	2.3 (1.3)	61 (35)	1 (0.6)	0.3 (0.2)	2 (0.9)	1.4 (1.0)
300 to 999	40 (2.2)	60 (2.2)	204.1 (16.7)	730 (62)	9 (1.2)	10.8 (2.8)	38 (10)	2 (0.6)	2.0 (0.6)	6 (0.8)	5.7 (1.6)
1,000 or more	11 (2.3)	89 (2.3)	180.4 (17.8)	1,692 (163)	33 (2.4)	9.6 (1.2)	90 (11)	11 (1.7)	1.8 (0.3)	20 (2.0)	3.9 (0.5)
Locale											
City	41 (3.7)	59 (3.7)	146.7 (17.2)	1,164 (141)	17 (2.1)	11.9 (2.6)	95 (21)	5 (1.0)	1.9 (0.4)	10 (1.7)	5.4 (1.5)
Urban fringe	42 (3.2)	58 (3.2)	110.6 (16.0)	882 (126)	11 (1.8)	4.7 (1.0)	38 (8)	4 (1.0)	1.1 (0.3)	6 (1.2)	2.1 (0.4)
Town	37 (3.8)	63 (3.8)	104.0 (9.2)	1,023 (96)	5 (1.4)	2.8 (1.3)	28 (13)	1 (0.5)	0.3 (0.1)	3 (0.9)	1.7 (1.0)
Rural	53 (4.2)	47 (4.2)	63.3 (8.9)	899 (125)	8 (1.5)	3.1 (0.7)	45 (10)	2 (0.9)	0.8 (0.4)	5 (1.2)	1.8 (0.6)
Region											
Northeast	48 (4.4)	52 (4.4)	67.4 (12.5)	806 (140)	7 (1.1)	3.2 (0.6)	39 (8)	2 (0.6)	0.5 (0.1)	4 (1.0)	1.1 (0.3)
Southeast	41 (3.8)	59 (3.8)	95.4 (12.0)	922 (122)	9 (1.6)	4.1 (1.1)	40 (10)	4 (0.9)	1.2 (0.3)	5 (1.3)	1.6 (0.4)
Central	49 (4.5)	51 (4.5)	95.2 (15.2)	954 (146)	11 (2.2)	7.8 (2.5)	78 (25)	3 (1.0)	1.2 (0.5)	6 (1.4)	4.3 (1.6)
West	36 (3.5)	64 (3.5)	166.8 (12.2)	1,218 (95)	12 (1.4)	7.5 (1.4)	55 (11)	3 (0.8)	1.3 (0.3)	8 (1.2)	3.9 (1.0)
Percent minority enrollment											
Less than 5 percent	53 (3.7)	47 (3.7)	66.2 (8.6)	693 (87)	6 (1.3)	1.8 (0.4)	19 (5)	2 (0.8)	0.7 (0.3)	3 (0.9)	0.9 (0.2)
5 to 19 percent	42 (3.8)	58 (3.8)	89.1 (10.2)	871 (90)	11 (2.1)	4.1 (1.4)	40 (13)	3 (1.2)	0.8 (0.3)	6 (1.2)	2.4 (1.0)
20 to 49 percent	42 (3.6)	58 (3.6)	103.5 (14.1)	1,018 (129)	11 (1.6)	5.2 (0.9)	51 (9)	4 (0.7)	1.5 (0.3)	7 (1.6)	2.2 (0.5)
50 percent or more	32 (3.2)	68 (3.2)	159.4 (21.9)	1,325 (181)	15 (1.8)	11.5 (2.8)	96 (25)	4 (1.0)	1.3 (0.3)	9 (1.3)	5.4 (1.5)
Percent of students eligible for free or reduced-price school lunch											
Less than 20 percent	46 (3.3)	54 (3.3)	91.7 (9.9)	813 (80)	9 (1.5)	2.9 (0.6)	26 (5)	3 (0.8)	0.8 (0.2)	5 (1.2)	1.4 (0.3)
20 to 34 percent	47 (4.3)	53 (4.3)	84.1 (11.6)	916 (134)	12 (2.0)	5.3 (1.1)	58 (11)	3 (1.0)	1.1 (0.4)	6 (1.3)	2.4 (0.5)
35 to 49 percent	41 (5.0)	59 (5.0)	72.9 (11.4)	1,073 (175)	12 (2.3)	3.3 (0.8)	49 (11)	4 (1.7)	1.0 (0.4)	6 (1.7)	1.5 (0.5)
50 to 74 percent	41 (4.1)	59 (4.1)	93.9 (16.1)	1,167 (194)	9 (1.4)	5.5 (2.5)	68 (31)	2 (0.4)	0.6 (0.2)	6 (1.3)	2.9 (1.5)
75 percent or more	41 (4.7)	59 (4.7)	75.8 (10.6)	1,125 (151)	10 (1.7)	5.4 (1.3)	81 (22)	3 (0.9)	0.6 (0.2)	7 (1.4)	2.7 (1.0)

See notes at end of table.

Table 145. Percent of public schools reporting crime incidents, number of crime incidents, and the seriousness of crime incidents reported, by school characteristics: 1996–97—Continued

School characteristic	Serious violent crimes		Less serious or nonviolent crimes								
	Robbery		Total, less serious or nonviolent crime only			Physical attacks or fights without weapons		Theft or larceny		Vandalism	
	Percent of schools	Number of incidents, in thousands	Percent of schools	Number of incidents, in thousands	Number of incidents per 100,000 students	Percent of schools	Number of incidents, in thousands	Percent of schools	Number of incidents, in thousands	Percent of schools	Number of incidents, in thousands
1	13	14	15	16	17	18	19	20	21	22	23
All public schools	3 (0.4)	7.2 (1.5)	47 (2.1)	401.9 (26.0)	949 (63)	28 (1.1)	187.9 (17.0)	31 (1.5)	115.5 (8.4)	38 (1.6)	98.5 (5.6)
Instructional level											
Elementary school	1 (0.4)	0.4 (0.2)	41 (3.2)	75.8 (11.0)	339 (49)	12 (1.7)	21.5 (7.0)	19 (2.0)	19.5 (3.4)	30 (2.3)	34.9 (4.2)
Middle school	5 (0.9)	2.3 (1.0)	55 (2.8)	128.6 (13.8)	1,530 (162)	51 (2.3)	73.3 (10.4)	44 (2.5)	31.5 (3.4)	47 (2.6)	23.8 (2.3)
High school	8 (1.0)	4.4 (0.9)	56 (3.0)	197.5 (14.3)	1,704 (124)	55 (2.9)	93.1 (9.4)	55 (3.1)	64.6 (5.7)	52 (2.7)	39.9 (2.9)
Size of enrollment											
Less than 300	— (—)	0.2 (0.2)	34 (4.4)	37.7 (7.1)	1,013 (173)	17 (2.9)	15.6 (3.7)	18 (3.1)	9.9 (2.3)	23 (3.9)	12.3 (2.4)
300 to 999	2 (0.5)	3.0 (1.2)	50 (2.5)	193.4 (15.0)	692 (55)	26 (1.4)	87.9 (10.7)	30 (1.8)	51.4 (4.4)	40 (1.7)	54.0 (4.1)
1,000 or more	16 (1.8)	3.9 (0.8)	56 (3.2)	170.8 (17.3)	1,602 (158)	67 (3.0)	84.4 (11.5)	68 (3.2)	54.2 (5.3)	62 (3.3)	32.2 (3.6)
Locale											
City	8 (1.3)	4.5 (1.2)	42 (4.1)	134.8 (14.9)	1,070 (123)	30 (2.4)	62.1 (9.2)	34 (2.7)	39.9 (4.2)	41 (3.2)	32.8 (3.4)
Urban fringe	3 (0.7)	1.5 (0.6)	47 (3.2)	105.9 (15.7)	845 (122)	28 (2.6)	54.8 (11.5)	29 (2.4)	28.3 (4.1)	37 (2.9)	22.8 (3.5)
Town	1 (0.4)	0.6 (0.4)	58 (3.7)	101.0 (8.9)	995 (93)	32 (2.3)	46.3 (5.8)	36 (3.5)	29.0 (3.5)	44 (3.5)	25.7 (2.8)
Rural	1 (0.6)	0.5 (0.3)	39 (4.1)	60.2 (8.5)	854 (120)	21 (2.6)	24.7 (4.3)	24 (3.3)	18.3 (3.6)	30 (3.7)	17.2 (2.7)
Region											
Northeast	3 (0.6)	1.6 (0.4)	45 (4.7)	64.2 (12.3)	768 (138)	23 (2.3)	29.1 (6.8)	26 (3.3)	18.1 (4.8)	37 (3.6)	17.1 (2.4)
Southeast	2 (0.6)	1.3 (0.7)	50 (3.9)	91.3 (11.4)	883 (116)	29 (2.7)	50.7 (8.8)	32 (3.6)	23.3 (3.1)	36 (3.1)	17.3 (1.8)
Central	3 (0.8)	2.1 (1.0)	40 (4.1)	87.2 (13.4)	876 (127)	26 (2.6)	45.6 (10.0)	26 (2.7)	23.0 (2.8)	30 (3.6)	18.6 (2.7)
West	4 (0.8)	2.2 (0.5)	52 (3.7)	159.2 (12.1)	1,164 (94)	32 (3.0)	62.5 (7.3)	38 (3.0)	51.2 (5.0)	47 (3.5)	45.5 (4.4)
Percent minority enrollment											
Less than 5 percent	1 (0.5)	0.3 (0.1)	41 (3.5)	64.5 (8.5)	674 (86)	22 (2.4)	24.3 (3.3)	24 (2.8)	21.4 (3.6)	29 (3.3)	18.7 (2.8)
5 to 19 percent	2 (0.8)	0.6 (0.2)	47 (3.6)	84.7 (9.7)	830 (87)	27 (3.0)	35.6 (5.1)	28 (3.1)	29.4 (4.5)	40 (3.0)	19.7 (2.9)
20 to 49 percent	3 (0.8)	1.5 (0.5)	47 (3.6)	98.3 (13.6)	968 (125)	32 (2.9)	54.0 (9.3)	31 (3.3)	25.9 (4.0)	38 (3.5)	18.5 (2.2)
50 percent or more	7 (1.1)	4.8 (1.4)	53 (3.9)	147.9 (20.0)	1,229 (163)	32 (3.1)	72.6 (13.7)	41 (3.5)	34.8 (4.6)	47 (3.3)	40.4 (5.2)
Percent of students eligible for free or reduced-price school lunch											
Less than 20 percent	1 (0.5)	0.7 (0.3)	46 (3.2)	88.8 (9.8)	787 (80)	29 (2.5)	40.0 (5.5)	30 (2.7)	29.5 (3.9)	37 (3.6)	19.3 (2.3)
20 to 34 percent	3 (0.7)	1.6 (0.6)	42 (4.3)	78.6 (11.0)	858 (127)	27 (2.9)	34.9 (7.7)	25 (2.9)	26.1 (4.4)	34 (4.0)	17.7 (2.3)
35 to 49 percent	3 (1.1)	0.9 (0.4)	48 (5.0)	69.6 (11.2)	1,024 (172)	28 (3.4)	33.3 (7.0)	35 (4.8)	21.6 (3.8)	38 (4.4)	14.7 (2.0)
50 to 74 percent	4 (1.0)	2.0 (1.0)	49 (4.5)	88.5 (14.3)	1,099 (170)	28 (3.4)	45.9 (9.9)	31 (3.6)	22.4 (3.4)	39 (3.6)	20.2 (2.6)
75 percent or more	6 (1.2)	2.0 (0.5)	49 (4.7)	70.4 (10.1)	1,044 (141)	25 (3.0)	28.8 (5.9)	35 (3.9)	15.8 (2.7)	42 (3.9)	25.8 (4.3)

NOTE: Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and the police were called: physical attack or fight without weapon, theft/larceny, or vandalism. No incidents means that the school reporting did not contact the police for any of the specified crimes. Specified

crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school. Standard errors appear in parentheses. Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Violence and Discipline Problems in U.S. Public Schools: 1996–97*. (This table was prepared August 2000.)

Table 151. Ages for compulsory school attendance, special education services for students, policies for year-round schools and kindergarten programs, by state: 1997 and 2000

State	Compulsory attendance, 2000	Compulsory special education services, 1997 ¹	Year-round schools, 2000		Provision of kindergarten education, 2000			
			Has policy on year-round schools	Has districts with year-round schools	School districts required to offer		Attendance required	
					Half day	Full day	Half day	Full day
1	2	3	4	5	6	7	8	9
Alabama	7 to 16	6 to 21		X		X		X
Alaska	7 to 16	3 to 22		X				
Arizona	² 6 to 16	3 to 22	X	X	X		X	
Arkansas	³ 5 to 17	5 to 21	X	X		X		X
California	⁴ 6 to 18	Birth to 21	X	X	X			
Colorado	—	3 to 21		X				
Connecticut	7 to 16	⁵ Under 21			X			
Delaware	⁶ 5 to 16	3 to 20			X		X	
District of Columbia ...	—	—	—	—	—	—	—	—
Florida	6 to 18	—	X	X		X		X
Georgia	6 to 16	⁵ Under 21		X		X		
Hawaii	6 to 18	Under 20	X	X		X		
Idaho	7 to 16	3 to 21		X				
Illinois	7 to 16	3 to 21	X	X	⁷ X			
Indiana	7 to 16	3 to 22		X	X			
Iowa	⁸ 6 to 16	Under 21	X	X	⁷ X			
Kansas	⁹ 7 to 18	⁽¹⁰⁾						
Kentucky	¹¹ 6 to 16	Under 21	X	X	X			
Louisiana	7 to 17	3 to 21		X		X		
Maine	7 to 17	¹² 5 to 19		X				
Maryland	5 to 16	Under 21		X	X		X	
Massachusetts	6 to 16	3 to 21			X			
Michigan	6 to 16	Under 26						
Minnesota	¹³ 7 to 18	Under 22	X	X	⁷ X			
Mississippi	6 to 17	Birth to 20				X		
Missouri	7 to 16	Under 21		X	⁷ X			
Montana	¹⁴ 7 to 16	3 to 18			X			
Nebraska	7 to 16	Birth to 21			X			
Nevada	7 to 17	Under 22	X	X	X			
New Hampshire	6 to 16	3 to 21						
New Jersey	6 to 16	5 to 21		X				
New Mexico	5 to 18	⁽¹⁵⁾		X	X		X	
New York	¹⁶ 6 to 16	Under 21						
North Carolina	7 to 16	5 to 20	X	X		X		
North Dakota	7 to 16	¹⁷ 3 to 20				¹⁸ X		
Ohio	6 to 18	Under 22		X	⁷ X		X	
Oklahoma	5 to 18	¹⁹ 3 and up	X		X		X	
Oregon	7 to 18	3 to 21		X	X			
Pennsylvania	8 to 17	6 to 21	X	X	X			
Rhode Island	6 to 16	3 to 21			X		X	
South Carolina	5 to 16	3 to 21		X		X		X
South Dakota	6 to 16	Under 21				¹⁸ X		
Tennessee	6 to 17	3 to 21		X	X		X	
Texas	6 to 18	²⁰ 3 to 21	X	X		¹⁸ X		
Utah	6 to 18	3 to 22	X	X	X		X	
Vermont	7 to 16	3 to 21				¹⁸ X		
Virginia	5 to 18	2 to 21		X		¹⁸ X		X
Washington	¹³ 8 to 18	²¹ 3 to 21		X				
West Virginia	6 to 16	5 to 21	X	X		X		X
Wisconsin	6 to 18	Under 21		X	X			
Wyoming	²⁶ 6 to 16	3 to 21			X			

—Not available.

¹ Most states have an upper age limit whereby education is provided up to a certain age or completion of secondary school, whichever comes first.² Ages 6 to 16 or 10th grade completion.³ Must have turned 17 by October 1.⁴ At least 16 and have graduated high school or passed California High School Proficiency Exam (CHSPE) and obtained parental permission.⁵ Under 21 or until child graduates from high school.⁶ Must have turned 5 by August 31.⁷ State requires either half-day or full-day program.⁸ Must have turned 16 by September 15.⁹ Eligible for waiver at 16.¹⁰ School age, to be determined in accordance with rules and regulations adopted by the state board.¹¹ Must have turned 6 by October 1.¹² Must be 5 before October 1, and not 20 before start of school year, assistance in providing coordination of services from birth to age 6.¹³ Eligible for waiver.¹⁴ Age 16 and completion of eighth grade.¹⁵ School-age unless otherwise provided by law.¹⁶ Age 16 and completion of school year.¹⁷ Must not be 21 by September 1.¹⁸ State requires both half-day and full-day program.¹⁹ Children from birth through two are eligible for additional services. Eligibility for special education services cease upon completion of a secondary education program, no age limit.²⁰ For visually and auditorily impaired individuals under 21.²¹ Student may complete school year if 21st birthday occurs while attending school.

NOTE: The Education of the Handicapped Act (EHA) Amendments of 1986 make it mandatory for all states receiving EHA funds to serve all 3- to 18-year-old disabled children.

SOURCE: Council of Chief State School Officers, *Key State Education Policies on K-12 Education 2000*; Education Commission of the States, "Clearinghouse Notes," August 1997; California Department of Education, Safe Schools and Violence Prevention Office, *School Attendance Review Boards, Feb. 2001*. (This table was prepared in May 2001.)

Table 152. State requirements for high school graduation, in Carnegie units: 2001

State	All courses	Subject areas										First graduating class to which these requirements apply	Minimum competency test is required to graduate	Notes			
		English/language arts	Social studies	Mathematics	Science	Physical education/health	Arts/vocational	Technology	Electives	Other courses							
1	2	3	4	5	6	7	8	9	10	11	12	13	14				
Alabama	24	4	4	4	4	4	1.5	0.5	0.5	0	0	0	9	—	2000	Yes	Social studies requirement consists of 1 unit of world history/geography, 2 units of U.S. history/geography, .5 units of economics and .5 units of government. Math requirement includes algebra I and geometry. Science includes 1 unit of biology and 1 unit of physical science. Physical education requirement consists of 1 unit of PE and .5 units of health. 6 levels of diploma offered. Numbers given are for basic academic program.
Alaska	21	4	3	2	2	2	1	0	0	0	0	0	9	—	1978	Yes (class of 2004)	PE requirement includes health or PE.
Arizona	20	4	2.5	2	2	2	0	1	0	0	0	0	8.5	—	1996	Yes (class of 2002)	English requirement includes .5 credits of the principles of speech and debate. Social studies requirement consists of 1 unit of world history/geography and 1.5 units of U.S./Arizona history and constitutions.
Arkansas	21	4	3	3	3	3	1	0.5	0	0	0	0	6	.5 (oral communication)	2004	No	Information is for College Preparatory diploma. 4th unit of mathematics for students seeking unconditional college admission will be required in 2004.
California	13	3	3	2	2	2	2	1	0	0	0	0	0	—	1989	Yes (class of 2004)	Social studies requirement consists of 1 unit of U.S. history/geography, 1 unit of world history, culture and geography; .5 units of American government and .5 units of economics. Science includes biological and physical sciences. Foreign language or American Sign Language may be substituted for visual/performing art credit.
Colorado ¹	20	4	3	3	3	2	1	1	0	0	0	0	6	—	2004	No	Social studies requirement includes .5 units of civics and American government. By September 1, 2002, each local and regional board of education must specify basic skills required for graduation for the graduating class of 2006 and thereafter. Plans must include criteria for assessing student competencies. The results of the 10th grade Connecticut Academic Performance Test cannot be used as the sole basis for the graduation criteria but must be included as one alternative.
Connecticut	22	4	3	3	3	3	1.5	0	1	3.5	3 (career pathway)	0	3	—	2000	Yes	PE requirement includes .5 units of health and 1 unit in PE. Level of diploma (basic, standard, or distinguished) partially determined by students' score on Delaware Student Testing Program (DSTP).
Delaware	23.5	4	3.5	3	3	3	1.5	2	0	4.5	2 (foreign language)	0	2	—	1995	No	Social studies requirement consists of 1 unit of U.S. history, 1 unit of world history, .5 units of U.S. government, .5 units of world geography and .5 units of D.C. history/government. Math requirement includes algebra. Science requirement includes 1 unit of laboratory science. Students must complete 100 hours of community service in order to graduate.
District of Columbia	24	4	3	3	3	3	1.5	1	0	8.5	—	0	8.5	—	2003	Yes (class of 2003)	Social studies requirement includes 1 unit of American history, 1 unit of world history, .5 units of economics and .5 units of American government. Two science units must have a laboratory component. Math requirement includes successful completion of algebra I. The PE requirement includes .5 units of life management skills and 1 unit of PE. Students must achieve a 2.0 GPA to graduate.
Florida	22	4	3	4	3	3	1	0	0	4	3 (2 units of foreign language; plus 1 unit of the following: computer technology, fine arts, technology/career preparatory, or 1 additional unit of foreign language)	0	4	—	2001	Yes	College Preparatory Plus Diploma requires 2 more academic electives.
Georgia ^{2,3}	22	4	3	4	3	3	1	0	0	4	3 (2 units of foreign language; plus 1 unit of the following: computer technology, fine arts, technology/career preparatory, or 1 additional unit of foreign language)	0	4	—	2001	Yes	College Preparatory Plus Diploma requires 2 more academic electives.

See notes at end of table.

Table 152. State requirements for high school graduation, in Carnegie units: 2001—Continued

State	All courses	Subject areas										First grad- uating class to which these re- quire- ments apply	Minimum com- petency test is re- quired to graduate	Notes
		English/ language arts	Social studies	Mathe- matics	Science	Physical education/ health	Arts/ voca- tion	Tech- nology	Elec- tives	Other courses				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Hawaii	22	4	4	3	3	1.5	0	0	6	.5 (guidance)	1997	No	Social studies requires 1 unit of U.S. history and government, 1 unit of world history and culture, .5 unit of world geography, .5 unit of modern history of Hawaii, and 1 unit of social studies elective. PE requirement includes .5 units of health and 1 unit in PE.	
Idaho	21	4.5	2.5	2	2	0.5	0	0	8.5	1 (humanities)	2001	No	Social studies requirement includes 1 unit of U.S. history, 1 unit of government and .5 units of economics. Science requirement includes 1 unit of laboratory science.	
Illinois	16	3	2	2	1	0.5	0	0	7.5	1 (music, art, foreign language, American sign language, or vocational education)	1988	Yes	Social studies requirement includes 1 unit of U.S. history or a combination of U.S. history and American government. Physical education must be provided daily, and PE credit assignments are to be determined locally. Students must take .5 unit or equivalent of health education. Local school district must provide the following: 9 weeks, 50 minutes a day, of consumer education; conservation of natural resources; driver and safety education with 30 hours of classroom instruction and 6 hours of behind the wheel. Elective requirements are determined locally, but must fulfill 16 total credit minimum.	
Indiana	20	4	2	2	2	1	0	0	8	1 (language arts, science, mathematics, social studies, or technology competency)	2004	Yes	1 unit of English/language arts may be from business studies, technology, family and consumer sciences, technology education, or vocational-technical courses. PE requirement includes health and PE. Students who successfully complete a Level III foreign language course may have 1 unit of the language arts requirement waived.	
Iowa	21	4	3	2	2	1	0	0	9	.5 (Kansas history; taken between 7th and 12th grades)	2001	No	Social studies requirement includes 1 unit of U.S. history and .5 units of U.S. government. Science includes 1 unit of laboratory course. PE requirement may include .5 units of health, Kansas also requires .5 units of Kansas history taken between the 7th and 12th grades.	
Kansas	22	4	3	3	3	1	1	0	7	—	2002	No	Social studies includes world civilizations, world geography, U.S. history, government, and economics. Mathematics includes algebra I, geometry and one elective. Science includes life science, physical science, and earth and space science. PE requirement includes .5 unit of health and .5 unit of PE. A local board of education may substitute an integrated, applied, interdisciplinary or higher level course for a required course.	
Kentucky	23	4	3	3	3	2	0	0	8	—	2003	Yes	Social studies requirement consists of 1 unit of American history, 1 unit of world history or geography or civilization, .5 units of civics, and .5 units of free enterprise. Math includes a maximum of 2 entry level courses. Science requirement consists of 1 unit of biology I, 1 unit of physical science and 1 unit from any other course not already taken from physical science. PE includes .5 units of health and 1.5 units in PE.	
Louisiana	16	4	2	2	2	1.5	1	0	3.5	—	1989	No	Social studies requirement includes 1 unit of American history, and .5 unit of Maine studies (if not taken between grades 6-8). Science requirement includes 1 unit of laboratory study. PE includes .5 units of health and 1 unit in PE. Student must pass computer proficiency standards.	

See notes at end of table.

Table 152. State requirements for high school graduation, in Carnegie units: 2001—Continued

State	All courses	Subject areas										First graduating class to which these requirements apply	Minimum competency test is required to graduate	Notes
		English/language arts	Social studies	Mathematics	Science	Physical education/health	Arts/vocation	Technology	Electives	Other courses				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Maryland	21	4	3	3	3	1	1	1	3	2 (foreign language or advanced technology)	1997	Yes (class of 2007)	Social studies requirement consists of 1 unit of U.S. history, 1 unit of world history, and 1 unit of government. Math requirement includes 1 unit of algebra and 1 unit of geometry. Science requirement includes laboratory experience. PE requirement includes .5 unit of health and .5 unit of PE. American history and civics and PE required.	
Massachusetts ¹	—	—	—	—	—	—	—	—	—	—	—	Yes (class of 2003)	Students must complete one course in government/civics. Although not required for graduation, state law requires health and physical education to be provided for all students.	
Michigan ¹	—	—	—	—	—	—	—	—	—	—	—	No	Social studies requirement includes U.S. history, U.S. citizenship, diverse perspectives, and human geography. Science requirement includes biology, chemistry, earth and space systems, physics, and environmental systems.	
Minnesota	24	5	4	3	2	3	0	0	3	4 (2 units of inquiry, 2 units of resource management)	(⁴)	Yes	Social studies requirement consists of 1 unit of world history, 1 unit of U.S. history, .5 units of U.S. government, and .5 units of Mississippi studies. Math requirement includes algebra 1 and geometry. Science must include biology I. There is no PE requirement, only .5 units of health.	
Mississippi	20	4	3	3	3	0.5	1	1	4.5	—	2002	Yes (class of 2002)	Social studies requirement includes 1 unit of American history and .5 units of government. Arts education includes 1 unit of fine arts and 1 unit of practical arts (vocational/technical skills).	
Missouri	22	3	2	2	2	1	2	0	10	—	1988	No	In accordance with the policies of the local board of trustees, students may be graduated from high school with less than four years enrollment. Arts education includes 1 unit of fine arts and 1 unit of practical arts (vocational/technical skills).	
Montana	20	4	2	2	2	1	2	0	7	—	1993	No	Nebraska requires a minimum of 200 high school credit hours (at least 80% of which must be taken in language arts, social studies, mathematics, science, PE/health, visual/performing arts, and foreign language).	
Nebraska	—	—	—	—	—	—	—	—	—	—	1991	No	Social studies requirement includes 1 unit of American government and 1 unit of American history. PE requirement includes .5 units of health and 2 units of PE. Computer literacy requirement may be waived by demonstration of competency. Data are for standard diploma.	
Nevada ⁴	22.5	4	2	3	2	2.5	1	0.5	7.5	—	2003	Yes	Social studies requirement includes 1 unit of U.S. and New Hampshire history and government. Science requirement is 1 unit of physical science and 1 unit of biological science. PE requirement includes .25 units of health and 1 unit of PE. Computer education requirement may be met through examination or course prior to high school.	
New Hampshire	19.75	4	2	2	2	1.25	0.5	0.5	7	.5 (business/economic education)	1989	No	Social studies includes U.S. history/geography, world history/geography, and government/ economics. Science requirement includes 1 lab component. With the approval of the local school board, participation on an athletic team or in an athletic sport during the school day may count toward fulfillment of the physical education required unit.	
New Jersey	22	4	3	3	3	0.75	2	0	6.25	2 (foreign language)	2005	Yes (class of 2004)	—	
New Mexico	23	4	3	3	2	1	0	0	9	1 (communication skills or foreign language)	1990	Yes	—	

See notes at end of table.

Table 152. State requirements for high school graduation, in Carnegie units: 2001—Continued

State	All courses	Subject areas										First graduating class to which these requirements apply	Minimum competency test is required to graduate	Notes
		English/language arts	Social studies	Mathematics	Science	Physical education/health	Arts/vocational	Technology	Electives	Other courses				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
New York	22	4	4	3	3	2.5	1	0	3.5	1 (foreign language)	2005	Yes	Social studies requirement includes 1 unit of U.S. history and government, .5 units of government and .5 units of economics. Students may meet the learning standards in technology, either through a course in technology education or through an integrated course combining technology with mathematics and/or science. A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both. Data are for Regents diploma. Advanced Regents diploma available.	
North Carolina ²	20	4	3	4	3	1	(³)	0	3	2 (foreign language)	2004	Yes (class of 2005)	4th mathematics credit required for 9th graders in the College/University Prep course of study entering high school in 2002–03. An Occupational Course of study with different requirements is available starting in 2000–01 for students with Individualized Education Plans. Students must demonstrate computer proficiency through state testing.	
North Dakota ¹	17	4	3	2	2	1	0	0	5	—	†	No	Data are state minimums, but actual requirements are determined locally. N.D. Department of Education recommends 20 credits in order to graduate.	
Ohio	21	4	3	3	3	1	0	0	7	—	2004	Yes (class of 2005)	Social studies requirement includes .5 units of U.S. history and .5 units of U.S. government. Science requirement includes 1 unit of biology and 1 unit of physical science. PE requirement consists of .5 units of PE and .5 units of health. Starting 9/15/01 one elective unit or 2 half-units must include business/technology, fine arts, or foreign language.	
Oklahoma	23	4	3	3	3	0	2	0	8	—	2003	Yes	English/language arts requirement includes 1 unit of grammar/composition. Social studies requirement includes 1 unit of U.S. history, .5 units of Oklahoma history, a minimum of .5 units of U.S. government. Math requirement includes 1 unit of algebra I. Science requirement includes 1 unit of biology I. State strongly encourages students to complete 2 units of a foreign language.	
Oregon	22	3	3	2	2	2	1	0	9	—	2001	No	English/language arts requirement includes 1 unit of writing composition. Arts/vocational requirement may be met by earning 1 unit in any one or a combination of applied arts, fine arts or foreign language.	
Pennsylvania ⁵	—	—	—	—	—	—	—	—	—	—	†	Yes (class of 2003)	Beginning in 2002–03, in order to graduate, students shall demonstrate proficiency in reading, writing and mathematics on either state or local assessments in grade 11 or 12.	
Rhode Island ²	18	4	2	3	2	0	0.5	0.5	4	2 (foreign language)	1990	No	Students must take 100 minutes per week of PE/health.	
South Carolina ²	24	4	3	4	3	1	0	1	7	1 (foreign language)	2001	Yes	Social studies requirement includes 1 unit of U.S. history, .5 units of U.S. government and .5 units of economics. PE requirement may be met through participation in JROTC program. For students in a Tech Prep Program, 1 unit must be earned in occupation education instead of a foreign language. Demonstration of computer literacy before graduation also required.	
South Dakota	22	4	3	2	2	0	1	0.5	8.5	1 (additional unit of either mathematics or science)	2004	No	English/language arts requirement includes 1.5 units of writing, 1.5 units of literature, .5 units of American literature and .5 units of speech. Social studies requirement includes 1 unit of U.S. history, .5 units of U.S. government and .5 units of geography.	
Tennessee	20	4	3	3	3	1	0	0	6	—	1998	Yes	Science requirement includes 1 unit of life science and 1 unit of physical science. All science courses must incorporate lab experiences. One full year of computer education required at some time during high school career, no credit value assigned.	

See notes at end of table.

Table 152. State requirements for high school graduation, in Carnegie units: 2001—Continued

State	All courses	Subject areas										First graduating class to which these requirements apply	Minimum competency test is required to graduate	Notes
		English/language arts	Social studies	Mathematics	Science	Physical education/health	Arts/vocational	Technology	Electives	Other courses				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Texas	22	4	3	3	2	2	0	1	5.5	.5 (speech), 1 (World History Studies, Geography Studies, or any science course approved by the State Board of Education)	2001	Yes	Social studies requirement includes 1 unit of world history or world geography, 1 unit of U.S. history, .5 units of U.S. government, and .5 units of economics. Math requirement includes algebra I. Science requirement must include 1 unit from biology, chemistry, or physics. PE requirement includes .5 units of health and 1.5 units of PE. Required elective areas are divided into college entry or applied technology/job entry clusters. Information technology requirement optional. Library media skills integrated into subject areas.	
Utah	24	3	3	2	2	2	1.5	1	9.5	—	1997	Yes (class of 2005)	Beginning in 2005 local school districts will have the option of fulfilling current Carnegie requirements with field of knowledge assessment. Field of knowledge assessment is part of Vermont's system of standards, which includes arts, language, and literature, history and social sciences, and science, mathematics, and technology.	
Vermont	20	4	3	3	3	1.5	1	0	4.5	—	2002	No	Data are for Standard Diploma. Beginning in 2004, Standard of Learning tests must be passed in 5 subjects areas.	
Virginia	22	4	3	3	3	2	1	0	6	—	2002	Yes (class of 2004)	Social studies requirement consists of 1 unit of U.S. history/government, .5 units of Washington state history/government, and 1 unit of world history/geography. Science requires 1 unit of laboratory science. Each student shall complete a culminating project for graduation.	
Washington	19	3	2.5	2	2	2	1	0	5.5	1 (occupational education)	2008	Yes (class of 2008)	Math requirement includes algebra I and 1 higher math, higher science, PE requirement includes 1 unit of health and 1 unit of PE. Work-based learning experience (determined by local school district) required.	
West Virginia	24	4	3	3	3	2	1	0	4	4 (career majors)	2003	No	PE consists of 1.5 units of PE and .5 units of health. State strongly encourages school boards to require additional 8.5 elective units. School boards may also require community service as a graduation criterion.	
Wisconsin	13	4	3	2	2	2	0	0	0	—	2004	Yes (class of 2004)	Social studies requirement includes history. American government and economic systems and institutions. Exit exam covers principles of the Constitutions of the U.S. and Wyoming.	
Wyoming	13	4	3	3	3	0	0	0	0	—	2003	Yes (class of 2003)		

—Not available.
 † Not applicable.
 1 Graduation requirements are determined locally.
 2 Data for College Preparatory Diploma.
 3 Career Preparatory Diploma also available.
 4 Graduation requirements are currently being phased in by local school districts. However, as of yet, no statewide deadline exists dictating when this should occur.
 5 State minimum credit requirements have been phased out in Pennsylvania. Each school district (including charter schools) shall specify requirements for graduation in a strategic plan requiring state approval. To graduate, students must demonstrate proficiency in reading, writing, and mathematics on either state or local assessments aligned with state guidelines.

NOTE: Local school districts frequently have other graduation requirements in addition to state requirements. English/language arts—can include English, Reading, Literature, Creative Writing, etc. Mathematics—can include Basic Math, Algebra I and II, Geometry, Pre-Calculus, Calculus, Statistics, etc. Social studies—can include World History, U.S. History, Geography, Economics, Government, etc. Science—can include Biology, Chemistry, Physics, Anatomy, Earth Science, etc. Arts/vocational—can include Fine Arts, Practical Arts, Vocational, or Career Preparatory credits. Technology—can include Computer Literacy, Computer Technology, Technology Competency, etc.

SOURCE: State Boards of Education; and Education Commission of the States, *Clearinghouse Notes*, "High School Graduation Requirements" November 1996 and November 1998; Education Commission of the States, *Clearinghouse Notes*, "Choice of Schools: State Actions" June 1999. (This table was prepared June 2001.)

Table 153. States which use criterion-referenced assessments aligned to state standards, by subject area and level: 2002–03

State	Criterion-referenced assessments, ¹ by level and subject area			
	English/language arts	Mathematics	Science	Social studies/history
1	2	3	4	5
Alabama	ES, MS, HS	HS	HS	HS
Alaska	ES, MS, HS	ES, MS, HS		
Arizona	ES, MS, HS	ES, MS, HS		
Arkansas	ES, MS, HS	ES, MS, HS		
California	ES, MS, HS	ES, MS, HS	HS	HS
Colorado	ES, MS, HS	ES, MS, HS	MS	
Connecticut	ES, MS, HS	ES, MS, HS	HS	
Delaware	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
District of Columbia				
Florida	ES, MS, HS	ES, MS, HS	ES, MS, HS	
Georgia	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
Hawaii	ES, MS, HS	ES, MS, HS		
Idaho	ES, MS, HS	ES, MS, HS		
Illinois	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
Indiana	ES, MS, HS	ES, MS, HS		
Iowa				
Kansas	ES, MS, HS	ES, MS, HS		
Kentucky	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
Louisiana	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
Maine	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
Maryland	ES, MS, HS	ES, MS, HS	HS	HS
Massachusetts	ES, MS, HS	ES, MS, HS	ES, MS	
Michigan	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
Minnesota	ES, HS	ES, HS		
Mississippi	ES, MS, HS	ES, MS, HS	HS	HS
Missouri	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
Montana				
Nebraska	MS			
Nevada	ES, MS, HS	ES, HS		
New Hampshire	ES, MS, HS	ES, MS, HS	MS, HS	MS, HS
New Jersey	ES, MS, HS	ES, MS, HS	MS	
New Mexico	ES, MS, HS	HS	HS	HS
New York	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
North Carolina	ES, MS, HS	ES, MS, HS	HS	HS
North Dakota	ES, MS, HS	ES, MS, HS		
Ohio	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
Oklahoma	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
Oregon	ES, MS, HS	ES, MS, HS	HS	
Pennsylvania	ES, MS, HS	ES, MS, HS		
Rhode Island	ES, MS, HS	ES, MS, HS		
South Carolina	ES, MS, HS	ES, MS, HS	ES, MS	ES, MS
South Dakota	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
Tennessee	ES, MS, HS	ES, MS, HS	HS	
Texas	ES, MS, HS	ES, MS, HS	ES, MS, HS	MS, HS
Utah	ES, MS, HS	ES, MS, HS	ES, MS, HS	
Vermont	ES, MS, HS	ES, MS, HS	ES, MS, HS	
Virginia	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
Washington	ES, MS, HS	ES, MS, HS	HS	
West Virginia	ES, MS, HS			
Wisconsin	ES, MS, HS	ES, MS, HS	ES, MS, HS	ES, MS, HS
Wyoming	ES, MS, HS	ES, MS, HS		

¹ Criterion-referenced assessments are intended to measure performance on a defined set of learning objectives.

SOURCE: Education Week, January 9, 2003, Number 17 © 2003, *Editorial Projects in Education*. (This table was prepared August 2003.)

NOTE: ES=elementary school, MS=middle school, and HS=high school.

Table 154. States using minimum-competency testing, by grade levels assessed, and expected uses of standards: 1999–2000

State	Grade levels in which students are tested on at least one component	Expected uses								
		Student diagnosis or placement ¹	Improvement of instruction ¹	Program evaluation ¹	Student promotion ²	High school graduation ²	Student awards or recognition ³	Public school performance reporting ³	Accreditation ³	Other
1	2	3	4	5	6	7	8	9	10	11
Alabama	K-11	X	X	X		X	X	X		
Alaska	3,4,6–8,10	X	X					X		
Arizona	2–11		X	X				X		
Arkansas	4,5,7,8,10	X	X	X						
California	2–12 ⁴		X	X	X		X	X		(5) (6)
Colorado	3–5,7,8		X	X						
Connecticut	4,6,8,10	X	X	X			X	X		
Delaware	3,5,8,10,11	X	X							
Florida	—	—	—	—	—	—	—	—	—	—
Georgia	K,3–6,8,11,12	X	X	X		X	X	X		
Hawaii	3,5,8,10	X	X	X			X	X	X	
Idaho	3–11		X	X						
Illinois	3–8,10 ⁷		X	X	X			X		
Indiana	3,6,8,10	X	X	X		X	X		X	
Iowa	4,8,11							X		
Kansas	4,5,7,8,10,11	X	X	X				X	X	
Kentucky	3–12		X	X			X	X		
Louisiana	3–11	X	X	X	X		X	X		
Maine	4,8,11 ⁷		X	X						
Maryland	3,5,7–12	X	X	X		X	X	X		
Massachusetts	4,8,10	X	X	X			X	X		
Michigan	4,5,7,8,11	X	X	X				X	X	
Minnesota	3,5,8,10	X	X	X		X				
Mississippi	3–8,11,12	X	X	X		X				
Missouri	3,4,7,8,10,11 ^{4,7}	X	X				X	X	X	
Montana	4,8,11		X	X						
Nebraska ⁸										
Nevada	4,8,10–12	X	X	X		X	X	X		
New Hampshire	3,6,10		X	X				X		
New Jersey	4,8,11	X	X	X		X		X	X	(5) (9)
New Mexico	1–10	X	X	X		X	X	X	X	
New York	4,6,8–12	X	X	X	X	X	X	X		(5) (6)
North Carolina	3–12	X	X	X	X	X	X	X		
North Dakota	4,6,8,10	X	X	X	X			X		(6)
Ohio	4,6,8–12		X	X	X	X	X	X		(6)
Oklahoma	5,8,11	X	X	X				X		
Oregon	3,5,8,10		X	X				X		
Pennsylvania	5,8,11		X				X			
Rhode Island	3–5,7–10		X	X				X		
South Carolina	1,3–8,10–12 ⁷	X	X	X		X		X		
South Dakota	2,4,5,8,9,11	X	X	X						
Tennessee	3–12	X	X	X		X	X	X		(5)
Texas	3–12	X	X	X		X	X	X	X	
Utah	1–9,11 ⁴	X	X	X	X			X		
Vermont	2,4,8,10		X	X				X		
Virginia	3–6,8–12	X	X	X	X	X		X		
Washington	2–4,6,7,9–11 ⁴	X	X	X				X		
West Virginia	3–12 ⁷	X	X	X				X	X	(5) (9)
Wisconsin	3,4,8,10	X	X	X				X		
Wyoming	4,8–12 ⁷		X	X				X		
Outlying areas										
American Samoa	4,7,8,10,12	X	X	X						(9)
Puerto Rico	K-12	X	X	X			X			
Virgin Islands	3,5,6,8,11	X	X				X	X		

—Not available.

¹ Testing program is for instructional purposes.

² Testing program is for the purpose of student accountability.

³ Testing program is for school accountability.

⁴ Inclusion is voluntary for students, schools or school districts for one or more grades.

⁵ Endorsed diploma.

⁶ Honors diploma.

⁷ A sample of students is tested for one or more grades.

⁸ This state did not administer any statewide assessments for the 1999–2000 school year.

⁹ High school skills guarantee.

SOURCE: Council of Chief State School Officers, "Annual Survey of State Student Assessment Programs, Spring 2002." (This table was prepared July 2002.)

Table 155. States requiring testing for initial certification of teachers, by skills or knowledge assessment: 1990 and 2002

State	Assessment for certification, 1990				Assessment for certification, 2002				
	Basic skills exam	Subject matter exam	Knowledge of teaching exam	Assessment of teaching performance	Basic skills exam	Subject matter exam	General knowledge exam	Knowledge of teaching exam	Assessment of teaching performance
1	2	3	4	5	6	7	8	9	10
Alabama					(1)	(2)		(2)	X
Alaska					X				
Arizona	X		X			X		X	X
Arkansas		X	X		X	X		X	X
California	X	X			X	(3)			
Colorado	X			X		X			
Connecticut	X	X		X	X	X			
Delaware	X				X				
District of Columbia	X	X			X	X			X
Florida		X	X	X	X	X	X	X	X
Georgia		X		X	X	X			
Hawaii	X	X	X		X	X		X	
Idaho		X	X						
Illinois		X	X		X	X			
Indiana	X	X	X		X	X	X	X	
Iowa	X	X	X	X					
Kansas	X		X					X	
Kentucky				X	(1)				X
Louisiana	X	X	X		X	X	X	X	X
Maine	X	X	X	X	X		X	X	
Maryland	X	X	X		X	X		X	X
Massachusetts		(4)				(4)			
Michigan					X	X	(5)		
Minnesota	X				X		X	X	
Mississippi		X	X	X		X		X	
Missouri		X			(1)	X		(6)	
Montana	X		X		X				
Nebraska	X				X				
Nevada	X	X	X		X	X		X	
New Hampshire	X				X	X			
New Jersey		X				X	(7)		X
New Mexico	X		X	X	X		X	X	
New York	X		X				X	X	
North Carolina				X	(1)	X			
North Dakota					(1)		X	X	
Ohio ⁸		X	X			X		X	X
Oklahoma				X	X	X	X	(9)	X
Oregon	X	X	X	X	X	X			(10)
Pennsylvania	X	X	X		X	X	X	X	
Rhode Island ¹¹	X		X	X			X		
South Carolina			X	X	X	X		X	X
South Dakota ¹²					X	X			X
Tennessee				X	(13)	X		X	X
Texas ¹⁴		X	X			X		X	
Utah								(15)	
Vermont					X				
Virginia	X	X	X	X	X	X			
Washington				X	(1)				
West Virginia	X	X		X	X	X		X	X
Wisconsin	X				X				
Wyoming									

¹ For admission to teacher education program.
² Institution's exit exam.
³ Subject matter exam or completion of an approved subject matter program.
⁴ In 1990, test required for foreign language, bilingual, and English as a Second Language. In 2002, two-part exam covers communication and literacy skills and the subject matter knowledge for the certificate.
⁵ Elementary certificate exam (subject-area exam).
⁶ If no subject knowledge assessment is designated.
⁷ For elementary education.
⁸ Test requirements in 1990 set by school districts.
⁹ Required for standard certificate.
¹⁰ For Oregon graduates.
¹¹ Principles of Learning Teaching Test (K-6) or (7-12).
¹² Required within the institutional program requirements.
¹³ Basic skills exams in reading, math, and writing are covered in the Praxis Pre-professional Skills Test.
¹⁴ Screening for admission to a teacher preparation program includes college level skills in reading, oral and written communication, critical thinking, and mathematics.
¹⁵ Entry year requirement.
 SOURCE: Council of Chief State School Officers, "State Education Indicators, 1990;" and National Association of State Directors of Teacher Education and Certification, "The NASDTEC Manual 2002: Manual on Certification & Preparation of Educational Personnel in the United States & Canada." (This table was prepared August 2002.)

Table 160. Summary of expenditures for public elementary and secondary education, by purpose: Selected years, 1919-20 to 2000-01

Purpose of expenditures	1919-20	1929-30	1939-40	1949-50	1959-60	1969-70	1979-80	1989-90	1998-99	1999-2000 ¹	2000-01
1	2	3	4	5	6	7	8	9	10	11	12
Amounts in thousands of dollars											
Total expenditures	\$1,036,151	\$2,316,790	\$2,344,049	\$5,837,643	\$15,613,255	\$40,683,429	\$95,961,561	\$212,769,564	\$355,837,818	\$381,838,155	\$411,518,072
Current expenditures for public elementary and secondary education	861,120	1,843,552	1,941,799	4,687,274	12,329,389	34,217,773	86,984,142	188,229,359	302,876,294	323,888,508	348,170,327
Administration	36,752	78,680	91,571	220,050	528,408	1,606,646	4,263,757	216,346,991	223,396,918	225,079,298	226,701,026
Instruction	632,556	1,317,727	1,403,285	3,112,340	8,350,738	23,270,158	53,257,937	2113,550,405	2186,776,182	2199,968,138	2214,239,936
Plant operation	115,707	216,072	194,365	427,587	1,085,036	2,537,257	9,744,785	20,261,415	29,396,471	31,190,295	33,928,030
Plant maintenance	30,432	78,810	73,321	214,164	422,586	974,941	(³)	(³)	(³)	(³)	(³)
Fixed charges	9,286	50,270	50,116	261,469	909,323	3,266,920	11,793,934	(³)	(³)	(³)	(³)
Other school services ⁴	36,387	101,993	129,141	451,663	1,033,297	2,561,856	7,923,729	238,070,548	263,306,722	267,650,776	273,301,335
Other current expenditures	3,277	9,825	13,367	35,614	132,566	635,803	597,585	2,982,543	5,242,618	5,457,015	6,064,862
Summer schools	(⁵)	(⁵)	(⁵)	(⁵)	13,263	106,481	24,753	—	—	—	—
Adult education ⁵	3,277	9,825	13,367	35,614	26,858	128,778	—	—	—	—	—
Community colleges	(⁵)	(⁵)	(⁵)	(⁵)	34,492	138,813	—	—	—	—	—
Community services	(⁴)	(⁴)	(⁴)	(⁴)	57,953	261,731	572,832	—	—	—	—
Capital outlay ⁶	153,543	370,878	257,974	1,014,176	2,661,786	4,659,072	6,506,167	17,781,342	39,522,710	43,357,186	47,117,751
Interest on school debt	18,212	92,536	130,909	100,578	489,514	1,170,782	1,873,666	3,776,321	8,196,196	9,135,445	10,165,131
Percentage distribution											
Total expenditures	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Current expenditures for public elementary and secondary education	83.1	79.6	82.8	80.3	79.0	84.1	90.6	88.5	85.1	84.8	84.6
Administration	3.5	3.4	3.9	3.8	3.4	3.9	4.4	2.7	2.6	2.6	2.6
Instruction	61.0	56.9	59.9	53.3	53.5	57.2	55.5	25.4	25.2	25.2	25.2
Plant operation	11.2	9.3	8.3	7.3	6.9	6.2	10.2	2.9	2.8	2.8	2.8
Plant maintenance	2.9	3.4	3.1	3.7	2.7	2.4	(³)	(³)	(³)	(³)	(³)
Fixed charges	0.9	2.2	2.1	4.5	5.8	8.0	12.3	—	—	—	—
Other school services ⁴	3.5	4.4	5.5	7.7	6.6	6.3	8.3	17.9	17.8	17.7	17.8
Other current expenditures	0.3	0.4	0.6	0.6	0.8	1.6	0.6	1.4	1.5	1.4	1.5
Summer schools	(⁵)	(⁵)	(⁵)	(⁵)	0.1	0.3	#	—	—	—	—
Adult education ⁵	0.3	0.4	0.6	0.6	0.2	0.3	—	—	—	—	—
Community colleges	(⁵)	(⁵)	(⁵)	(⁵)	0.2	0.3	0.6	—	—	—	—
Community services	(⁴)	(⁴)	(⁴)	(⁴)	0.4	0.6	—	—	—	—	—
Capital outlay ⁶	14.8	16.0	11.0	17.4	17.0	11.5	6.8	8.4	11.1	11.4	11.4
Interest on school debt	1.8	4.0	5.6	1.7	3.1	2.9	2.0	1.8	2.3	2.4	2.5

⁶ Prior to 1969-70, excludes capital outlay by state and local school housing authorities.

NOTE: Beginning in 1959-60, includes Alaska and Hawaii. Beginning in 1989-90, state administration expenditures were excluded from both "total" and "current" expenditures. Beginning in 1989-90, extensive changes were made in the data collection procedures. Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems*; and The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2000-01. (This table was prepared August 2003.)

—Not available.

Rounded to zero.

¹ Revised from previously published data.

² Data not comparable to figures prior to 1989-90.

³ Plant operation also includes plant maintenance.

⁴ Prior to 1959-60, items included under "other school services" were listed under "auxiliary services," a more comprehensive classification that also included community services.

⁵ Prior to 1959-60, data shown for adult education represent combined expenditures for adult education, summer schools, and community colleges.

Table 162. Total expenditures for public elementary and secondary education, by function and state or jurisdiction: 2000–01—Continued

[In thousands]

State or jurisdiction	Total expenditures							
	Current expenditures for elementary and secondary programs					Other current expenditures ¹	Capital outlay ²	Interest on school debt
	Support services			Food services	Enterprise operations ³			
	Operation and maintenance	Student transportation	Other support services					
1	10	11	12	13	14	15	16	17
United States	\$33,928,030	\$14,060,957	\$11,355,643	\$13,813,582	\$776,463	\$6,064,862	\$47,117,751	\$10,165,131
Alabama	376,377	183,374	74,151	297,570	0	104,322	532,066	84,244
Alaska	157,631	46,324	40,626	35,529	6,140	6,643	150,565	19,539
Arizona	529,312	177,521	196,607	307,898	0	33,405	1,807,723	363,622
Arkansas	219,591	88,856	66,052	140,006	71	8,867	238,613	56,954
California	4,033,226	1,044,599	1,971,231	1,587,669	44,178	884,682	6,361,029	394,620
Colorado	482,414	145,078	467,296	155,719	16,777	43,477	676,433	242,962
Connecticut	524,003	258,846	128,807	158,388	50,916	107,271	701,251	132,129
Delaware	113,345	56,090	56,268	46,784	0	15,650	135,034	14,043
District of Columbia	88,666	53,889	20,586	23,366	0	11,742	184,107	24,867
Florida	1,627,210	639,658	496,267	730,466	0	462,334	2,872,053	394,967
Georgia	789,041	379,198	272,089	508,033	7,254	51,358	1,621,274	181,077
Hawaii	115,300	21,479	32,884	71,275	0	33,606	119,029	41,515
Idaho	133,157	65,470	29,145	61,308	0	3,998	126,521	30,498
Illinois	1,653,603	696,273	506,535	514,826	0	144,436	2,638,147	490,973
Indiana	822,447	413,265	222,309	304,814	0	58,425	846,039	631,104
Iowa	303,862	106,385	85,645	151,631	104,682	25,274	405,211	57,463
Kansas	340,644	127,966	78,906	151,049	0	3,482	219,445	109,898
Kentucky	354,933	202,672	92,569	213,305	0	48,319	168,068	76,130
Louisiana	419,920	239,754	97,353	294,432	73	19,040	410,272	102,300
Maine	165,312	76,755	30,219	57,888	54	19,453	140,577	38,307
Maryland	581,795	343,002	249,347	213,503	135,308	19,844	823,792	80,951
Massachusetts	850,385	388,675	214,553	328,134	0	127,887	180,165	253,016
Michigan	1,501,936	585,951	634,860	429,910	0	353,580	2,103,973	565,151
Minnesota	591,248	355,160	197,227	270,762	0	298,993	977,005	297,635
Mississippi	251,529	111,959	46,768	167,480	339	20,525	226,553	62,265
Missouri	619,279	287,559	114,529	265,841	0	144,478	717,285	210,168
Montana	108,424	45,509	25,274	41,154	1,162	7,441	63,120	11,490
Nebraska	187,951	56,388	36,982	81,862	71,218	3,420	263,916	43,612
Nevada	193,248	78,997	79,909	62,886	0	13,784	576,699	133,946
New Hampshire	130,048	65,634	10,107	49,145	0	4,257	166,961	33,015
New Jersey	1,496,763	824,006	296,552	360,336	86,373	174,057	1,376,223	247,518
New Mexico	202,421	96,974	32,818	96,631	1,270	14,333	304,873	33,894
New York	2,816,262	1,510,433	940,781	840,384	0	1,295,289	2,657,721	866,137
North Carolina	637,646	289,108	199,350	462,839	0	46,011	1,429,502	234,710
North Dakota	60,949	31,108	13,759	32,672	22,702	5,819	57,105	7,519
Ohio	1,317,243	622,736	568,921	481,764	1,689	420,683	1,710,063	303,126
Oklahoma	437,895	123,131	119,122	200,688	40,178	22,254	272,274	37,354
Oregon	358,182	174,122	257,333	130,385	11,350	17,780	419,441	128,641
Pennsylvania	1,539,350	724,783	437,592	530,877	28,593	346,074	1,900,009	693,945
Rhode Island	125,195	61,617	32,020	37,824	0	17,924	27,590	27,195
South Carolina	405,891	137,668	116,317	230,027	16,699	59,273	860,096	127,547
South Dakota	80,404	28,010	29,009	39,643	2,085	3,132	143,806	18,559
Tennessee	501,413	178,977	82,543	254,498	0	29,795	901,761	178,594
Texas	2,952,082	698,598	872,891	1,324,423	0	221,309	4,895,784	1,221,856
Utah	214,816	67,653	42,973	118,515	16,693	64,514	367,644	67,786
Vermont	74,583	29,813	19,193	25,149	339	2,968	62,237	15,437
Virginia	822,246	387,028	135,080	323,873	1,858	52,271	1,113,011	189,229
Washington	671,466	266,490	217,774	222,012	108,138	40,657	1,039,796	290,079
West Virginia	228,018	143,132	31,098	125,354	1	33,650	146,316	10,830
Wisconsin	642,672	293,370	312,933	229,707	69	115,591	911,549	277,601
Wyoming	76,704	29,913	22,484	23,523	254	1,486	68,025	9,113
Outlying areas								
American Samoa	2,502	568	1,140	7,954	0	2,657	5,443	0
Guam	—	—	—	—	—	—	—	—
Northern Marianas	314	69	57	2,821	0	139	10,294	0
Puerto Rico	224,179	43,057	60,317	213,376	0	46,694	44,914	19,242
Virgin Islands	8,917	4,328	2,100	5,979	712	2,177	9,275	0

—Not available.

¹ Includes expenditures for adult education, community colleges, private school programs funded by local and state education agencies, and community services.

² Includes expenditures for property and for building and alterations completed by school district staff or contractors.

³ Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time). Also includes small amounts for direct program support made by state education agencies for local school districts.

⁴ Includes expenditures for health, attendance, and speech pathology services.

⁵ Includes expenditures for curriculum development, staff training, libraries, and media and computer centers.

NOTE: Excludes expenditures for state education agencies. Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 2000–01. (This table was prepared July 2003.)

Table 163. Total expenditures for public elementary and secondary education, by function and state or jurisdiction: 1999–2000

[In thousands]

State or jurisdiction	Total expenditures							
	Total	Current expenditures for elementary and secondary programs						
		Current expenditures for public schools	Instruction	Support services				
				Total	Student support ⁴	Instructional staff ⁵	General administration	School administration
1	2	3	4	5	6	7	8	9
United States	\$381,838,155	\$323,888,508	\$199,968,138	\$110,153,391	\$16,046,845	\$14,640,411	\$6,698,006	\$18,381,292
Alabama	5,010,612	4,176,082	2,577,581	1,319,454	182,988	159,957	114,952	256,470
Alaska	1,397,285	1,183,499	662,932	480,989	62,790	87,743	58,346	66,182
Arizona	5,895,099	4,288,739	2,605,219	1,477,507	285,277	114,098	75,745	218,670
Arkansas	2,679,792	2,380,331	1,447,716	798,529	106,478	96,643	82,169	141,198
California	44,759,855	38,129,479	23,832,969	12,815,848	1,494,680	2,058,205	275,312	2,675,276
Colorado	5,461,006	4,401,010	2,550,133	1,691,847	171,884	189,715	65,957	287,020
Connecticut	6,304,421	5,402,836	3,426,238	1,719,095	289,228	180,122	109,067	294,837
Delaware	1,048,645	937,630	576,886	316,901	42,621	13,410	10,505	51,846
District of Columbia	890,143	780,192	324,325	434,354	62,317	153,670	21,118	35,188
Florida	17,515,027	13,885,988	8,076,047	5,121,344	701,303	858,262	148,338	853,189
Georgia	10,899,994	9,158,624	5,713,274	2,948,563	441,902	526,019	119,739	564,795
Hawaii	1,406,978	1,213,695	765,134	373,037	89,758	46,736	8,896	73,414
Idaho	1,492,809	1,302,817	804,086	442,073	72,211	51,948	33,438	77,474
Illinois	17,392,541	14,462,773	8,686,846	5,280,916	861,098	582,985	491,777	768,285
Indiana	8,612,151	7,110,930	4,433,163	2,388,519	312,521	222,841	129,839	400,850
Iowa	3,694,883	3,264,336	1,921,516	1,098,019	211,399	160,880	97,496	174,414
Kansas	3,286,262	2,971,814	1,703,818	1,122,727	168,169	129,344	115,561	192,601
Kentucky	4,145,224	3,837,794	2,343,704	1,280,466	146,108	192,055	115,601	219,915
Louisiana	4,925,923	4,391,189	2,645,628	1,408,763	176,747	195,884	98,832	238,911
Maine	1,799,866	1,604,438	1,072,763	469,366	49,281	47,144	32,184	89,554
Maryland	7,348,943	6,545,135	4,028,454	2,190,247	271,035	338,868	53,765	434,916
Massachusetts	9,078,617	8,564,039	5,700,310	2,558,087	405,750	285,910	182,740	368,788
Michigan	16,841,093	13,994,294	8,137,640	5,454,043	921,491	664,954	329,564	888,506
Minnesota	7,614,218	6,140,442	3,861,367	2,023,544	206,787	332,357	189,444	253,827
Mississippi	2,931,371	2,510,376	1,532,550	814,941	104,393	104,193	77,861	140,799
Missouri	6,733,065	5,655,531	3,484,116	1,932,389	261,722	246,384	171,818	338,625
Montana	1,073,132	994,770	620,684	334,121	47,151	36,734	29,796	52,873
Nebraska	2,195,263	1,926,500	1,209,991	569,901	81,533	68,152	68,826	96,665
Nevada	2,444,804	1,875,467	1,119,108	698,300	69,753	74,177	30,292	135,460
New Hampshire	1,580,317	1,418,503	929,165	443,067	90,269	39,089	47,825	78,350
New Jersey	14,953,710	13,327,645	7,848,553	5,066,132	1,146,201	411,176	396,998	721,086
New Mexico	2,214,591	1,890,274	1,066,564	731,346	184,660	80,010	52,710	108,257
New York	32,354,348	28,433,240	19,368,224	8,299,373	963,004	789,896	580,939	1,208,635
North Carolina	9,366,556	7,713,293	4,893,381	2,387,992	404,419	272,909	160,681	519,383
North Dakota	732,929	638,946	382,289	203,506	23,187	19,185	31,583	31,244
Ohio	15,021,942	12,974,575	7,633,412	4,871,562	689,078	754,802	335,830	762,406
Oklahoma	3,677,397	3,382,581	1,956,646	1,202,906	203,606	109,018	108,369	197,662
Oregon	4,419,127	3,896,287	2,313,122	1,446,181	233,772	178,376	65,522	247,463
Pennsylvania	16,981,551	14,120,112	8,857,974	4,732,578	661,009	528,512	432,356	625,799
Rhode Island	1,456,291	1,393,143	916,608	437,400	93,915	59,712	29,053	68,118
South Carolina	4,968,906	4,087,355	2,450,038	1,404,865	266,564	241,761	52,421	248,734
South Dakota	902,255	737,998	444,596	253,953	39,427	29,413	25,625	38,846
Tennessee	5,818,502	4,931,734	3,216,104	1,468,494	166,624	271,097	95,540	255,258
Texas	31,071,241	25,098,703	15,278,648	8,555,496	1,208,268	1,332,764	431,434	1,413,099
Utah	2,599,491	2,102,655	1,372,663	603,245	75,110	87,721	22,049	124,917
Vermont	929,310	870,198	562,372	283,750	56,560	30,261	23,208	58,013
Virginia	9,008,649	7,757,598	4,825,091	2,639,236	367,659	456,002	75,731	461,367
Washington	7,765,238	6,399,885	3,816,969	2,269,270	443,818	294,354	142,471	310,447
West Virginia	2,281,245	2,086,937	1,288,004	675,680	68,461	57,494	53,600	114,491
Wisconsin	8,091,176	6,852,178	4,265,597	2,370,682	322,627	350,386	180,205	359,199
Wyoming	764,360	683,918	417,920	242,788	40,235	27,083	14,878	40,972
Outlying areas								
American Samoa	51,050	42,395	16,164	17,380	6,876	2,984	501	1,922
Guam	—	—	—	—	—	—	—	—
Northern Marianas	57,669	49,832	40,226	6,488	579	0	5,704	—
Puerto Rico	2,198,277	2,086,414	1,453,889	397,265	54,068	18,174	39,279	—
Virgin Islands	147,528	135,174	84,107	44,682	8,314	5,604	7,636	6,300

See notes at end of table.

Table 163. Total expenditures for public elementary and secondary education, by function and state or jurisdiction: 1999–2000—Continued

[In thousands]

State or jurisdiction	Total expenditures							
	Current expenditures for elementary and secondary programs					Other current expenditures ¹	Capital outlay ²	Interest on school debt
	Support services			Food services	Enterprise operations ³			
	Operation and maintenance	Student transportation	Other support services					
1	10	11	12	13	14	15	16	17
United States	\$31,190,295	\$13,007,625	\$10,188,917	\$12,948,807	\$818,172	\$5,457,015	\$43,357,186	\$9,135,445
Alabama	353,011	175,720	76,357	279,047	0	92,742	666,798	74,991
Alaska	158,659	44,603	2,666	33,426	6,151	7,134	184,599	22,053
Arizona	514,748	153,198	115,772	206,014	0	3,959	1,295,700	306,701
Arkansas	217,001	86,839	68,201	134,070	15	8,714	239,157	51,590
California	3,665,200	954,377	1,692,799	1,455,196	25,466	774,401	5,555,655	300,320
Colorado	408,898	132,081	436,293	144,995	14,035	39,178	786,569	234,249
Connecticut	486,917	242,243	116,681	150,950	106,554	101,973	676,812	122,799
Delaware	97,840	51,456	49,223	43,843	0	15,374	81,932	13,709
District of Columbia	99,048	41,673	21,339	21,513	0	1,664	87,713	20,574
Florida	1,507,980	591,859	460,412	688,597	0	449,022	2,806,038	373,979
Georgia	713,052	341,807	241,248	489,217	7,570	49,228	1,521,103	171,039
Hawaii	98,311	21,965	33,958	75,524	0	33,842	118,918	40,522
Idaho	121,317	60,757	24,928	56,658	0	3,370	155,544	31,078
Illinois	1,500,335	628,796	447,639	495,011	0	131,771	2,464,022	333,975
Indiana	765,291	391,535	165,644	289,249	0	54,667	852,641	593,913
Iowa	272,365	101,089	80,376	146,479	98,322	25,789	353,405	51,353
Kansas	310,511	123,278	83,263	145,268	0	3,111	212,543	98,795
Kentucky	334,397	189,886	82,504	213,624	0	47,633	176,416	83,381
Louisiana	371,852	228,777	97,760	289,070	47,727	17,843	415,636	101,256
Maine	151,503	72,019	27,681	62,256	53	17,983	141,831	35,615
Maryland	600,657	316,041	174,965	196,592	129,843	17,807	709,551	76,450
Massachusetts	780,490	353,091	181,318	305,641	0	116,919	200,057	197,603
Michigan	1,470,480	542,967	636,081	402,611	0	336,809	1,996,865	513,125
Minnesota	513,869	336,038	191,222	255,531	0	280,143	914,555	279,078
Mississippi	241,599	102,317	43,780	162,339	546	18,201	345,811	56,983
Missouri	544,406	266,770	102,663	239,026	0	131,651	759,780	186,103
Montana	102,809	42,987	21,771	39,240	726	7,096	60,477	10,789
Nebraska	168,340	52,996	33,390	79,289	67,318	3,171	228,437	37,155
Nevada	182,023	76,444	130,151	58,058	0	12,300	428,919	128,119
New Hampshire	119,467	60,338	7,728	46,272	0	3,642	130,145	28,026
New Jersey	1,371,519	738,680	280,471	338,348	74,613	164,134	1,232,944	228,987
New Mexico	183,696	92,536	29,477	91,095	1,270	12,717	279,568	32,031
New York	2,558,789	1,391,996	806,115	765,643	0	1,112,759	1,949,689	858,660
North Carolina	584,633	277,808	168,159	431,920	0	48,014	1,388,756	216,493
North Dakota	55,930	28,978	13,399	31,516	21,636	5,138	80,652	8,193
Ohio	1,200,768	573,123	555,554	467,064	2,537	398,489	1,392,455	256,423
Oklahoma	372,381	112,928	98,942	184,909	38,121	17,186	236,705	40,924
Oregon	335,419	161,871	223,758	125,416	11,567	13,217	395,381	114,241
Pennsylvania	1,426,223	655,225	403,454	502,168	27,393	340,408	1,874,275	646,755
Rhode Island	110,736	57,080	18,785	39,135	0	8,397	30,593	24,158
South Carolina	365,810	130,068	99,506	215,000	17,452	50,872	721,810	108,870
South Dakota	69,979	26,343	24,319	37,669	1,780	2,042	144,374	17,842
Tennessee	441,401	167,666	70,908	247,136	0	26,853	743,906	116,009
Texas	2,699,619	674,116	796,197	1,264,559	0	161,112	4,719,702	1,091,725
Utah	190,844	62,341	40,266	115,299	11,447	64,889	366,789	65,159
Vermont	69,026	29,176	17,507	23,404	671	5,341	39,165	14,606
Virginia	759,413	346,729	172,336	291,865	1,406	54,375	1,005,551	191,125
Washington	629,687	251,483	197,011	210,294	103,351	35,736	1,043,767	285,850
West Virginia	217,199	136,386	28,049	123,232	22	32,928	147,736	13,645
Wisconsin	603,684	280,978	276,603	215,796	103	93,596	926,361	219,041
Wyoming	71,165	28,168	20,287	22,733	477	1,677	69,379	9,386
Outlying areas								
American Samoa	2,996	598	1,503	8,851	0	2,747	5,908	0
Guam	—	—	—	—	—	—	—	—
Northern Marianas	54	78	73	3,118	0	337	7,501	0
Puerto Rico	187,386	36,305	62,053	235,261	0	47,086	45,155	19,621
Virgin Islands	9,347	4,738	2,743	5,623	761	2,155	10,199	0

—Not available.

¹Includes expenditures for adult education, community colleges, private school programs funded by local and state education agencies, and community services.²Includes expenditures for property and for building and alterations completed by school district staff or contractors.³Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time). Also includes small amounts for direct program support made by state education agencies for local school districts.⁴Includes expenditures for health, attendance, and speech pathology services.⁵Includes expenditures for curriculum development, staff training, libraries, and media and computer centers.

NOTE: Excludes expenditures for state education agencies. Some data have been revised from previously published figures. Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1999–2000. (This table was prepared August 2003.)

Table 166. Total and current expenditure per pupil in public elementary and secondary schools: Selected years, 1919–20 to 2001–02

School year	Expenditure per pupil in average daily attendance				Expenditure per pupil in fall enrollment ¹				
	Unadjusted dollars		Constant 2001–02 dollars ²		Unadjusted dollars		Constant 2001–02 dollars ²		Annual percent change in current expenditure
	Total expenditure	Current expenditure	Total expenditure	Current expenditure	Total expenditure	Current expenditure	Total expenditure	Current expenditure	
1	2	3	4	5	6	7	8	9	10
1919–20	\$64	\$53	\$598	\$499	\$48	\$40	\$448	\$373	—
1929–30	108	87	1,129	903	90	72	935	747	—
1931–32	97	81	1,197	1,002	82	69	1,014	848	—
1933–34	76	67	1,026	908	65	57	871	771	—
1935–36	88	74	1,140	963	74	63	964	815	—
1937–38	100	84	1,240	1,043	86	72	1,065	896	—
1939–40	106	88	1,348	1,123	92	76	1,168	973	—
1941–42	110	98	1,257	1,124	94	84	1,077	962	—
1943–44	125	117	1,275	1,196	105	99	1,074	1,008	—
1945–46	146	136	1,425	1,332	124	116	1,214	1,135	—
1947–48	205	181	1,567	1,388	179	158	1,368	1,212	—
1949–50	260	210	1,959	1,583	231	187	1,738	1,404	—
1951–52	314	246	2,132	1,668	275	215	1,867	1,461	—
1953–54	351	265	2,326	1,755	312	236	2,068	1,560	—
1955–56	387	294	2,565	1,950	354	269	2,345	1,783	—
1957–58	447	341	2,792	2,129	408	311	2,546	1,941	—
1959–60	471	375	2,856	2,275	440	350	2,668	2,125	—
1961–62	517	419	3,066	2,484	485	393	2,877	2,331	—
1963–64	559	460	3,228	2,660	520	428	3,004	2,475	—
1965–66	654	538	3,651	3,003	607	499	3,390	2,788	—
1967–68	786	658	4,121	3,449	732	612	3,833	3,209	—
1969–70	955	816	4,505	3,849	879	751	4,147	3,544	—
1970–71	1,049	911	4,707	4,087	970	842	4,352	3,778	6.6
1971–72	1,128	990	4,884	4,286	1,034	908	4,479	3,931	4.0
1972–73	1,211	1,077	5,039	4,483	1,117	993	4,648	4,135	5.2
1973–74	1,364	1,207	5,213	4,614	1,244	1,101	4,753	4,207	1.7
1974–75	1,545	1,365	5,315	4,695	1,423	1,257	4,896	4,325	2.8
1975–76	1,697	1,504	5,454	4,831	1,563	1,385	5,022	4,449	2.9
1976–77	1,816	1,638	5,514	4,972	1,674	1,509	5,081	4,581	3.0
1977–78	2,002	1,823	5,697	5,186	1,842	1,677	5,240	4,770	4.1
1978–79	2,210	2,020	5,749	5,256	2,029	1,855	5,279	4,827	1.2
1979–80	2,491	2,272	5,717	5,214	2,290	2,088	5,255	4,794	-0.7
1980–81	³ 2,742	2,502	³ 5,641	5,146	³ 2,529	2,307	³ 5,203	4,746	-1.0
1981–82	³ 2,973	2,726	³ 5,630	5,161	³ 2,754	2,525	³ 5,215	4,781	0.7
1982–83	³ 3,203	2,955	³ 5,816	5,365	³ 2,966	2,736	³ 5,385	4,968	3.9
1983–84	³ 3,471	3,173	³ 6,077	5,556	³ 3,216	2,940	³ 5,630	5,147	3.6
1984–85	³ 3,722	3,470	³ 6,271	5,847	³ 3,456	3,222	³ 5,822	5,429	5.5
1985–86	³ 4,020	3,756	³ 6,583	6,150	³ 3,724	3,479	³ 6,099	5,698	5.0
1986–87	³ 4,308	3,970	³ 6,901	6,360	³ 3,995	3,682	³ 6,400	5,898	3.5
1987–88	³ 4,654	4,240	³ 7,159	6,522	³ 4,310	3,927	³ 6,630	6,040	2.4
1988–89	5,109	4,645	7,512	6,829	4,738	4,307	6,966	6,333	4.8
1989–90	5,550	4,980	7,789	6,988	5,174	4,643	7,262	6,515	2.9
1990–91	5,885	5,258	7,830	6,996	5,486	4,902	7,300	6,522	0.1
1991–92	6,074	5,421	7,832	6,989	5,629	5,023	7,257	6,476	-0.7
1992–93	6,281	5,584	7,853	6,981	5,804	5,160	7,257	6,451	-0.4
1993–94	6,492	5,767	7,912	7,029	5,996	5,327	7,307	6,492	0.6
1994–95	6,725	5,989	7,967	7,095	6,208	5,529	7,355	6,550	0.9
1995–96	6,962	6,147	8,029	7,090	6,443	5,689	7,431	6,562	0.2
1996–97	7,300	6,393	8,186	7,169	6,764	5,923	7,585	6,642	1.2
1997–98	7,703	6,676	8,487	7,354	7,142	6,189	7,868	6,819	2.7
1998–99	8,118	7,013	8,792	7,595	7,533	6,508	8,158	7,048	3.4
1999–2000	8,592	7,394	9,044	7,782	8,033	6,912	8,455	7,276	3.2
2000–01	9,197	7,898	9,360	8,037	8,589	7,376	8,742	7,507	3.2
2001–02 ³	9,553	8,203	9,553	8,203	8,922	7,661	8,922	7,661	2.1

—Not available.

¹ Data for 1919–20 to 1953–54 are based on school-year enrollment.² Based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.³ Estimated.SOURCE: U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems; Revenues and Expenditures for Public Elementary and Secondary Education*; The NCES Common Core of Data (CCD), "National Public Education Financial Survey, 1987–88 through 2000–01"; and *Projections of Education Statistics to 2013*. (This table was prepared August 2003.)

NOTE: Beginning in 1980–81, state administration expenditures are excluded from both "total" and "current" expenditures. Beginning in 1988–89, extensive changes were made in the data collection procedures. Some data have been revised from previously published figures.

Table 167. Public school pupils transported at public expense and current expenditures for transportation: Selected years, 1929–30 to 2000–01

School year	Average daily attendance, all students	Pupils transported at public expense		Expenditures for transportation (in current dollars)		Expenditures for transportation (in constant 2000–01 dollars)	
		Number	Percent of total	Total ¹ (in thousands)	Average per pupil transported	Total ¹ (in thousands)	Average per pupil transported
1	2	3	4	5	6	7	8
1929–30	21,265,000	1,902,826	8.9	\$54,823	\$29	\$560,792	\$295
1931–32	22,245,000	2,419,173	10.9	58,078	24	705,347	292
1933–34	22,458,000	2,794,724	12.4	53,908	19	712,797	255
1935–36	22,299,000	3,250,658	14.6	62,653	19	798,285	246
1937–38	22,298,000	3,769,242	16.9	75,637	20	924,498	245
1939–40	22,042,000	4,144,161	18.8	83,283	20	1,043,448	252
1941–42	21,031,000	4,503,081	21.4	92,922	21	1,043,477	232
1943–44	19,603,000	4,512,412	23.0	107,754	24	1,082,747	240
1945–46	19,849,000	5,056,966	25.5	129,756	26	1,245,436	246
1947–48	20,910,000	5,854,041	28.0	176,265	30	1,324,575	226
1949–50	22,284,000	6,947,384	31.2	214,504	31	1,585,861	228
1951–52	23,257,000	7,697,130	33.1	268,827	35	1,790,871	233
1953–54	25,643,871	8,411,719	32.8	307,437	37	2,001,702	238
1955–56	27,740,149	9,695,819	35.0	353,972	37	2,305,459	238
1957–58	29,722,275	10,861,689	36.5	416,491	38	2,553,549	235
1959–60	32,477,440	12,225,142	37.6	486,338	40	2,898,067	237
1961–62	34,682,340	13,222,667	38.1	576,361	44	3,357,382	254
1963–64	37,405,058	14,475,778	38.7	673,845	47	3,825,461	264
1965–66	39,154,497	15,536,567	39.7	787,358	51	4,320,549	278
1967–68	40,827,965	17,130,873	42.0	981,006	57	5,050,762	295
1969–70	41,934,376	18,198,577	43.4	1,218,557	67	5,648,169	310
1971–72	42,254,272	19,474,355	46.1	1,507,830	77	6,415,771	329
1973–74	41,438,054	21,347,039	51.5	1,858,141	87	6,977,922	327
1975–76	41,269,720	21,772,483	52.8	2,377,313	109	7,505,653	345
1977–78	40,079,590	² 21,800,000	54.4	2,731,041	² 125	7,634,688	² 350
1979–80	38,288,911	21,713,515	56.7	3,833,145	177	8,645,203	398
1980–81	37,703,744	² 22,272,000	59.1	² 4,408,000	² 198	² 8,910,000	² 400
1981–82	37,094,652	² 22,246,000	60.0	² 4,793,000	² 215	² 8,918,000	² 401
1982–83	36,635,868	² 22,199,000	60.6	² 5,000,000	² 225	² 8,920,000	² 402
1983–84	36,362,978	² 22,031,000	60.6	² 5,284,000	² 240	² 9,090,000	² 413
1984–85	36,404,261	² 22,320,000	61.3	² 5,722,000	² 256	² 9,472,000	² 424
1985–86	36,523,103	² 22,041,000	60.3	² 6,123,000	² 278	² 9,852,000	² 447
1986–87	36,863,867	² 22,397,000	60.8	² 6,551,000	² 292	² 10,312,000	² 460
1987–88	37,050,707	² 22,158,000	59.8	² 6,888,000	² 311	² 10,411,000	² 470
1988–89	37,268,072	² 22,635,000	60.7	² 7,550,000	² 334	² 10,908,000	² 482
1989–90	37,799,296	² 22,459,000	59.4	8,030,990	² 358	11,074,323	² 493
1990–91	38,426,543	² 22,000,000	57.3	8,678,954	² 394	11,347,443	² 516
1991–92	38,960,783	² 23,165,000	59.5	8,769,754	² 379	11,110,165	² 480
1992–93	39,570,462	² 23,439,000	59.2	9,252,300	² 395	11,366,453	² 485
1993–94	40,146,393	² 23,858,000	59.4	9,627,155	² 404	11,528,330	² 483
1994–95	40,720,763	² 23,693,000	58.2	9,889,034	² 417	11,511,959	² 486
1995–96	41,501,596	² 24,155,000	58.2	10,396,426	² 430	11,782,077	² 488
1996–97	42,262,004	² 24,090,000	57.0	10,989,809	² 456	12,109,067	² 503
1997–98	42,765,774	² 24,342,000	56.9	11,465,658	² 471	12,412,020	² 510
1998–99	43,186,715	² 24,898,000	57.7	12,224,454	² 491	13,008,254	² 522
1999–2000	43,806,726	² 24,951,000	57.0	13,007,625	² 521	13,453,271	² 539
2000–01	44,085,912	² 24,470,616	55.5	14,060,957	² 575	14,060,957	² 575

¹ Excludes capital outlay for years through 1979–80, and 1989–90 to the latest year. From 1980–81 to 1988–89 total transportation figures include capital outlay.

² Estimate based on data appearing in January issues of *School Bus Fleet*.

NOTE: Constant dollars are adjusted for inflation using the Consumer Price Index computed on a school year basis. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems, 1929–30 through 1975–76; Revenues and Expenditures for Public Elementary and Secondary Education, 1977–78 and 1979–80*; The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1987–88 through 2000–01; and Bobit Publishing Co., *School Bus Fleet*, "School Transportation: 2000–2001 School Year," and unpublished data. (This table was prepared November 2003.)

