



National Center for Education Statistics

The National Center for Education Statistics (NCES) fulfills a congressional mandate to collect and report “statistics and information showing the condition and progress of education in the United States and other nations in order to promote and accelerate the improvement of American education.”

EDUCATION STATISTICS QUARTERLY

Purpose and goals

At NCES, we are convinced that good data lead to good decisions about education. The *Education Statistics Quarterly* is part of an overall effort to make reliable data more accessible. Goals include providing a quick way to

- identify information of interest;
- review key facts, figures, and summary information; and
- obtain references to detailed data and analyses.

Content

The *Quarterly* gives a comprehensive overview of work done across all parts of NCES. Each issue includes short publications, summaries, and descriptions that cover all NCES publications and data products released during a 3-month period. To further stimulate ideas and discussion, each issue also incorporates

- a message from NCES on an important and timely subject in education statistics; and
- a featured topic of enduring importance with invited commentary.

A complete annual index of NCES publications appears in the Winter issue (published each January). Publications in the *Quarterly* have been technically reviewed for content and statistical accuracy.

General note about the data and interpretations

Many NCES publications present data that are based on representative samples and thus are subject to sampling variability. In these cases, tests for statistical significance take both the study design and the number of comparisons into account. NCES publications only discuss differences that are significant at the 95 percent confidence level or higher. Because of variations in study design, differences of roughly the same magnitude can be statistically significant in some cases but not in others. In addition, results from surveys are subject to

nonsampling errors. In the design, conduct, and data processing of NCES surveys, efforts are made to minimize the effects of nonsampling errors, such as item nonresponse, measurement error, data processing error, and other systematic error.

For complete technical details about data and methodology, including sample sizes, response rates, and other indicators of survey quality, we encourage readers to examine the detailed reports referenced in each article.

TABLE OF CONTENTS

Note From NCES

Kathryn A. Chandler, Program Director, Elementary/Secondary Sample Survey Studies Program 4
Introduces the 1999–2000 Schools and Staffing Survey (SASS).

Featured Topic: Schools and Staffing Survey

Schools and Staffing Survey, 1999–2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools

Kerry J. Gruber, Susan D. Wiley, Stephen P. Broughman, Gregory A. Strizek, and Marisa Burian-Fitzgerald 7
Provides an overview of 1999–2000 SASS data and describes selected findings on school safety, class size, school programs, teacher salaries, prior teaching experience of principals, professional development, and school library media specialists.

Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000

Marilyn McMillen Seastrom, Kerry J. Gruber, Robin Henke, Daniel J. McGrath, and Benjamin A. Cohen 12
Provides subject-specific estimates, presented separately for the middle and high school grades, of students' exposure to teachers who are underqualified in the subject taught.

Invited Commentary: First Publications From the Schools and Staffing Survey, 1999–2000

Daniel P. Mayer, Senior Researcher, Mathematica Policy Research, Inc. 20

Elementary and Secondary Education

The Nation's Report Card: Geography 2001

Andrew R. Weiss, Anthony D. Lutkus, Barbara S. Hildebrant, and Matthew S. Johnson 25
Presents major findings from the National Assessment of Educational Progress (NAEP) 2001 Geography Assessment and compares the findings to 1994 results.

Vocational Education Offerings in Rural High Schools

Lisa Hudson and Linda Shafer 38
Examines systems for delivering vocational education and the offerings provided by public high schools in urban, suburban, and rural areas.

Public Alternative Schools and Programs for Students at Risk of Education Failure: 2000–01

Brian Kleiner, Rebecca Porch, and Elizabeth Farris 42
Provides data on the availability of and enrollment in public alternative schools and programs for at-risk students, entrance and exit criteria, staffing, curriculum and services, and collaboration.

Overview of Public Elementary and Secondary Schools and Districts: School Year 2000–01

Lee M. Hoffman 48
Provides national and state-level data on the number, type, size, and location of schools and districts. Also includes data on the numbers of students in programs for migrant education, limited English proficiency, and special education.

Public High School Dropouts and Completers From the Common Core of Data: School Years 1998–99 and 1999–2000

Beth Aronstamm Young 63
Presents the number and percentage of students who dropped out of and completed public school among states that reported dropouts.

Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2000–01

Beth Aronstamm Young 70
Describes characteristics of the 100 largest school districts, such as number and average size of schools, pupil/teacher ratios, number of high school completers, number of special education students, and minority enrollment.

Postsecondary Education

Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1999–2000

Laura Horn, Katharin Peter, and Kathryn Rooney 79
Provides an overview of U.S. undergraduates, including student characteristics, institutions attended, programs studied, and the risk of leaving postsecondary education.

Student Financing of Undergraduate Education: 1999–2000

Lutz Berkner, Ali Berker, Kathryn Rooney, and Katharin Peter 87
Examines student financing of undergraduate education in U.S. postsecondary institutions, including types and sources of financial aid by type of institution, price of attendance, and student characteristics.

Student Financing of Graduate and First-Professional Education: 1999–2000

Susan P. Choy and Sonya Geis 93
Examines student financing of graduate and first-professional education in U.S. colleges and universities, with particular attention to student use of teaching and research assistantships.

Teaching With Technology: Use of Telecommunications Technology by Postsecondary Instructional Faculty and Staff in Fall 1998

Edward C. Warburton, Xianglei Chen, and Ellen M. Bradburn 98
Explores instructional faculty and staff's use of e-mail and the Internet, the quality of computing resources at their institutions, and the effects of technology use on workload.

Teaching Undergraduates in U.S. Postsecondary Institutions: Fall 1998

Xianglei Chen 103
Presents findings on who teaches undergraduates in postsecondary institutions, how much they teach, and what teaching practices they use.

The Gender and Racial/Ethnic Composition of Postsecondary Instructional Faculty and Staff: 1992–98

Denise Glover and Basmat Parsad 113
Describes how the gender and racial/ethnic composition of full- and part-time instructional faculty and staff changed between the fall of 1992 and the fall of 1998.



Tenure Status of Postsecondary Instructional Faculty and Staff: 1992–98

Basmat Parsad and Denise Glover 127
Analyzes changes in the tenure status of full-time instructional faculty and staff between 1992 and 1998, by their academic rank, gender, and race/ethnicity; by level and control of institution; and by program area.

Libraries

Public Libraries in the United States: Fiscal Year 2000

Adrienne Chute, P. Elaine Kroe, Patricia Garner, Maria Polcari, and Cynthia Jo Ramsey 131
Summarizes information on public libraries, including number of service outlets, population of service area, Internet access, children's and other services, operating income and expenditures, staffing, and size of collection.

Crosscutting Statistics

The Condition of Education: 2002

National Center for Education Statistics 135
Focuses on indicators of the condition and progress of education in the United States, including student participation, persistence, and performance and societal support for learning. Also includes this year's special analyses of private schools and nontraditional undergraduates.

Projections of Education Statistics to 2012

Debra E. Gerald and William J. Hussar 144
Presents national data on elementary and secondary schools and degree-granting institutions, including projections to the year 2012. Also includes state-level projections of public school enrollment and public high school graduates.

Methodology

Beginning Postsecondary Students Longitudinal Study: 1996–2001 (BPS:1996/2001) Methodology Report

Jennifer S. Wine, Ruth E. Heuer, Sara C. Wheelless, Talbric L. Francis, Jeff W. Franklin, and Kristin M. Dudley 147
Describes the procedures and results of the full-scale implementation of the final follow-up interview with the BPS:96 cohort.

1999 National Study of Postsecondary Faculty (NSOPF:99) Methodology Report

Sameer Y. Abraham, Darby Miller Steiger, Margrethe Montgomery, Brian D. Kuhr, Roger Tourangeau, Bob Montgomery, and Manas Chattopadhyay 150
Describes the methods and procedures used to develop and implement NSOPF:99.

Data Products, Other Publications, and Funding Opportunities

Data Products

Data File: CCD Public Elementary/Secondary School Universe Survey: School Year 2000–01 154

Data File: CCD Local Education Agency Universe Survey: School Year 2000–01 154

Data File: CCD Local Education Agency (School District) Universe Dropout Data: 1999–2000 154

Data File: CCD National Public Education Financial Survey: Fiscal Year 2000 155

CD-ROM: NELS:88/2000 Public-Use Data Files and Electronic Codebook—Base Year Through Fourth Follow-up 155

Data File, Public-Use: 1998 Academic Library Survey 155

Data File, Public-Use: Public Libraries Survey: Fiscal Year 2000 156

Other Publications

The Nation's Report Card: Geography Highlights 2001
National Center for Education Statistics 156

Safety in Numbers: Collecting and Using Crime, Violence, and Discipline Incident Data to Make a Difference in Schools
Irene Hantman, Ghedam Bairu, Annette Barwick, Bill Smith, Bunny Mack, Susan Meston, Linda Rocks, and Brad James 156

Developments in School Finance: 1999–2000
William J. Fowler, Jr. (editor) 157

Pocket Projections: Projections of Education Statistics to 2012
William J. Hussar and Debra E. Gerald 157

National Education Longitudinal Study of 1988: Base-Year to Fourth Follow-up Data File User's Manual
Thomas R. Curtin, Steven J. Ingels, Shiyong Wu, and Ruth Heuer 157

Funding Opportunities

The AERA Grants Program 158

The NAEP Secondary Analysis Grant Program 158

NOTE FROM NCES

Kathryn A. Chandler, Program Director,
Elementary/Secondary Sample Survey Studies Program

Introducing the 1999–2000 Schools and Staffing Survey

This issue of the *Education Statistics Quarterly* features the two reports used by the National Center for Education Statistics (NCES) to release data from the 1999–2000 Schools and Staffing Survey (SASS). The first report, *Schools and Staffing Survey, 1999–2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools*, presents 60 tables and a discussion illustrating the breadth of the findings for 1999–2000. The second report, *Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000*, examines the percentages of teachers who taught in fields outside their areas of training and certification in 1999–2000 and how these percentages changed between 1987–88 and 1999–2000.

Previously conducted in 1987–88, 1990–91, and 1993–94, SASS is the nation's largest recurrent sample survey of elementary and secondary schools and the teachers and administrators who staff them. It features five types of questionnaires, which collect data from school districts, schools, principals, teachers, and library media centers, respectively. In 1999–2000, traditional public schools, private schools, Bureau of Indian Affairs (BIA) schools, and public charter schools were surveyed. Included in the 1999–2000 SASS were large, nationally representative samples of traditional public and private schools, as well as the entire national populations of eligible BIA and public charter schools. In addition to these schools, their principals, and samples of their teachers, SASS included the public school districts for all sampled traditional public schools—or about one out of every three school districts in the nation. Information about library media centers in traditional public, private, and BIA schools was requested on a separate library media center questionnaire, while the school questionnaire for public charter schools included items pertaining to library media centers. The following table gives some idea of the scope of the 1999–2000 SASS:

1999–2000 Schools and Staffing Survey sample sizes

School sector	Questionnaire type				
	District	School	Principal	Teacher	Library media center
Traditional public	5,465	9,893	9,893	56,354	9,893
Private	(†)	3,558	3,558	10,760	3,558
Bureau of Indian Affairs	(†)	124	124	506	124
Public charter	(†)	1,122	1,122	4,438	(†)
Total	5,465	14,697	14,697	72,058	13,575

†Not applicable.



The content framework that guided development of the 1999–2000 SASS was built around the concept of “capacity”—specifically, district, school, teacher, and library capacity. District capacity includes teacher recruitment and hiring, programs, salary and benefits, and professional development. School capacity includes school policies and practices, school programs and services, curriculum and instruction, parent involvement, and school safety and student behavior. Teacher capacity includes teacher qualifications, experience, and professional development. Finally, library capacity includes qualifications of librarians, resources, technology, and scheduling.

The first two reports using SASS 1999–2000 data, while extensive, only scratch the surface of what these data have to offer. Future reports will continue to delve more deeply into the 1999–2000 data. Over the next year, NCES plans to release reports that present statistical profiles of America’s teachers and schools; examine characteristics of traditional public, private, BIA, and public charter schools; provide information about teacher professional development; look at school districts’ monitoring of homeschooled students; and give SASS state-level results. These and other NCES reports will cover the breadth of the content framework on which the 1999–2000 SASS was built. Apart from NCES reports, substantive reports on the 1999–2000 data can also be expected from the many other education researchers and analysts who use SASS data to help inform important school resource and policy issues.

Still to come is the release of the Teacher Follow-up Survey (TFS) to the 1999–2000 SASS. Conducted the year following SASS on a subset of the SASS teacher respondents, TFS provides comprehensive information on teachers who stay at their schools, teachers who leave their schools for other teaching assignments, and teachers who leave the profession. The first report from the 2000–01 TFS will focus on teacher attrition.

The SASS team is already at work on the 2003–04 SASS. From here on out, we expect SASS to be conducted on a 4-year cycle. For more information and the latest news on SASS, go to the SASS web site at <http://nces.ed.gov/surveys/sass/>.

FEATURED TOPIC: SCHOOLS AND STAFFING SURVEY

Schools and Staffing Survey, 1999–2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools <i>Kerry J. Gruber, Susan D. Wiley, Stephen P. Broughman, Gregory A. Strizek, and Marisa Burian-Fitzgerald</i>	7
Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000 <i>Marilyn McMillen Seastrom, Kerry J. Gruber, Robin Henke, Daniel J. McGrath, and Benjamin A. Cohen</i>	12
Invited Commentary: First Publications From the Schools and Staffing Survey, 1999–2000 <i>Daniel P. Mayer, Senior Researcher, Mathematica Policy Research, Inc.</i>	20

Overview of the SASS Data

Schools and Staffing Survey, 1999–2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools

Kerry J. Gruber, Susan D. Wiley, Stephen P. Broughman, Gregory A. Strizek, and Marisa Burian-Fitzgerald

This article was originally published as the Introduction and Selected Findings of the E.D. Tabs report of the same name. The sample survey data are from the NCES Schools and Staffing Survey (SASS).

Introduction

The Schools and Staffing Survey (SASS) is the nation's most extensive survey of elementary and secondary schools and the teachers and administrators who staff them. Sponsored by the National Center for Education Statistics (NCES), SASS has been conducted four times: in school years 1987–88, 1990–91, 1993–94, and 1999–2000. This report introduces the data from the 1999–2000 SASS.

The 1999–2000 SASS covered four school sectors: traditional public, private, public charter, and Bureau of Indian Affairs (BIA). *Traditional public schools* are the subset of all

public schools in the United States except public charter schools. Traditional public schools are defined as institutions that provide educational services for at least one of grades 1–12 (or comparable ungraded levels), have one or more teachers to give instruction, are located in one or more buildings, receive public funds as primary support, and are operated by an education agency. They include regular, special education, vocational/technical, and alternative schools. They also include schools in juvenile detention centers, schools located on military bases and operated by the Department of Defense, and BIA-funded schools operated by local public school districts. Traditional

public schools do not include public charter schools. *Private schools* are schools not in the public system that provide instruction for any of grades 1–12 (or comparable ungraded levels). The instruction must be given in a building that is not used primarily as a private home. *Public charter schools* are public schools that, in accordance with an enabling state statute, have been granted a charter exempting them from selected state or local rules and regulations. *BIA schools* are schools funded by the BIA, but may be operated by a local tribe, by a local school district, or as a public charter school.¹

The traditional public school data come from a sample of schools on the 1997–98 Common Core of Data (CCD) that was selected to be representative at the national and state levels. The private school data come from a sample based on the 1997–98 Private School Universe Survey (PSS), updated with more current information from 1998–99 private school association lists (Broughman and Colaciello 1999), that was selected to be representative at the national and affiliation² levels. Data on public charter schools include the universe of public charter schools that were open during the 1998–99 school year and were based on a list provided by the U.S. Department of Education’s Office of Educational Research and Improvement (OERI) as described in *The State of Charter Schools 2000* (2000). The BIA school population frame was the *Office of Indian Education Programs: Education Directory* (BIA 1998) list of schools that were operating in school year 1997–98. The data were collected in school year 1999–2000, using the most current frames available for sampling. In all cases, schools had to be open in 1999–2000 to be included in the 1999–2000 SASS.

Once schools were selected, the public school districts associated with the selected traditional public schools were included in the sample, as were the school principals. School library media centers were included for the traditional public, private, and BIA sectors. Each selected school was asked to provide a list of its teachers and teacher assignments. These lists made up the teacher sampling frame.

The SASS design features parallel questionnaires for districts, schools, principals, teachers, and school library

¹Some BIA-funded schools (those operated by public school districts) are included in both the results for BIA schools and the results for traditional public schools. Similarly, a few BIA-funded schools (those operated as public charter schools) are included in the results for BIA schools and for public charter schools.

²SASS uses 20 affiliation categories, into which all private schools are divided based on religious orientation and association membership. See appendix B of the full report for a list of the affiliation categories.

media centers, facilitating collection of complementary data sets that provide policymakers, researchers, educators, and the general public with a broad range of information on the condition of schools and staffing in the United States. In 1999–2000, interviews were obtained from approximately 4,700 school districts, 12,000 schools, 12,300 principals, 52,400 teachers, and 9,900 school library media centers.

Selected Findings

This report is intended to give the reader an overview of the SASS data for school year 1999–2000 through tables of estimates for traditional public, private, public charter, and BIA schools and their staff. Altogether, these 60 tables present a synopsis of the types of information that can be produced with the data. Comparisons across different types of schools, such as community type, region, school level, and school enrollment, are also possible within each sector. Selected findings are described below.

School safety

Teachers’ perceptions of school safety across all school levels tended to differ by sector. Private school teachers were less likely than teachers in other sectors to report being threatened with injury in the past 12 months. Among private school teachers, 3.9 percent reported injury threats, compared with 9.6 percent of traditional public school teachers. Teachers in public charter schools (10.8 percent) and BIA schools (12.6 percent) were most likely to report being threatened with injury.

Private school teachers were also less likely than teachers in other sectors to report physical conflicts among students as a serious problem in their school. Just 1.0 percent of private school teachers reported that physical conflicts among students were a serious problem in their school, compared with 4.8 percent of both traditional public school and public charter school teachers. BIA school teachers were more likely than teachers in other sectors to report physical conflicts among students as a serious problem: 11.7 percent of BIA school teachers reported such conflicts as a serious problem.

Among traditional public school teachers, reports of being threatened with injury varied by community type.³ Teachers in central city schools were more likely to report threats of

³Community type is a three-level categorization based on the eight-level U.S. Census Bureau definition of locale. A central city school is a school located in a large or midsize central city. An urban fringe/large town school is a school located in the urban fringe of a large or midsize city, in a large town, or in a rural area within an urbanized metropolitan area. A rural/small town school is a school located in a small town or rural setting.

injury in the past 12 months than teachers in urban fringe/ large town schools and teachers in rural/small town schools. In central city traditional public schools, 13.5 percent of teachers reported injury threats. In urban fringe/ large town schools, 7.9 percent of teachers reported injury threats. In rural/small town schools, 8.6 percent of teachers reported injury threats.

Central city traditional public school teachers were also more likely than other traditional public school teachers to report physical conflicts among students as a serious problem. In central city traditional public schools, 9.4 percent of teachers reported conflicts as a serious problem, compared with 3.3 percent of teachers in urban fringe/ large town traditional public schools and 2.7 percent of teachers in rural/small town traditional public schools.

Schools' use of various security measures varied by sector. BIA schools were the most likely to use video surveillance of students, at 22.0 percent, followed by 14.9 percent of traditional public schools, 11.9 percent of public charter schools, and 8.1 percent of private schools.

Class size

As reported by teachers, average class size for self-contained⁴ classes tended to be somewhat larger in traditional public and public charter elementary schools than in private and BIA elementary schools. Teachers in self-contained classes in traditional public elementary schools and public charter elementary schools averaged 21.2 students and 21.4 students per class, respectively. In private elementary schools, teachers in self-contained classes averaged 20.3 students. In BIA elementary schools, self-contained classes were even smaller, with an average of 18.0 students.

Class size for departmentalized⁵ instruction in secondary schools also differed by sector. In traditional public and public charter secondary school classes with departmentalized instruction, teachers averaged 23.4 students and 23.7 students per class, respectively. In private secondary school classes with departmentalized instruction, teachers averaged 20.3 students. BIA secondary school classes with departmentalized instruction were even smaller. These teachers had classes that averaged 16.5 students.

⁴SASS teacher questionnaires define teachers in self-contained classes as teachers who teach multiple subjects to the same class of students all or most of the day.

⁵SASS teacher questionnaires define teachers in departmentalized instruction as teachers who teach subject matter courses (e.g., biology, history, keyboarding) to several classes of different students all or most of the day.

Within the private sector, there were differences in class size across the three major types⁶ of private schools—Catholic, other religious, and nonsectarian—at all school levels. Teachers in Catholic schools tended to have larger classes than did teachers in other religious and nonsectarian private schools. Teachers in self-contained classes in Catholic elementary schools averaged 23.8 students, compared with 17.3 students for teachers in other religious private schools and 17.2 students for teachers in nonsectarian private schools. At the secondary level, Catholic school teachers in departmentalized instruction classes averaged 23.3 students, compared with 17.0 students in other religious schools and 11.4 students in nonsectarian schools.

Programs in elementary schools

At least 40 percent of elementary schools in all sectors reported offering students extended day, before-school, or after-school daycare programs. Private and public charter elementary schools were the most likely to offer such programs. An estimated 65.1 percent of private schools and 62.9 percent of public charter schools offered such programs, compared with 46.5 percent of traditional public elementary schools and 40.3 percent of BIA elementary schools.

Public charter elementary schools were more likely than elementary schools in other sectors to provide programs with special instructional approaches, such as Montessori, self-paced instruction, and ungraded classrooms. Programs with special instructional approaches were offered in 51.9 percent of public charter elementary schools, compared with 32.8 percent of BIA elementary schools, 17.3 percent of traditional public elementary schools, and 20.0 percent of private elementary schools.

Talented/gifted programs were more prevalent in traditional public and BIA elementary schools than in public charter and private elementary schools. Among BIA elementary schools, 84.0 percent provided talented/gifted programs, compared with 71.8 percent of traditional public elementary schools, 32.8 percent of public charter elementary schools, and 15.9 percent of private elementary schools.

⁶NCES typology is a nine-level categorization into which schools are divided based on religious orientation, association membership, and program emphasis. See appendix D of the full report for details.

Programs in secondary and combined schools

Traditional public secondary and combined⁷ schools were more likely to offer Advanced Placement (AP) courses than were private, public charter, and BIA secondary and combined schools. Among secondary and combined schools, an estimated 51.2 percent of traditional public schools offered these courses, compared with 35.7 percent of private schools, 30.5 percent of public charter schools, and 25.9 percent of BIA schools.

Among private secondary and combined schools, availability of AP courses varied by type, with Catholic schools much more likely than other types of private schools to provide such courses. Compared with 29.3 percent of other religious secondary and combined schools and 28.4 percent of nonsectarian private secondary and combined schools, 77.8 percent of Catholic secondary and combined schools offered AP courses.

The presence of programs for talented/gifted students in secondary and combined schools varied by sector, with BIA secondary and combined schools the most likely to offer such programs. An estimated 94.4 percent of BIA secondary and combined schools offered such programs, compared with 60.3 percent of traditional public secondary and combined schools, 31.3 percent of public charter secondary and combined schools, and 21.4 percent of private secondary and combined schools.

Teacher salary schedules

Public school districts were most likely to use a salary schedule to determine base salaries for teachers, compared with private and public charter schools. An estimated 96.3 percent of public school districts used a salary schedule. This contrasts with 65.9 percent of private schools and 62.2 percent of public charter schools. (Data on salary schedules are not available for those BIA-funded schools that completed the “Public School Questionnaire.”)

Of those schools or districts using a salary schedule, public charter schools offered the highest base salary for teachers with a bachelor’s degree and no experience. The average starting salary for teachers with no experience in public charter schools that used a salary schedule was \$26,977, compared with \$25,888 for public school districts. Private schools offered the lowest base salary, with teachers with a

bachelor’s degree and no experience earning \$20,302 annually.

Among public school districts with a salary schedule, Alaska, the District of Columbia, New Jersey, and New York offered the highest starting salaries for teachers with a bachelor’s degree and no experience, with a starting salary of \$31,016 or above. Idaho, Montana, Nebraska, North Dakota, and South Dakota offered the lowest salaries for these teachers, with a starting salary of \$21,396 or below.

For public charter schools with a salary schedule, there were differences among schools based on school origin—that is, by whether the schools originated from preexisting traditional public schools, originated from preexisting private schools, or were newly created as public charter schools. The average base salary for teachers with a bachelor’s degree and no experience was \$28,754 in preexisting traditional public schools, compared with \$26,662 in newly created public charter schools and \$24,804 in public charter schools originating from preexisting private schools.

Of those schools or districts using a salary schedule, public school districts offered the highest base salary for teachers at the highest step on the salary schedule. Teachers at the highest step of the salary schedule in public school districts earned an average base salary of \$48,728 annually. Teachers at the highest step of the salary schedule in public charter schools earned an average base salary of \$46,314. Private schools offered the lowest average base salary for teachers at the highest step, \$34,348.

Among public school districts with a salary schedule, Alaska, Connecticut, the District of Columbia, New Jersey, New York, and Pennsylvania offered the highest starting salaries for teachers at the highest step, with a base salary of \$59,948 or above. North Dakota and South Dakota offered the lowest salaries for these teachers, with a base salary of less than \$34,000.

Prior teaching experience of principals

The vast majority of principals at all school levels had served as teachers prior to becoming principals. Principals in traditional public and BIA schools were more likely than their counterparts in private and public charter schools to have had teaching experience. In traditional public schools, 99.3 percent of principals had been teachers, and in BIA schools, 98.7 percent of principals had been teachers. In private and public charter schools, 87.4 percent and 89.3 percent, respectively, of principals had been teachers.

⁷A combined school (or school with combined grades) has one or more of grades K–6 (elementary) and one or more of grades 9–12 (secondary); for example, schools with grades K–12, 6–12, 6–9, or 1–12 are classified as having combined grades. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

Among private school principals, there were differences across types of private schools. In Catholic schools, 98.6 percent of principals had been teachers, compared with 79.4 percent of principals in other religious schools and 89.5 percent of principals in nonsectarian schools.

Among principals of public charter schools, there was variation by school origin. Public charter schools that were previously traditional public schools were the most likely to have a principal with teaching experience, with 96.8 percent of principals of preexisting traditional public schools reporting experience as a teacher. This compares with 88.9 percent of public charter school principals of preexisting private schools and 87.7 percent of principals of newly created public charter schools.

Professional development

Across all sectors, more than 40 percent of full-time teachers reported participating in professional development activities that focused on in-depth study of content in their main teaching field in the last 12 months. Among full-time traditional public school teachers, 59.3 percent participated in such professional development activities, compared with 55.2 percent of full-time public charter school teachers and 43.1 percent of full-time private school teachers. An estimated 55.8 percent of full-time BIA school teachers participated in such professional development activities in the last 12 months.

Full-time traditional public school teachers were more likely than full-time teachers in other sectors to participate in professional development activities on the uses of computers for instruction. An estimated 70.7 percent of full-time teachers in traditional public schools participated in such professional development activities. This contrasts with 62.2 percent of full-time teachers in BIA schools, 56.9 percent of full-time teachers in public charter schools, and 52.1 percent of full-time teachers in private schools.

School library media specialists

Library media centers in traditional public schools were most likely to report having at least one paid state-certified

library media specialist. Among library media centers in traditional public schools, 75.2 percent reported having a paid state-certified library media specialist, compared with 57.9 percent of library media centers in BIA schools, 23.5 percent of library media centers in public charter schools, and 20.2 percent of library media centers in private schools.

Within the traditional public and the private school sectors, reports of having a paid state-certified library media specialist differed by school enrollment. In traditional public schools with less than 100 students, 61.5 percent of library media centers reported having a paid state-certified library media specialist, compared with 89.5 percent in traditional public schools with 1,000 students or more. In private schools with less than 100 students, 4.8 percent reported having a paid state-certified media specialist, compared with 80.4 percent in private schools with 1,000 students or more.

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- Bureau of Indian Affairs. (1998). *Office of Indian Education Programs: Education Directory*. Washington, DC: Author.
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Data source: The NCES Schools and Staffing Survey (SASS), 1999–2000.

For technical information, see the complete report:

Gruber, K.J., Wiley, S.D., Broughman, S.P., Strizek, G.A., and Burian-Fitzgerald, M. (2002). *Schools and Staffing Survey, 1999–2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools* (NCES 2002–313).

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Teacher Qualifications

Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000

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This article was originally published as the Statistical Analysis Report of the same name. The sample survey data are from the NCES Schools and Staffing Survey (SASS). Technical notes, detailed data tables, and standard error tables from the original report have been omitted.

Introduction

Over the last 15 years, interest in student performance and teacher qualifications has intensified among education policymakers and researchers. During this time period, research has accumulated that links student achievement to the qualifications of teachers (see Ferguson 1991, 1998; Goldhaber and Brewer 2000; Mayer, Mullens, and Moore 2000).¹ Two central measures of elementary and secondary teacher qualifications are teachers' postsecondary education and their certification. To understand how many students are taught by teachers lacking specified levels of training, efforts have focused on mismatches between teacher qualifications and their teaching assignments (National Commission on Teaching and America's Future 1996; Ingersoll 1999). Such mismatches are commonly referred to as "out-of-field" teaching. Mismatches might include, for example, teachers with a degree in English who are teaching classes in social science or, conversely, teachers with educational backgrounds in the social sciences who are assigned to teach classes in reading.

One of the main findings concerning teacher qualifications has been the relatively high incidence of teachers teaching subjects outside their areas of subject matter training and certification (see, e.g., Bobbitt and McMillen 1994; Ingersoll 1996, 1999, 2000; Neuschatz and McFarling 1999; Robinson 1985). Moreover, the incidence of out-of-field teaching has been shown to vary by subject and by grade level. Out-of-field teaching also has been shown to occur more often in the classrooms of low-income students (Ingersoll 1999).

A number of researchers have explored the hypothesis that teachers' knowledge and ability are associated with student learning in the classroom. One of the earliest studies in this area is the Equality of Educational Opportunity (EEO) survey (Coleman et al. 1966), which found a positive relationship between teachers' verbal abilities and pupil performance. Over the last decade, there has been an

increased interest in this area. In a 1991 analysis of Texas school districts, Ferguson used measures of teacher literacy as an indicator of the quality of schooling to conclude that one-quarter to one-third of district variation in student test scores was associated with differences in the quality of schooling. A 1992 study (Hanushek, Gomes-Neto, and Harbison, as cited in Monk 1994) used measures of teachers' subject matter knowledge and student learning gains, and found a positive relationship between how much teachers knew about the subject taught and their students' learning gains in that subject. In a 1994 analysis of student performance and the science and mathematics subject matter preparation of their teachers, Monk reported a positive relationship between student gains in performance and the number of courses their teachers had taken in the subject taught. What is more, Monk also found that coursework in subject matter pedagogy (i.e., teaching methods) appears to contribute more to student performance than academic courses in the subject taught.

In more recent work, Goldhaber and Brewer's 1997 analysis of teachers' postsecondary degrees and students' mathematics performance found a positive relationship between these variables, with higher levels of performance among students whose teachers held a bachelor's or master's degree in mathematics than among students whose teachers were out-of-field. Then, in 2000, Goldhaber and Brewer examined data on the postsecondary degrees and certification status of teachers and their students' performance in mathematics and science. They observed a positive relationship between teachers' degrees and student performance in mathematics consistent with earlier findings.² They also found that students whose teachers were certified in mathematics but did not hold a postsecondary degree in mathematics did not perform as well as students whose teachers held a postsecondary degree in mathematics. These findings provide a foundation for further examinations of out-of-field teaching data.

¹A possible link between teacher education and student achievement is one of the resource inputs considered in the meta-analysis debate between Hanushek and Hedges (see, e.g., Hedges, Laine, and Greenwald 1994 and Hanushek 1994). Their findings on this dimension are at best mixed.

²The results for science showed no relationship between degree-specific training and student performance.

Data and Methods

The National Center for Education Statistics (NCES) is a major source of data regarding teacher qualifications in the United States. The NCES Schools and Staffing Survey (SASS) collects information on the educational backgrounds and professional credentials and teaching assignments of kindergarten through 12th-grade teachers in the United States. These data can be used to produce national estimates of out-of-field teaching by subject. SASS data are based on nationally representative samples of America's schools, districts, principals, and teachers. SASS data were collected most recently over the 1999–2000 school year.³

Elements of teacher qualifications

Out-of-field teaching has been defined by examining two elements of teachers' qualifications: state certification status and postsecondary education. At first glance, one might assume that state certification to teach a subject and grade level should provide a benchmark definition for in-field teaching. State credentials are typically based on postsecondary coursework in the field to be taught, as well as pedagogical coursework and student teaching with experienced teachers. However, since certification requirements vary considerably across states and over time, many analysts prefer to base their out-of-field measures on teachers' postsecondary education (Ravitch 1998). The complete report includes detailed data tables that can be used to examine out-of-field teaching based on postsecondary education and state certification, considered both separately and together.

Postsecondary education. Policymakers and researchers agree that teachers should have undergraduate or graduate coursework in the fields they teach, but opinions differ over how much coursework a teacher needs to complete. Some argue that teachers should earn a major in any subject they intend to teach (Ravitch 1998). Conversely, others argue that a minor in a field is sufficient (as described in Ingersoll 1999). As a result, this report includes data from all degrees attained at the bachelor's level or above for measures of major only and separately for measures of major or minor combined.⁴ Further, given the positive research findings of Monk (1994) for coursework in subject matter pedagogy, and of Goldhaber and Brewer (1997, 2000) for academic subject matter majors, both subject matter education and academic degrees are included.

³The NCES Fast Response Survey System (FRSS) has also collected data on out-of-field teaching. See Lewis et al. (1999).

⁴Coursework in pursuit of either an academic major or a subject-specific education major is included in these measures.

Certification. To receive a "regular" or "standard" certificate for teaching a specific subject and grade level, all states require a bachelor's degree that includes subject matter as well as pedagogical studies; all but 10 states require basic skills tests in reading, mathematics, or general knowledge; and 31 states require subject matter exams (U.S. Department of Education 2002).⁵ Typically, states also provide novice teachers a "probationary" certificate that is based on the requirements of the standard certificate. Schools hiring and assigning teachers accept this certificate in lieu of the standard certificate with the expectation that teachers will earn the standard certificate in due time through full-time teaching in the school. This report combines data on probationary, standard, and advanced certificates in determining teacher certification status.⁶

Teacher qualification measures featured in this report.

Those who argue that a major in the subject taught is the most appropriate measure of a teacher's qualifications might opt to exclude certification status or minors in the subjects taught from their analyses of in-field and out-of-field teaching. However, few would argue that teachers who have neither certification nor training in a subject are sufficiently equipped to teach in that subject. As a result, this report focuses on two measures:

- teachers without a major, a minor, or certification in the subject taught; and
- teachers without a major and certification in the subject taught.

Depending on the focus of the analysis, the teachers in both of these measures can be identified as out-of-field. The teachers in the first measure lack any of the earned credentials that researchers have identified as indicators of teacher qualifications. The teachers in the second measure lack the two earned credentials that researchers have identified as elements of teacher qualifications that are associated with high student performance.

Measures of out-of-field teaching

The SASS data provide the basis for analyzing out-of-field teaching in several different ways. For instance, one focus might be on teachers and the extent to which teachers are

⁵The amount of subject matter and pedagogical studies required varies across states and across grade levels. For example, in some states, middle-grade teachers are certified to teach across subjects (i.e., hold a K–9 elementary certification), while in other states, a grade 7–12 subject-specific certification is required in some of the middle grades.

⁶A small percentage (3.3 percent) of America's public school teachers hold provisional certificates. However, variations across states in the requirements for these provisional certificates make it difficult to use them as a measure of teacher qualifications.

assigned to teach classes outside their areas of preparation. This information could provide answers to questions such as: How often are teachers assigned to teach classes outside the areas for which they have been trained? In what fields are teachers most often assigned to classes outside their areas of preparation? SASS data allow analyses of teachers' qualifications in their reported main assignment fields (the subjects in which they teach the most classes), as well as in each different subject that they teach.

Alternatively, the focus might be on the extent to which students are taught by out-of-field teachers. A focus on students could provide insight into the quality of instruction provided to students by answering questions such as: How often are students in U.S. classrooms exposed to instruction from teachers who do not have postsecondary training or certification in the subject area taught?

Four out-of-field teaching measures. Based on SASS data, four approaches to measuring out-of-field teaching can be used to address these questions: teachers out-of-field by main teaching assignments, teachers out-of-field by each subject taught, classes taught by out-of-field teachers, and students taught by out-of-field teachers. The focus of this report is on measuring students' exposure to out-of-field teachers; thus, this report focuses on the measure for students taught by out-of-field teachers. In addition, detailed tables for all four approaches are included in the complete report.

The out-of-field measure featured in this report: Students taught by out-of-field teachers. The measure for students taught by out-of-field teachers tracks the number of students taught by teachers who are in-field or out-of-field in a specific subject. The "students taught" measure provides the most targeted assessment of the extent to which students are exposed to underqualified teachers. This measure allows analysts to report the *percentage of all students taught each subject by teachers who are teaching outside their areas of preparation*.⁷

Reporting out-of-field teaching by grade level

Differences in school and class organization at the elementary, middle, and high school levels require a separate consideration of out-of-field teaching by level of instruction. At the elementary level, the available data do not

support estimates of the percentage of students taught by out-of-field teachers. However, data on the teacher-based measure of out-of-field teaching in the main assignment field are included in the complete report. Inasmuch as class rotations, or departmentalized instruction, are limited in the early grades, this measure provides a reasonable proxy of student exposure to teachers with different levels of qualifications.

Policymakers and researchers have increasingly examined the middle school grades as an important, separate level of instruction (see Alt, Choy, and Hammer 2000; Levine, McLaughlin, and Sietsema 1996; Lewis et al. 1999). For most students, the middle grades mark their first experiences with departmentalized instruction, in which students move between classrooms from teacher to teacher and subject to subject. Thus, the middle grades serve as an introduction to the secondary years of schooling. Previous research on out-of-field teaching has found substantial differences in the extent of out-of-field teaching between the middle grades and the high school grades. In particular, Ingersoll (1999) found higher rates of out-of-field teaching in the middle grades compared with the high school grades.

At the high school level, most teachers are assigned to subject-area departments and teach a single subject or several subjects to multiple classes throughout the school day. Although actual rates of out-of-field teaching are lower at the high school level than at the middle school level, the wide range of subjects and classes at the high school level makes the potential for out-of-field teaching high. Moreover, the instructional content at the high school level can extend well beyond the introductory level of content in a given subject area. Therefore, a teacher without adequate preparation in a specific subject area may have greater difficulty teaching the content effectively at the high school level than at the middle school level.

The course content and educational contexts are so different between the elementary, middle, and high school years that reporting them together would disguise important differences in out-of-field teaching. Thus, it is important to report out-of-field teaching estimates separately for all three levels.⁸ Teachers were categorized based on the range of grades taught and main assignment field. The elementary grades, K–4, include those teaching in these grades exclusively and those who teach some combination of grades K–9 with a main assignment field of elementary education

⁷Since SASS is a sample of teachers rather than students, technically the measure is the percentage of teachers' students who are in classes with teachers teaching outside their field. For ease of presentation, this is referred to as the percentage of students who are in classes with teachers teaching outside their field.

⁸Although the complete report provides detailed tables for all levels, the report focuses on the data for the middle and secondary levels.

or special education. The middle grades, 5–8, include those teaching some combination of grades K–9 with a main assignment field other than elementary education or special education and not teaching any grades higher than 9. The high school grades, 9–12, include those teaching grade 9 only and those teaching any grades 10 or higher.

Reporting on out-of-field teaching over time

This report includes SASS data collected from public school teachers over 4 school years (1987–88, 1990–91, 1993–94, and 1999–2000) that span a 13-year period.⁹ Although the data from the three earlier administrations of SASS have been published previously, there has been variability over time in different aspects of the definitions used. A portion of this variability has resulted from differences in the surveys used. These changes impact slightly the matches that are made between teachers' majors and minors and the subjects they teach. A larger source of variability has resulted from analysts' choices concerning the credentials used to match with subjects teachers teach, the teachers to include, and the definitions of grade ranges. Thus, in preparing the data for this analysis, considerable care was taken in developing a consistent set of definitions that were applied to the data from each administration of SASS to allow for an analysis of changes in these measures over the last 13 years.

Findings

The student-based measure of out-of-field teaching discussed here provides estimates of students' exposure to teachers with different levels of qualifications. The measure of students taught by teachers without a major, a minor, or certification in the subject taught provides estimates of the percentage of students in each subject whose teachers lack the minimal level of qualifications deemed necessary for teaching a specific subject. The measure of students taught by teachers who do not have both a major and certification in the subject taught provides subject-specific estimates of the percentage of students whose teachers do not have the two credentials that are most likely to help their students excel. The data are presented separately for the middle grades and the high school grades. All data discussed in these findings are included in table 1.

Teachers without a major, a minor, or certification

Middle grades—5–8. In the middle grades for school year 1999–2000, between 11 and 22 percent of the students enrolled in English, mathematics, science, foreign language,

social science, and the subfield of history were in classes led by teachers without a major, a minor, or certification in the subject taught, compared to less than 5 percent of the middle-grade students in arts and music and in physical education/health education classes.¹⁰ In contrast, between 29 and 40 percent of the middle-grade students enrolled in biology/life science, physical science, or ESL/bilingual education classes had teachers who lacked a major, a minor, or certification in the subject taught. Although there was a decrease between school years 1987–88 and 1999–2000 in the percentage of middle-grade students in physical education/health education classes that were led by teachers without any of these credentials, there was no measurable change between these school years in the percentage of middle-grade teachers lacking credentials in any of the other subjects examined.

High school grades—9–12. In the 1999–2000 school year, between 5 and 6 percent of the high school students enrolled in English, science, social science, arts and music, and physical education/health education classes; 9 percent of the high school students enrolled in mathematics classes; and 11 percent of the high school students enrolled in foreign language classes were in classes led by teachers without a major, a minor, or certification in the subject taught. In contrast, 31 percent of the students in ESL/bilingual education classes had teachers who did not have a major, a minor, or certification in the field.

In some fields, teachers may have a general degree and certification or a degree and certification in one specific subfield. For example, data reported for the broad category of science include matches between teacher credentials in general science or any science subfield as legitimate. However, since teacher credentials in the specific subfield may be more important to student success in that subfield, where available, data are presented for subfields as well. When the specific subfields of social science and science are considered separately, between 8 and 10 percent of the high school students in history, chemistry, and biology/life science; 17 percent of the students in physics; and 36 percent of the students in geology/earth/space science were found to have had teachers who lacked credentials in the specific subfield taught in the 1999–2000 school year.

⁹The 1999–2000 population of public school teachers includes public charter school teachers.

¹⁰This analysis is limited to those students in the middle grades who are in a departmentalized setting; student counts are not available for individual self-contained classrooms. In addition, the matches for foreign language and arts and music require exact matches between teacher training and courses taught.

Table 1.—Percentage of public school students by grade levels taught and teacher's qualification status in subject: 1987–88 and 1999–2000

Subject	Middle grades (5–8)				High school grades (9–12)			
	No major and certification		No major, minor, or certification		No major and certification		No major, minor, or certification	
	1987–88	1999–2000	1987–88	1999–2000	1987–88	1999–2000	1987–88	1999–2000
English	64.6	58.3	19.5	17.4	38.2	29.8	13.0	5.6
Foreign language	—	60.7	—	13.8	—	47.6	—	11.1
Mathematics	69.9	68.5	17.2	21.9	37.4	31.4	11.1	8.6
Science	62.4	57.2	16.3	14.2	31.4	27.3	8.1	5.5
Biology/life science	70.0	64.2	32.9	28.8	47.7	44.7	9.3	9.7
Physical science	92.9	93.2	43.0	40.5	70.2	63.1	30.9	15.5
Chemistry	—	—	—	—	62.9	61.1	16.8	9.4
Geology/earth/space science	—	—	—	—	83.2	78.6	50.9	36.3
Physics	—	—	—	—	81.6	66.5	40.3	17.0
Social science	48.3	51.1	12.7	13.3	33.7	27.9	7.5	5.9
History	67.5	71.0	15.2	11.5	62.1	62.5	13.0	8.4
ESL/bilingual education	80.5	72.9	41.2	36.1	88.7	70.8	54.4	31.1
Arts and music	15.1	15.0	2.0	2.5	15.7	19.6	3.3	5.0
Physical education/health education	22.2	18.9	5.8	3.4	24.8	19.1	5.6	4.5

—Not available.

NOTE: Middle-level teachers include teachers who taught students in grades 5–9 and did not teach any students in grades 10–12; teachers who taught in grades 5–9 who identified themselves as elementary or special education teachers were classified as elementary teachers. High school teachers include all teachers who taught any of grades 10–12, as well as teachers who taught grade 9 and no other grades. Not all subjects were measured in each SASS administration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," 1987–88 and 1999–2000, and "Charter Teacher Questionnaire," 1999–2000.

There were measurable decreases in the percentage of high school students enrolled in classes with teachers without the recognized credentials in a number of fields.¹¹ The percentage of high school students enrolled in classes with teachers without an in-field major, minor, or certification in English; mathematics; social science, including the subfield history; ESL/bilingual education; and science, including physical sciences (as a group) and the specific subfields of chemistry, geology/earth/space science, and physics, decreased between school years 1987–88 and 1999–2000. The only increase in high school students' exposure to teachers lacking the specified credentials occurred in arts and music, where, despite the increase, it remained the case in school year 1999–2000 that 95 percent of the high school students enrolled in arts and music classes were in classes led by teachers with at least one of these credentials in the specific area of arts and music taught.

Teachers without a major and certification

Middle grades—5–8. In the 1999–2000 school year, at least two-thirds of the students in middle-grade mathematics classes (69 percent) and ESL/bilingual education classes

(73 percent) had teachers who did not report a major and certification in the subject taught. Approximately 60 percent of the students in middle-grade English classes (58 percent), foreign language classes (61 percent), and science classes (57 percent) had a teacher who did not report a major and certification in the subject taught. By comparison, although the estimate for the specific subfield of biology/life science (64 percent) was similar to the percentage for all science classes, most students in middle-grade physical science classes (93 percent) had teachers who did not have certification along with a major in any of the physical sciences or in physical science education. About one-half of the students in middle-grade social science classes (51 percent) had teachers who did not have a major and certification in the field, but 71 percent of the students in middle-grade history classes had teachers who did not report having a major in history or world civilization and certification in the field.

In contrast, fewer students enrolled in classes in arts and music and in classes in physical education/health education had teachers who did not hold a major and certification in the field taught. Only 15 percent of the middle-grade students in arts and music classes had teachers who did not report a certification along with a major in their specific

¹¹Methodological differences, including differences in survey formats over the years, do not appear to have a major impact on change over time in the estimates.

subfield, and only 19 percent of the middle-grade students in physical education/health education classes had teachers who did not have a certification and a major in a physical education or health education field.

Over the 13-year period from school year 1987–88 to school year 1999–2000, there were decreases in the percentage of middle-grade English teachers who did not hold certification and a major in the subject taught; however, in 1999–2000, it remained the case that 58 percent of middle-grade English students had teachers who did not have a major and certification in the field. For the other subjects examined, there were small apparent fluctuations over this time period, but there were no measurable differences over time. In both the 1987–88 and the 1999–2000 school year, approximately 70 percent of the middle-grade students in mathematics classes and 60 percent of the middle-grade students in science classes had teachers who did not have a major and certification in the subject taught. In contrast, only 15 to 22 percent of the middle-grade students in arts and music and in physical education/health education classes had teachers who had not majored and were not certified in their teaching field.

High school grades—9–12. In the 1999–2000 school year, one-third or fewer of the high school students in English, mathematics, science, social science, arts and music, and physical education/health education classes had teachers who did not have a major and certification in the subject taught. In contrast, 71 percent of the high school students in ESL/bilingual education classes had teachers who did not have a major and certification in ESL/bilingual education. And 48 percent of the students in foreign language classes had teachers who did not have a major and certification in the specific language taught.

Despite the relatively small amount of out-of-field teaching evident in the general fields of science and social science in school year 1999–2000, a different profile emerges when individual subfields are considered separately. Although 27 percent of the high school students in science classes had teachers without a major and certification in any field of science, the percentages were much higher for each specific subfield. Thus, 45 percent of high school students in biology/life science classes had teachers who did not have certification and a major in biology/life science. About 63 percent of the high school students in physical science classes had teachers who did not have certification and a major in some area of physical science. The percentages were similar for the subfields of chemistry (61 percent) and physics (67 percent), but higher for the subfield of geology/

earth/space science, with about three-quarters of the students (79 percent) in high school geology/earth/space science enrolled in classes led by teachers without certification and a major in geology/earth/space science. Similarly, although 28 percent of high school students in social science classes had teachers without a social science major and certification of some type, 63 percent of the high school students in history classes did not have teachers with a major and certification in history or world civilization.

Although in school year 1999–2000 one-third or fewer of the high school students in English, mathematics, and social science classes had teachers who did not have a major and certification in the subject area taught, over the 13-year period from school year 1987–88 to school year 1999–2000 the percentage of students in classes led by teachers who did not have an in-field major and certification decreased in each of these fields. Similarly, there were decreases in the percentages of high school students in physics, physical science, ESL/bilingual education, and physical education/health education classes with teachers who did not have an in-field major and certification. The apparent decrease in the percentage of high school students in science classes was not significant. Although there was an increase for arts and music, 20 percent of the high school students enrolled in these classes had teachers without an in-field major and certification in the specific subfield taught in 1999–2000.¹²

Discussion and Summary

The two measures of teacher qualifications featured in this report provide different perspectives on out-of-field teaching. Teachers who do not have a major, a minor, or certification in the subject taught can, most certainly, be classified as out-of-field teachers. In the middle grades in 1999–2000, some 11 to 14 percent of the students taking social science, history, and foreign languages, and 14 to 22 percent of the students taking English, mathematics, and science were in classes led by teachers without any of these credentials. In addition, approximately 30 to 40 percent of the middle-grade students in biology/life science, physical science, or ESL/bilingual education classes had teachers lacking these credentials.

In the high school grades in 1999–2000, between 5 and 10 percent of the students in classes in English, mathematics, science and the subfields of biology/life science and chemistry, social science and the subfield of history, arts and

¹²Any apparent changes in the other fields were not statistically significant. In addition, the matches for foreign languages and arts and music require exact matches between teacher training and courses taught.

music, and physical education/health education had teachers who were without a major, a minor, or certification in the field taught, and thus are considered out-of-field by this measure. Within the subfields of science, 17 percent of the high school students enrolled in physics and 36 percent of those enrolled in geology/earth/space science were in classes led by out-of-field teachers. In addition, 31 percent of the high school students enrolled in ESL/bilingual education classes had out-of-field teachers.

When the definition of out-of-field is expanded to include teachers who do not hold certification and a major in the subject taught, the amount of out-of-field teaching increases. With this measure, at a minimum 6 out of every 10 middle-grade students in classes in English; foreign languages; mathematics; science, including the subfields of biology/life science and physical science; history; and ESL/bilingual education were in classes led by out-of-field teachers in 1999–2000. The proportions were higher for some subjects, with 73 percent of the students enrolled in ESL/bilingual education classes, 69 percent of the middle-grade students enrolled in mathematics, 71 percent in history, and 93 percent of the students enrolled in physical science in classes led by teachers without majors and certification in these fields.

At the high school level in 1999–2000, at a minimum 6 out of every 10 students enrolled in physical science, including the subfields of chemistry, geology/earth/space science, and physics; history; and ESL/bilingual education classes had teachers who did not have certification and a major in the subject taught and thus are considered out-of-field by this measure. In addition, 45 percent of the high school students enrolled in biology/life science and approximately 30 percent of those enrolled in mathematics, English, and social science classes had out-of-field teachers using this measure.

A comparison between the experiences of students in the middle grades and those in the high school grades shows that there were relatively fewer teachers with certification and an in-field major in the middle grades than in the high school grades in English; mathematics; science, including the subfields of biology/life science and physical science; and social science over the 13-year period. That is to say, compared to the high school grades, higher percentages of students in the middle grades were in classes led by teachers who did not hold certification and a major in the subject taught. Similarly, higher percentages of students taking these subjects in the middle grades were in classes led by

teachers without any of the recognized credentials. Whether it is because a general elementary certification or training is thought to be sufficient in the middle grades, or because teacher specialization in the middle grades has not caught up with the move toward changing classes in the middle grades, teachers who teach specific subjects in the middle grades are less likely to have the recognized credentials than their contemporaries teaching in the high school grades.

A comparison of the student experiences over the 1987–88 to 1999–2000 period shows that in the middle grades there were decreases in the percentages of students taught English by teachers who did not have certification and a major in the subject taught, and there was a decrease in the percentage of students in physical education/health education classes that were led by teachers without any of the recognized credentials (i.e., no major, minor, or certification). More changes were evident in the high school grades, where there were improvements evident in a number of fields—with decreases in the percentages of students taught by teachers who did not have both a major and a certification in the subject taught in English, mathematics, the science subfields of physical science and physics, social science, ESL/bilingual education, and physical education/health education. There was an increase in the percentage of high school students in arts and music classes with teachers without a major and certification in the specific subfield taught, but in 1999–2000 this only affected 20 percent of the students. Decreases were also evident in the percentages of students who were taught by teachers without any of the recognized credentials in English; mathematics; science and each of the subfields—physical science, chemistry, geology, and physics; social science and the subfield history; and ESL/bilingual education. The only increase in the high school grades was in arts and music, where the percentage of students taught by teachers without a major, a minor, or certification went from 3 percent in 1987–88 to 5 percent in 1999–2000.

There was one pattern that was similar across both the middle and high school grades: the arts and music teachers and the physical education/health education teachers were the most likely of all the subject matter teachers to have certification and a major in the subject taught. And in the middle grades these teachers were also the least likely to lack a major, a minor, or certification. Whether this is the result of the specific requirements to teach in these fields or a matter of supply and demand remains a topic for further study.

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Data source: The NCES Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," 1987–88 and 1999–2000, and "Charter Teacher Questionnaire," 1999–2000.

For technical information, see the complete report:

Seastrom, M.M., Gruber, K.J., Henke, R., McGrath, D.J., and Cohen, B.A. (2002). *Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000* (NCES 2002–603).

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To obtain the complete report (NCES 2002–603), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

First Publications From SASS

Invited Commentary: First Publications From the Schools and Staffing Survey, 1999–2000

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This commentary represents the opinions of the author and does not necessarily represent the views of the National Center for Education Statistics.

In mid-2002, the National Center for Education Statistics (NCES) released the first two publications based on data from the 1999–2000 Schools and Staffing Survey (SASS). These publications highlight some important findings contained in the new SASS data. Researchers and policymakers will turn to these data, as they have to earlier releases of SASS, to explore a variety of critical school resource and policy issues. SASS provides both nationally representative data and state-by-state estimates. NCES staff and other researchers have generated literally hundreds of papers and presentations from this data source (Wiley et al. 1999). The importance of SASS lies in the fact that it is the largest, most extensive recurrent survey of K–12 school districts, schools, teachers, and administrators in the country *and* that it includes parallel data on traditional public schools, private schools, Bureau of Indian Affairs (BIA) schools, and in 1999–2000, for the first time, public charter schools. Like its predecessors (the 1987–88, 1990–91, and 1993–94 SASS), this fourth cycle of SASS offers data along four important dimensions:

- critical components of teacher supply, demand, and attrition, with attention to critical shortage areas and the policies and practices at all levels enacted to meet the demand in those areas;
- the professional characteristics, preparation, and experience of teachers and administrators, plus their perceptions of school conditions, professional responsibilities, decisionmaking, and compensation policies;
- the conditions and characteristics of the school as a work place and learning place, including characteristics of the student body, curriculum, special programs, and organizational structure;
- the implementation of school programs and policies such as English as a second language [ESL], bilingual education, diagnostic and prescriptive services, and programs for the gifted and talented. (Excerpted from Mullens and Kasprzyk 1997.)

Each cycle of SASS focuses on these fundamental issues, and some cycles have added questions intended to shed light on issues of rising prominence. For example, the 1999–2000 SASS includes a survey of the complete universe of public charter schools. In addition, the 1999–2000 SASS includes data on computer availability and use, as well as more extensive data on professional development opportunities and training.

Although some policymakers and researchers have criticized SASS because it provides no link to student outcome data, others have noted that SASS's importance lies in the fact that it does focus on collecting teacher- and school-level data, whereas most other NCES K–12 programs focus on collecting student-level data (Mullens and Kasprzyk 1997). Clearly, both policymakers and researchers have come to depend on SASS as a way to measure (1) the current status of schools, administrators, and teachers; and (2) changes over time in schools and the professionals who work in them, which take place as this country's demographics, public policies, and state and national economies change.

Providing an Overview of the Data

Schools and Staffing Survey, 1999–2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools provides 60 tables of data, in order to “present a synopsis of the types of information that can be produced with the [SASS] data” (Gruber et al. 2002). Separate tables are presented for each school sector; and, within each sector, findings are broken out by community type, region, school level, and school enrollment. In addition, findings on public schools are broken out by state. Among the topics explored are school safety, class size, programs in elementary schools, programs in secondary and combined schools, teacher salary schedules, the teaching experience of principals, professional development, and school libraries and media centers.

A variety of interesting findings are highlighted in the *Overview* report, illustrating the breadth of the SASS data on the status of schools and staffing in 1999–2000. Examples include the following:

- Teachers in private schools were less likely to report being threatened with injury (4 percent) than teachers in BIA schools (13 percent), public charter schools (11 percent), and traditional public schools (10 percent).
- Extended day programs at elementary schools existed at 65 percent of private schools, 63 percent of public charter schools, 47 percent of traditional public schools, and 40 percent of BIA schools.

- Teachers in self-contained classes in traditional public elementary schools and public charter elementary schools had similar class sizes of 21.2 and 21.4 students, respectively, while private elementary schools had an average class size of 20.3 students and BIA elementary schools had an average class size of 18.0 students.
- Approximately 96 percent of public school districts used salary schedules to determine base salaries for teachers, while 66 percent of private schools and 62 percent of public charter schools used salary schedules. (Data on salary schedules were not available for BIA schools.)

This report is not meant to fully utilize the SASS data but rather to offer a sample of what is available. These few findings help us determine the questions that call for more sophisticated analyses. For example, does school location influence our interpretation of these findings? Specifically, does the fact that public charter schools are overrepresented in central cities change our perspective on the above aggregate comparisons of all public charter schools to all traditional public schools? Once location is taken into account, will charter schools be found to be *more* safe for teachers than traditional public schools? Similarly, is the greater availability of extended day programs at public charters, compared to traditional public schools, due to the fact that extended day programs, in general, are more prevalent in central cities? Another interesting issue to explore with these data is the relationship between the characteristics of schools and the quality of the teachers who work in them. For example, do schools with smaller classes, or schools with salary schedules, draw more highly qualified teachers than schools with larger classes, or schools without salary schedules? The 60 tables presented in this report provide ample information about the nation's schools and also raise several interesting questions.

Exploring the Qualifications of Public School Teachers

In contrast to the *Overview* report, *Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000* (Seastrom et al. 2002) hones in on one issue: out-of-field teaching (teachers are teaching out-of-field if there is a mismatch between their training and the subject they teach). The report's findings on this key issue will be examined with new urgency, because “teacher quality” is currently being touted by researchers and policymakers as, if not the most important factor, one of the most important factors influencing school quality. Besides the training that teachers receive, other key

determinants of teacher quality include years of teaching experience, academic ability, participation (as new teachers) in induction programs, and extent of exposure to high-quality professional development programs (Mayer, Mullens, and Moore 2001). Although researchers and policymakers are not in agreement about how certification programs should be structured, there is, nevertheless, a great desire to know more about the certification profile of today's teaching corps (e.g., what percentage of teachers have full certification, probationary certification, alternative certification, emergency certification, or no certification?) and how this profile is changing over time. Each of these teacher-quality issues can be explored from a variety of vantage points using SASS data.*

The *Qualifications* report focuses on the extent to which teachers teach courses they were not trained to teach. Previous research has shown that out-of-field teaching adversely affects student achievement. Goldhaber and Brewer (1996) and Monk and King (1994) looked at the subjects teachers studied in college and graduate school and found that subject matter preparation is related to student achievement even after controlling for relevant teacher and student background and contextual variables.

There are a variety of valid ways in which to define out-of-field teaching. Some measures set a high threshold or standard, while others set a lower one. In this report, for example, the highest threshold is one that requires in-field teachers to have both a major *and* certification in the subject they are teaching, whereas the most lenient threshold requires only that a teacher have a major, a minor, *or* certification. Using the highest standard, 30 percent of English, 31 percent of mathematics, 27 percent of science, and 28 percent of social science students in high school were being taught by out-of-field teachers during the 1999–2000 school year. Using the lower standard, 6 percent of English, 9 percent of mathematics, 6 percent of science, and 6 percent of social science students in high school were being taught by out-of-field teachers. By either standard, the numbers are dramatically higher in middle schools. For example, using the major and certification standard, 58 percent of English, 69 percent of mathematics, 57 percent of science, and 51 percent of social science students in middle school were being taught by out-of-field teachers during the 1999–2000 school year. Using the more lenient major, minor, or certification standard, 17 percent of English, 22 percent of mathematics, 14 percent of science, and

*The academic skills of teachers cannot be measured directly with SASS data, but the undergraduate institution that teachers attended can be identified, and this has often been used as a proxy for academic skills.

13 percent of social science students in middle school were being taught by out-of-field teachers.

While the middle school versus high school differential is not surprising, it is surprising that there was a great *decrease* in out-of-field teaching in high schools between 1987–88 and 1999–2000. The decrease is most evident when applying the major, minor, or certification standard, although it is also evident when applying the major and certification standard. For example, between 1987–88 and 1999–2000, the percentages of high school students being taught by teachers without a major, a minor, or certification dropped by almost one-third to over one-half in the following subjects: physical science (dropped from 31 percent of students in 1987–88 to 16 percent of students in 1999–2000), geology (51 percent to 36 percent), physics (40 percent to 17 percent), ESL/bilingual education (54 percent to 31 percent), and English (13 percent to 6 percent). In examining tables B–9 and B–18 from the report (reproduced here), it is clear that the downward shift in out-of-field rates occurred between the 1990–91 and 1993–94 SASS. This finding is surprising in light of news reports throughout the 1990s announcing significant teacher shortages in the nation’s largest school districts. If these shortages really did exist nationwide, it would seem likely that out-of-field teaching would have increased during that period. However, NCES not only has nationally representative data on trends in teaching preparedness but also notes that “methodological differences, including differences in survey formats over the years, do not appear to have a major impact on change over time in the estimates.” As a result, researchers will want to use the SASS data to determine what really happened in the teacher labor market in the 1990s, so that we can learn from that experience. For example, researchers might want to explore whether the shortages were confined to particular types of districts or schools, regions of the country, or types of communities.

Conclusion

The 1999–2000 SASS data and the *Overview* and *Qualifications* reports are important for the education field. There is much to be learned from them about schools, administrators, and teachers at the turn of this century. There is no question that there were important changes in schools and how they were staffed throughout the 1990s and that these changes are likely to persist into the next decade. The past two decades have seen a sea change in how teachers are trained in the United States. Twenty years ago, only a few states offered alternative certification routes for prospective teachers, and few candidates took this path. Today, 45 states offer such alternatives, which are supplying approximately

one-third of the newly hired teachers each year (Feistritzer 2002). In the future, as the current administration focuses its attention and resources squarely on teacher training and quality, the importance of SASS will be elevated to a new level. As the debate rages and begins to sway the teacher-training policies of the federal government and the states, SASS is certain to become an indispensable tool for assessing change. Knowing who comprises the nation’s teaching corps, how teachers are allocated among schools (e.g., rich vs. poor, private vs. public, public charter vs. traditional public, BIA vs. traditional public), and how various aspects of school staffing change over time will become more important than ever.

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Table B-9.—Percentage of public school students who were taught by a high school grades (9–12) teacher with an undergraduate or graduate major and certification in the course subject area, by course subject area: 1987–88 to 1999–2000

	Major in field			No major in field			Total certified
	Total	Certified	Not certified	Total	Certified	Not certified	
1999–2000							
English	77.7	70.2	7.4	22.3	15.5	6.8	85.7
Foreign language	58.8	52.4	6.4	41.2	26.7	14.5	79.1
Mathematics	75.4	68.6	6.8	24.6	14.5	10.1	83.1
Science	81.3	72.7	8.6	18.7	12.1	6.6	84.8
Biology/life science	62.4	55.3	7.1	37.6	26.6	11.0	81.9
Physical science	41.4	36.9	4.5	58.6	40.5	18.1	77.4
Chemistry	44.1	38.9	5.2	55.9	42.8	13.1	81.7
Geology	24.0	21.4	2.6	76.0	38.0	37.9	59.4
Physics	41.6	33.5	8.1	58.4	40.2	18.2	73.7
Social science	80.6	72.1	8.5	19.4	12.4	7.0	84.5
History	41.1	37.5	3.5	58.9	49.2	9.8	86.7
ESL/bilingual education	38.2	29.2	9.0	61.8	30.6	31.1	59.8
Arts and music	89.3	80.4	8.9	10.7	5.2	5.4	85.6
Physical education/health education	87.0	80.9	6.1	13.0	8.1	4.9	89.0
Health education	47.7	42.3	5.4	52.3	32.5	19.8	74.8
Physical education	85.9	76.1	9.8	14.1	8.9	5.2	85.0
1993–94							
English	78.2	73.7	4.5	21.8	12.4	9.3	86.2
Foreign language	70.0	65.0	5.0	30.0	21.9	8.2	86.8
Mathematics	72.2	66.7	5.5	27.8	14.2	13.6	80.9
Science	79.9	74.5	5.4	20.1	13.6	6.5	88.1
Biology/life science	67.0	60.1	6.9	33.1	23.9	9.1	84.0
Physical science	39.0	35.2	3.8	61.0	45.1	16.0	80.2
Chemistry	43.6	41.9	1.7	56.4	43.1	13.3	85.0
Geology	31.1	26.5	4.7	68.9	38.3	30.6	64.8
Physics	35.0	30.3	4.7	65.0	44.7	20.3	75.0
Social science	79.0	71.4	7.6	21.0	13.6	7.4	85.0
History	45.8	41.3	4.5	54.2	44.2	10.0	85.5
ESL/bilingual education	26.9	23.5	3.4	73.1	43.6	29.5	67.1
Arts and music	86.6	79.7	6.9	13.4	5.3	8.1	85.0
Physical education/health education	89.0	82.4	6.6	11.0	6.5	4.5	88.9
1990–91							
English	71.7	65.0	6.7	28.3	17.6	10.7	82.6
Foreign language	54.4	48.2	6.2	45.6	34.1	11.5	82.3
Mathematics	66.7	61.9	4.8	33.3	19.3	13.9	81.3
Science	76.9	71.2	5.8	23.1	15.4	7.7	86.5
Biology/life science	55.8	48.2	7.6	44.2	32.9	11.4	81.0
Physical science	32.5	26.9	5.6	67.5	34.4	33.2	61.3
Chemistry	35.2	31.9	3.3	64.8	46.3	18.5	78.2
Geology	21.5	18.4	3.2	78.5	34.5	44.0	52.8
Physics	21.2	17.0	4.2	78.8	35.2	43.6	52.2
Social science	75.8	64.0	11.8	24.2	13.4	10.8	77.4
History	37.6	31.8	5.8	62.5	47.9	14.6	79.7
ESL/bilingual education	18.8	15.0	3.8	81.3	31.1	50.1	46.1
Arts and music	87.3	77.5	9.8	12.7	6.0	6.7	83.5
Physical education/health education	86.9	78.8	8.2	13.1	6.2	6.9	85.0
1987–88							
English	68.0	61.8	6.2	32.0	16.3	15.7	78.1
Mathematics	67.2	62.6	4.7	32.8	19.8	13.0	82.3
Science	74.5	69.6	4.9	25.5	15.1	10.4	84.8
Biology/life science	60.1	52.3	7.8	39.9	28.6	11.3	81.0
Physical science	35.0	29.8	5.2	65.0	25.2	39.9	55.0
Chemistry	41.6	37.1	4.5	58.4	33.8	24.6	70.9
Geology	20.1	16.9	3.2	79.9	26.9	53.0	43.7
Physics	25.5	18.4	7.1	74.5	26.3	48.2	44.7
Social science	72.0	66.3	5.7	28.0	17.4	10.7	83.6
History	40.1	37.9	2.2	59.9	45.3	14.7	83.2
ESL/bilingual education	13.4	11.3	2.2	86.6	31.3	55.3	42.6
Arts and music	90.0	84.3	5.7	10.0	6.2	3.8	90.5
Physical education/health education	84.0	75.2	8.8	16.0	8.4	7.7	83.5

NOTE: High school teachers include all teachers who taught any of grades 10–12, as well as teachers who taught grade 9 and no other grades. Not all assignment areas were measured in each SASS administration. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," 1987–88, 1990–91, 1993–94, and 1999–2000, and "Charter Teacher Questionnaire," 1999–2000. (Originally published on p. 62 of *Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000* [Seastrom et al. 2002].)

Table B-18.—Percentage of public school students who were taught by a high school grades (9–12) teacher with an undergraduate or graduate major or minor and certification in the course subject area, by year and course subject area: 1987–88 to 1999–2000

	Major/minor in field			No major/minor in field			
	Total	Certified	Not certified	Total	Certified	Not certified	Total certified
1999–2000							
English	84.4	75.7	8.7	15.6	10.0	5.6	85.7
Foreign language	68.7	58.9	9.8	31.3	20.2	11.1	79.1
Mathematics	81.9	73.6	8.3	18.1	9.5	8.6	83.1
Science	86.4	76.7	9.6	13.6	8.1	5.5	84.8
Biology/life science	68.7	60.3	8.4	31.3	21.6	9.7	81.9
Physical science	54.1	47.0	7.1	45.9	30.4	15.5	77.4
Chemistry	61.4	52.5	8.9	38.6	29.2	9.4	81.7
Geology	28.5	24.2	4.3	71.5	35.2	36.3	59.4
Physics	49.5	40.3	9.3	50.5	33.4	17.0	73.7
Social science	86.0	76.4	9.6	14.0	8.1	5.9	84.5
History	47.1	42.1	4.9	52.9	44.6	8.4	86.7
ESL/bilingual education	41.7	32.7	9.0	58.3	27.2	31.1	59.9
Arts and music	91.5	82.1	9.4	8.5	3.6	5.0	85.7
Physical education/health education	89.0	82.4	6.6	11.0	6.6	4.5	89.0
Health education	59.9	52.2	7.7	40.1	22.5	17.6	74.7
Physical education	87.8	77.6	10.2	12.2	7.4	4.8	85.0
1993–94							
English	84.5	78.9	5.6	15.5	7.3	8.3	86.2
Foreign language	78.6	72.3	6.3	21.4	14.5	6.9	86.8
Mathematics	79.8	73.1	6.7	20.2	7.8	12.5	80.9
Science	88.4	81.6	6.9	11.6	6.5	5.1	88.1
Biology/life science	75.0	66.3	8.7	25.0	17.8	7.3	84.0
Physical science	53.8	47.3	6.5	46.2	33.0	13.3	80.2
Chemistry	60.9	56.5	4.4	39.1	28.5	10.6	85.0
Geology	35.8	30.6	5.2	64.3	34.2	30.1	64.8
Physics	46.9	39.8	7.2	53.1	35.3	17.8	75.0
Social science	87.8	78.5	9.3	12.2	6.5	5.7	85.0
History	53.1	47.6	5.5	46.9	37.9	9.0	85.5
ESL/bilingual education	28.8	24.6	4.2	71.2	42.4	28.8	67.1
Arts and music	87.9	80.8	7.1	12.1	4.2	7.9	85.0
Physical education/health education	91.3	84.3	7.0	8.7	4.6	4.1	88.9
1990–91							
English	84.4	75.5	8.9	15.6	7.1	8.5	82.6
Foreign language	68.3	59.2	9.2	31.7	23.1	8.5	82.3
Mathematics	80.0	72.9	7.1	20.0	8.4	11.6	81.3
Science	89.2	81.1	8.2	10.8	5.5	5.3	86.5
Biology/life science	69.4	58.6	10.8	30.6	22.4	8.2	81.0
Physical science	52.6	40.9	11.7	47.4	20.3	27.1	61.3
Chemistry	59.4	50.8	8.6	40.6	27.4	13.2	78.2
Geology	31.1	27.3	3.8	68.9	25.6	43.4	52.8
Physics	36.3	26.1	10.2	63.8	26.1	37.7	52.2
Social science	89.1	73.1	16.0	10.9	4.3	6.6	77.4
History	49.2	40.6	8.6	50.8	39.1	11.8	79.7
ESL/bilingual education	23.6	17.7	5.9	76.4	28.4	48.0	46.1
Arts and music	92.9	80.8	12.0	7.2	2.7	4.5	83.5
Physical education/health education	91.7	81.4	10.2	8.3	3.6	4.8	85.0
1987–88							
English	80.2	71.3	8.9	19.8	6.8	13.0	78.1
Mathematics	81.8	75.3	6.6	18.2	7.1	11.1	82.3
Science	87.0	79.9	7.2	13.0	4.9	8.1	84.8
Biology/life science	73.1	63.3	9.8	26.9	17.6	9.3	81.0
Physical science	52.8	38.7	14.1	47.2	16.2	30.9	55.0
Chemistry	60.4	48.1	12.3	39.6	22.8	16.8	70.9
Geology	28.2	22.8	5.4	71.8	20.9	50.9	43.7
Physics	41.8	26.8	15.0	58.2	17.9	40.3	44.7
Social science	87.0	78.1	8.9	13.0	5.5	7.5	83.6
History	53.5	49.6	3.8	46.5	33.5	13.0	83.2
ESL/bilingual education	21.4	18.4	3.0	78.6	24.1	54.4	42.6
Arts and music	93.5	87.3	6.2	6.5	3.2	3.3	90.5
Physical education/health education	89.1	78.2	10.9	10.9	5.3	5.6	83.5

NOTE: High school teachers include all teachers who taught any of grades 10–12, as well as teachers who taught grade 9 and no other grades. Not all assignment areas were measured in each SASS administration. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," 1987–88, 1990–91, 1993–94, and 1999–2000, and "Charter Teacher Questionnaire," 1999–2000. (Originally published on p. 71 of *Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000* [Seastrom et al. 2002].)

ELEMENTARY AND SECONDARY EDUCATION

The Nation's Report Card: Geography 2001 <i>Andrew R. Weiss, Anthony D. Lutkus, Barbara S. Hildebrant, and Matthew S. Johnson</i>	25
Vocational Education Offerings in Rural High Schools <i>Lisa Hudson and Linda Shafer</i>	38
Public Alternative Schools and Programs for Students at Risk of Education Failure: 2000–01 <i>Brian Kleiner, Rebecca Porch, and Elizabeth Farris</i>	42
Overview of Public Elementary and Secondary Schools and Districts: School Year 2000–01 <i>Lee M. Hoffman</i>	48
Public High School Dropouts and Completers From the Common Core of Data: School Years 1998–99 and 1999–2000 <i>Beth Aronstamm Young</i>	63
Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2000–01 <i>Beth Aronstamm Young</i>	70

Geography 2001 The Nation's Report Card: Geography 2001

*Andrew R. Weiss, Anthony D. Lutkus, Barbara S. Hildebrant,
and Matthew S. Johnson*

This article was excerpted from The Nation's Report Card: Geography Highlights 2001, a tabloid-style publication that summarizes the complete report. The sample survey data are from the National Assessment of Educational Progress (NAEP) 1994 and 2001 Geography Assessments.

Introduction

The National Assessment of Educational Progress (NAEP) is the nation's only ongoing representative sample survey of student achievement in core subject areas. Authorized by Congress, administered by the National Center for Education Statistics (NCES) in the U.S. Department of Education, and overseen by the National Assessment Governing Board (NAGB), NAEP regularly reports to the public on the educational progress of students in grades 4, 8, and 12.

In 2001, NAEP conducted a geography assessment of the nation's fourth-, eighth-, and twelfth-grade students. The report summarized in this article presents the results of the NAEP 2001 Geography Assessment for the nation, along with several sample questions and student responses from the assessment. Results of the 2001 geography assessment are compared to results of the preceding NAEP geography

assessment, which was conducted in 1994 and was the only other geography assessment in which the test questions were based on the current framework.

NAEP geography framework

The NAEP geography framework that describes the content for both the 1994 and 2001 assessments was developed through a national consensus process and adopted by NAGB. The geography framework is organized along two dimensions, a content dimension and a cognitive dimension. The content dimension is divided into three areas: Space and Place, Environment and Society, and Spatial Dynamics and Connections. The three cognitive areas are labeled as Knowing, Understanding, and Applying. The complete framework is available at the NAGB web site at <http://www.nagb.org>.

Scale scores and achievement levels

Students' performance on the assessment is described in terms of average scores on a 0–500 scale and in terms of the percentage of students attaining three achievement levels: *Basic*, *Proficient*, and *Advanced*. The achievement levels are performance standards adopted by NAGB as part of its statutory responsibilities. They represent collective judgments of what students should know and be able to do.

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

As provided by law, the Deputy Commissioner of Education Statistics, upon review of a congressionally mandated evaluation of NAEP, has determined that the achievement levels are to be used on a trial basis and should be interpreted and used with caution. However, both the Deputy Commissioner and NAGB believe that these performance standards are useful for understanding trends in student achievement. NAEP achievement levels have been widely used by national and state officials as a common yardstick of academic performance. Detailed descriptions of the NAEP geography achievement levels can be found on the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

In addition to providing average scores and achievement-level performance in geography for the nation's fourth-, eighth-, and twelfth-graders, the report provides results for subgroups of students at those grade levels defined by various background and contextual characteristics.

Accommodations and samples

The results in this article are based on a national sample that included special-needs students; however, no testing accommodations were offered to these students. As a consequence, a small percentage of sampled students were excluded from the assessment because they could not be tested meaningfully without accommodations. No testing accommodations were offered in 1994 or 2001 so that results from the two assessment years could be compared. However, a second set of 2001 results is available that is based on a sample for which accommodations were pro-

vided. This second set of results is presented in the full report and on the NAEP web site at <http://nces.ed.gov/nationsreportcard>. In addition, the percentage of students excluded from both samples is provided.

Major Findings

Improvements seen in NAEP 2001 geography results at grades 4 and 8

Results for the NAEP 2001 Geography Assessment show that the average scores of fourth- and eighth-grade students have improved since 1994 (figure A). The average score of twelfth-grade students, however, has not changed significantly.

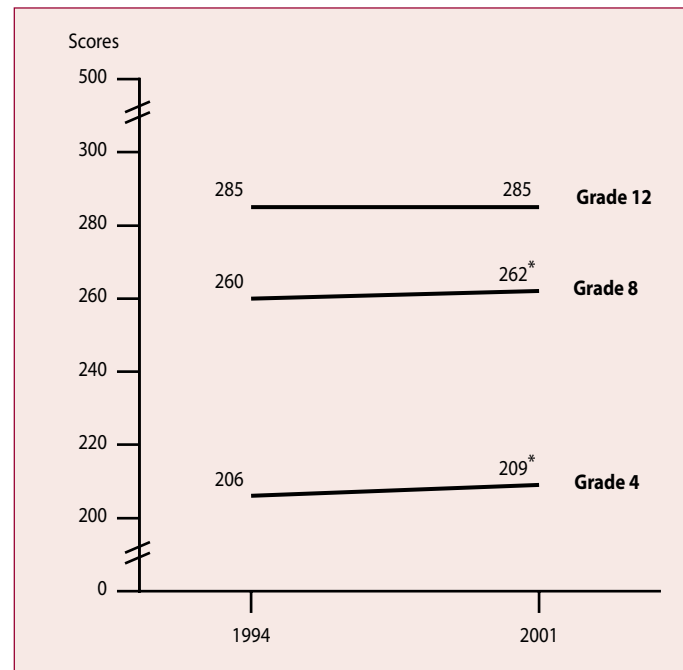
Gains seen in fourth- and eighth-graders' 2001 achievement-level performance

The 2001 geography assessment results show some changes since 1994 in the percentages of students at or above the NAEP achievement levels (figure B). At grades 4 and 8, the percentage of students performing at or above *Basic* increased between 1994 and 2001, although there were no statistically significant changes in the percentages of students performing at or above *Proficient* and at *Advanced*. At grade 12, however, the percentages of students performing at or above the *Basic* and *Proficient* levels and at *Advanced* in 2001 were not statistically different from 1994.

Gains made by lower-performing fourth- and eighth-graders

Looking at how scores changed across the performance distribution clarifies the source of the improvement in the average national score at grades 4 and 8. An examination of scores at different percentiles on the 0–500 geography scale at each grade indicates whether or not the changes seen in the national average score results are reflected in the performance of lower-, middle-, and higher-performing students. The percentile indicates the percentage of students whose scores fell below a particular average score.

As shown in figure C, there were some changes between 1994 and 2001 at various points in the score distribution for fourth- and eighth-graders, but no statistically significant changes for twelfth-graders. At grades 4 and 8, score increases between 1994 and 2001 at the 10th and 25th percentiles indicate an improvement for lower-performing students. At grade 12, performance across the score distribution in 2001 was not statistically different from 1994—a finding that reflects the results seen in the overall national average score at this grade.

Figure A.—Average geography scale scores, grades 4, 8, and 12: 1994 and 2001

*Significantly different from 1994.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments. (Previously published on p. 1 of *The Nation's Report Card: Geography Highlights 2001*.)

Results for Student Subgroups

In addition to reporting information on all students' performance on its assessments, NAEP also studies the performance of various subgroups of students. The geography achievement of subgroups of students in 2001 reveals whether they have progressed since 1994, as well as how they performed in comparison to other subgroups in 2001.

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

Average geography scores by gender

There were no statistically significant changes from 1994 to 2001 in the average geography scores of either male or female students at any of the three grades. (Although the score point differences across years for both male and female students at grades 4 and 8 appear similar to those for the population as a whole, the smaller sample size and slightly larger standard error for each of the two subgroups prevented the statistical tests from reaching the significant level.)

In 2001, male students at all three grades had higher average scores than female students. The gap between male and female students' average scores did not change significantly between 1994 and 2001.

Achievement-level results by gender

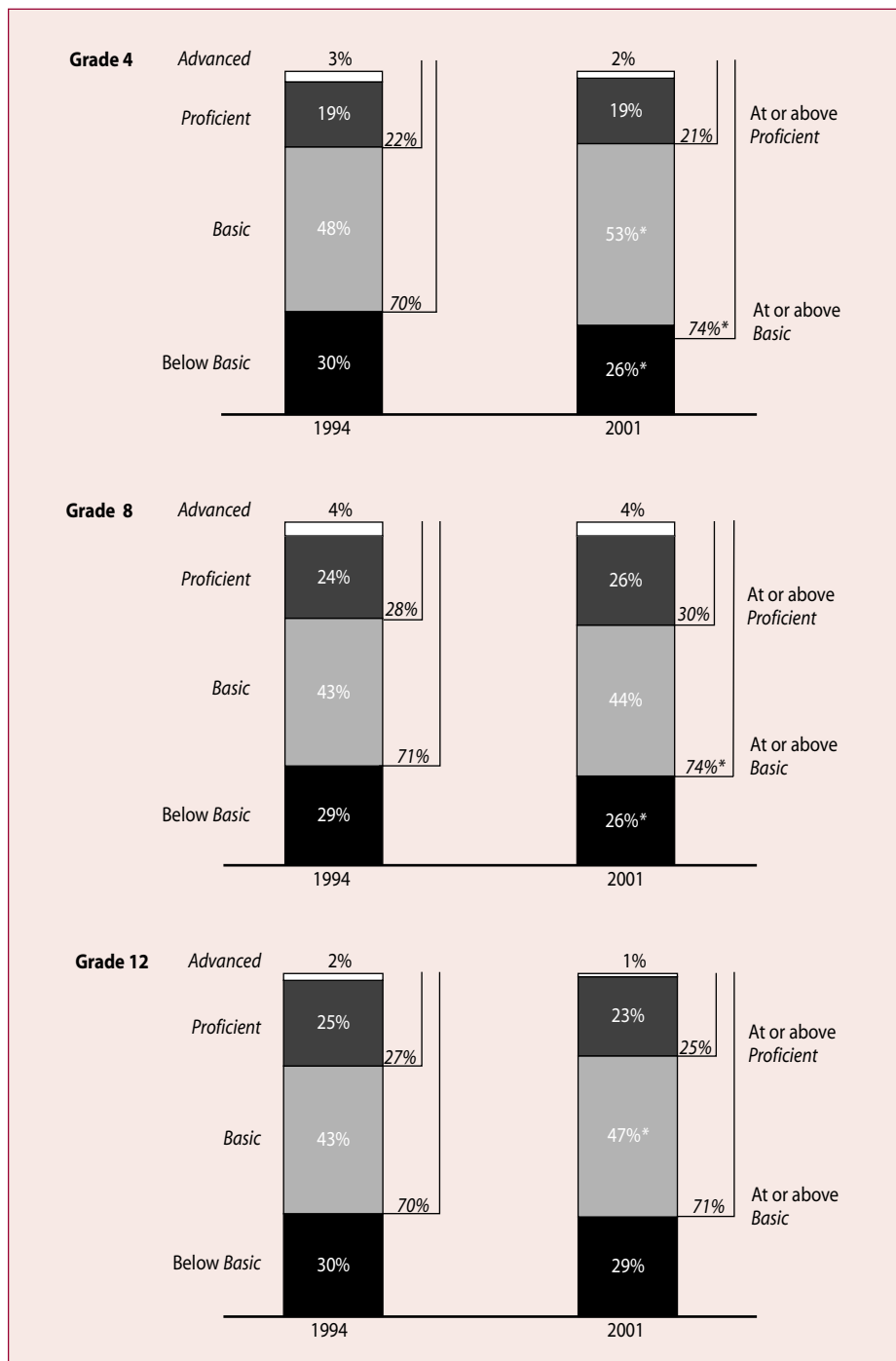
The percentages of male and female students at or above the *Basic* and *Proficient* geography achievement levels did not change significantly between 1994 and 2001 at any of the three grades.

A comparison of the differences in the percentages of male and female students at or above the *Basic* and *Proficient* levels in 2001 shows higher percentages of male than of female students at or above *Proficient* at grades 4 and 8. At grade 12, a higher percentage of males than females were at or above *Basic* and at or above *Proficient*.

Average geography scores by race/ethnicity

Students who took the NAEP geography assessment were asked to indicate which of the following racial/ethnic subgroups best described them: White, Black, Hispanic, Asian/Pacific Islander, or American Indian (including Alaska Native). Average geography scores were reported for

Figure B.—Percentage of students within and at or above achievement levels, grades 4, 8, and 12: 1994 and 2001



*Significantly different from 1994.

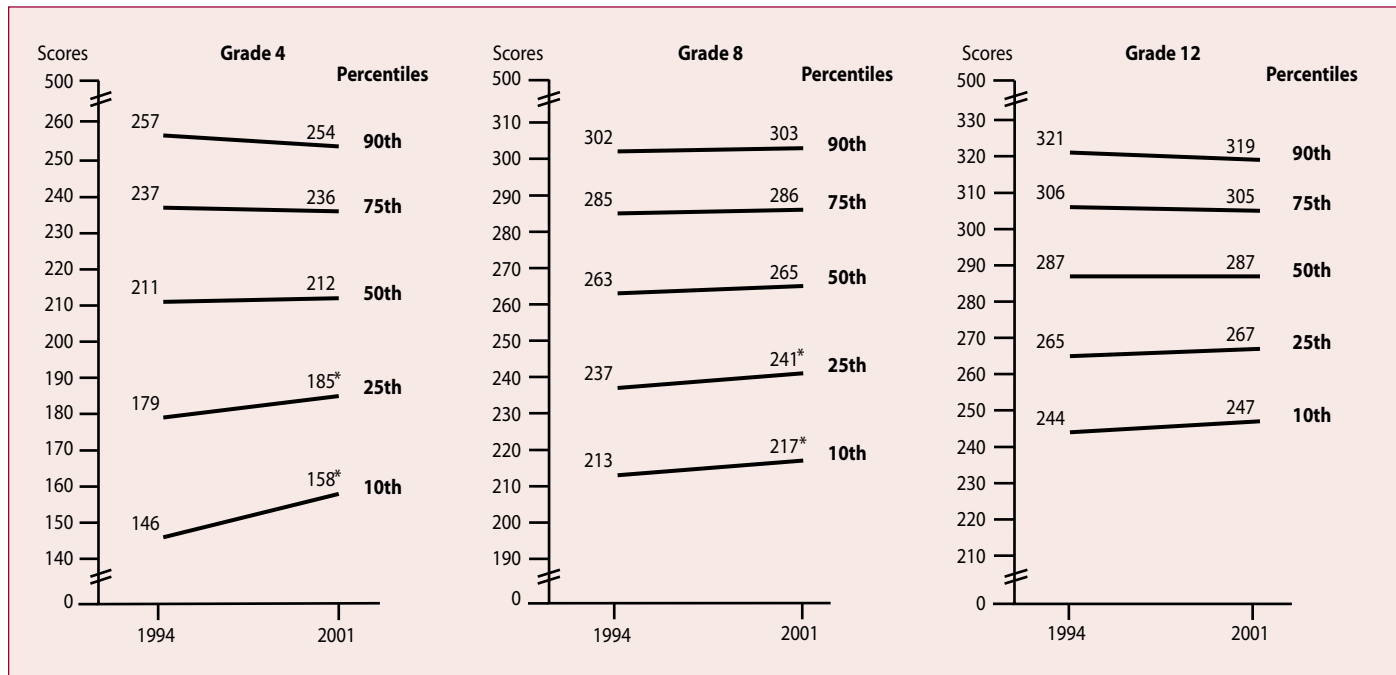
NOTE: Percentages within each geography achievement-level range may not add to 100, or to the exact percentages at or above achievement levels, due to rounding.

HOW TO READ THIS FIGURE:

- The *italicized* percentages to the right of the shaded bars represent the percentages of students at or above *Basic* and *Proficient*.
- The percentages in the shaded bars represent the percentages of students within each achievement level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments. (Previously published on p. 2 of *The Nation's Report Card: Geography Highlights 2001*.)

Figure C.—Scale score percentiles, grades 4, 8, and 12: 1994 and 2001



*Significantly different from 1994.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments. (Previously published on p. 3 of *The Nation's Report Card: Geography Highlights 2001*.)

students in these subgroups at grades 4, 8, and 12 in 1994 and 2001. At grade 4, the average score of Black students was higher in 2001 than in 1994. Apparent changes for other groups of students were not statistically significant.

The 2001 results show a continuing pattern of average score differences between the racial/ethnic subgroups. At all three grades, White students, Asian/Pacific Islander students, and American Indian students had higher average scores than their Black and Hispanic peers. Hispanic students had higher average scores than Black students at grades 8 and 12.

Average geography score gaps between selected racial/ethnic subgroups

Average score differences in 1994 and 2001 between White students and Black students and between White students and Hispanic students are presented in figure D. Results from the 2001 geography assessment reflect a narrowing of the score gap between White students and Black students at grade 4.

Achievement-level results by race/ethnicity

While there have been some gains in achievement-level results since 1994 at grades 4 and 8, not all subgroups of

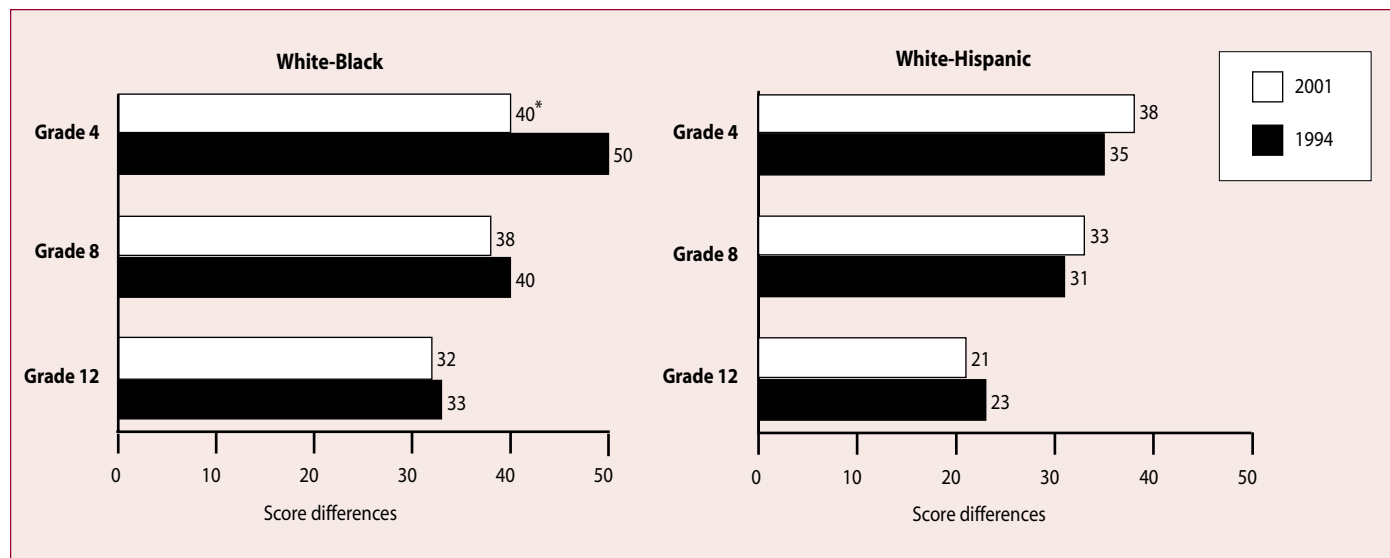
students have improved. At grade 4, both White students and Black students had higher percentages at or above *Basic* in 2001 compared to 1994. At grade 8, White students were the only group to show any improvement, with an increase in the percentage at or above *Basic*. At grade 12, none of the apparent changes in the percentages of students at or above the *Basic* and *Proficient* geography achievement levels from 1994 to 2001 were statistically significant.

Comparing the subgroups' performance in 2001 shows higher percentages of White and Asian/Pacific Islander students than of Black and Hispanic students at or above the *Basic* and *Proficient* levels at all three grades. There were also higher percentages of American Indian students than of Black or Hispanic students at or above *Basic* at all three grades and higher percentages at or above *Proficient* at grade 12.

Average geography scores by type of school

Schools that participate in NAEP assessments are classified as either public or nonpublic. Looking at students' performance within school type indicates that eighth-grade public school students' average score was higher in 2001 than in 1994. None of the other apparent changes by school type were statistically significant.

Figure D.—Score differences by race/ethnicity, grades 4, 8, and 12: 1994 and 2001



*Significantly different from 1994.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments. (Previously published on p. 6 of *The Nation's Report Card: Geography Highlights 2001*.)

In 2001, as in 1994, fourth-, eighth-, and twelfth-graders attending nonpublic schools had higher scores, on average, than their peers attending public schools. Readers should, however, avoid making assumptions about the comparative quality of instruction in public and nonpublic schools when reading this information. Socioeconomic and sociological factors that may affect student performance should be considered before interpreting these results. Additional information about the performance of students by type of school can be found in the full report, as well as on the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

Achievement-level results by type of school

Achievement-level results for students attending public and nonpublic schools indicate that a higher percentage of eighth-grade public school students were at or above the *Basic* achievement level in 2001 than in 1994. Comparing student performance by type of school in 2001 shows that higher percentages of nonpublic school students than of public school students were at or above the *Basic* and the *Proficient* achievement levels at all three grades.

Teacher and Student Factors

Students who participated in the NAEP 2001 Geography Assessment and their teachers answered questions related to

their background and their experiences at school. The responses were used to investigate whether relationships exist between these factors and students' performance on the geography assessment. While some of these findings may suggest positive or negative relationships between performance and particular factors, it is important to note that these relationships are not necessarily causal: there are many factors that may play a role in students' geography performance.

Computer use

Using computers to enhance learning has been an important challenge for educators in all content areas. The teachers of fourth- and eighth-grade students who participated in the NAEP 2001 Geography Assessment were asked about the extent to which they use CD-ROMs or the Internet for social studies instruction.

CD-ROM use at grades 4 and 8. Fourth- and eighth-graders in 2001 whose teachers reported having their students use CD-ROMs to a small or moderate extent had higher average geography scores than those whose teachers reported not having them use CD-ROMs at all. About two-thirds of fourth- and eighth-graders had teachers who reported having students use CD-ROMs to look up information in reference works.

Internet use at grades 4 and 8. As shown in figure E, fourth-graders in 2001 whose teachers had their students use the Internet to a small or moderate extent had higher average geography scores than those whose teachers did not have them use the Internet at all. Eighth-graders whose teachers had them use the Internet to a large extent had higher average scores than those whose teachers had them use the Internet to a small extent or not at all. Figure F indicates that about two-thirds of fourth-graders and four-fifths of eighth-graders in 2001 had teachers who reported having their students use the Internet to retrieve information.

Internet and CD-ROM use at grade 12. Twelfth-graders who reported using the Internet and CD-ROMs to a moderate or large extent had a higher average score than those who said

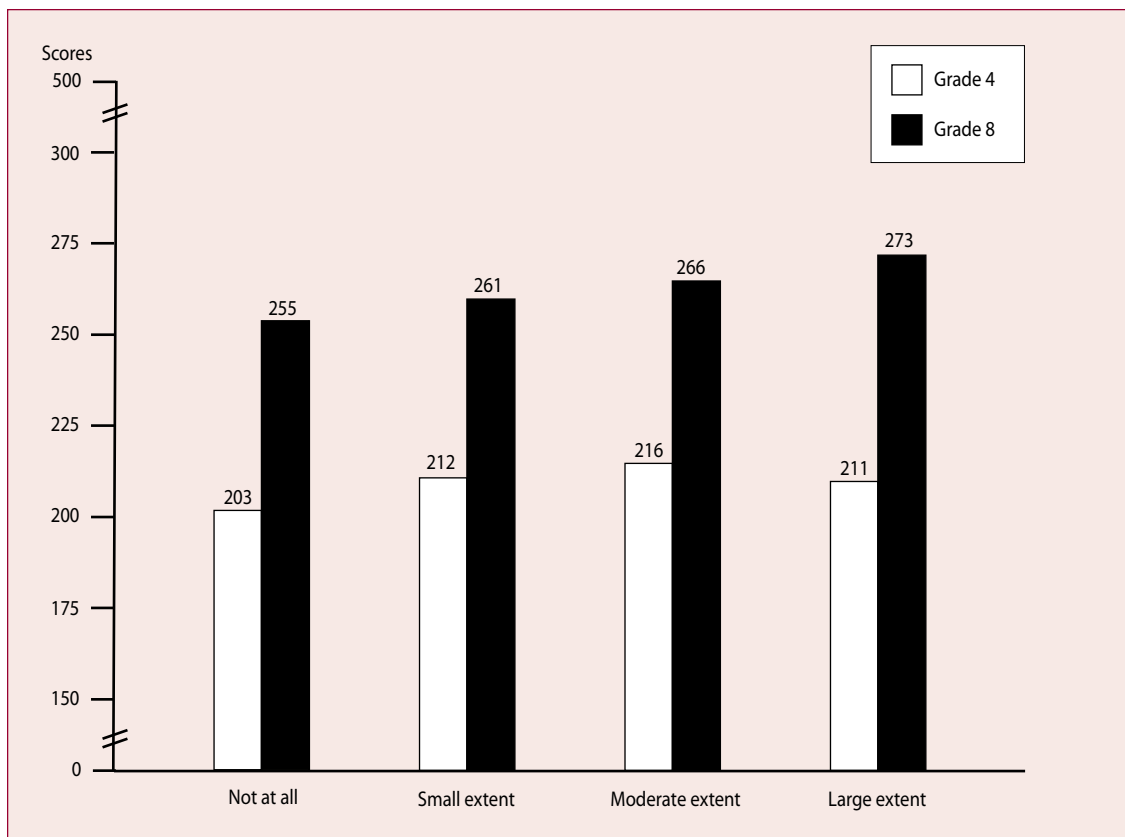
they did so to a small extent or not at all. About three-quarters of twelfth-graders used the Internet and CD-ROMs.

Geography topics studied: countries and cultures

At grades 8 and 12, students were asked how frequently they studied countries and cultures. In 2001, 63 percent of eighth-graders said they studied countries and cultures almost every day or once or twice a week. Eighth-graders who never or hardly ever studied countries and cultures had lower scores, on average, than students who did so at least once or twice a month.

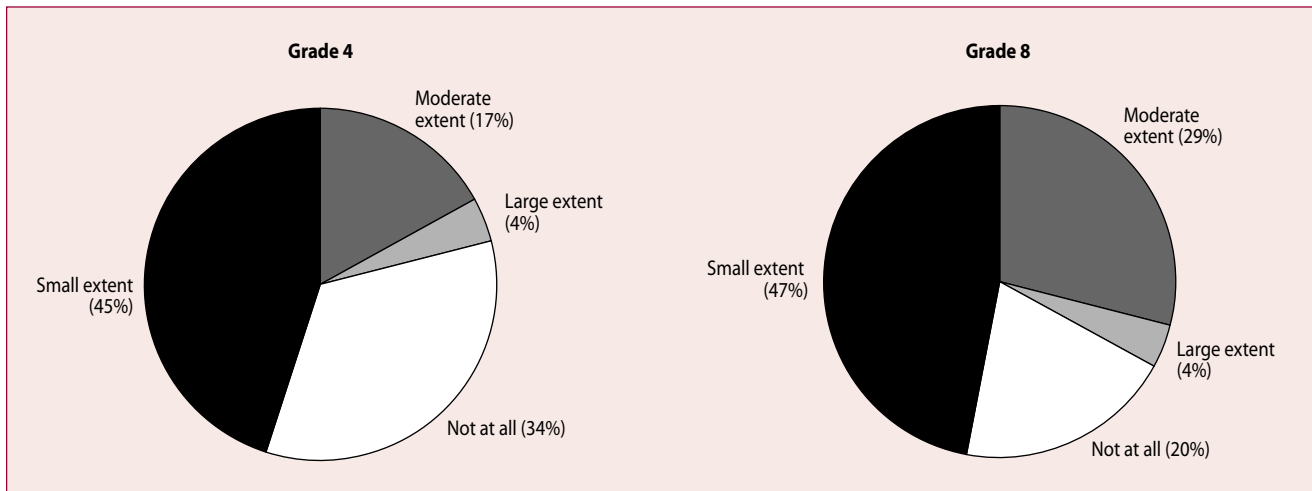
At grade 12, 52 percent of students reported studying this topic almost every day or weekly. Furthermore, twelfth-graders who never or hardly ever studied countries and cultures had lower

Figure E.—Fourth- and eighth-grade average scores by extent of Internet use: 2001



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2001 Geography Assessment. (Previously published on p. 10 of *The Nation's Report Card: Geography Highlights 2001*.)

Figure F.—Percentage of fourth- and eighth-graders by extent of Internet use: 2001



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2001 Geography Assessment. (Previously published on p. 10 of *The Nation's Report Card: Geography Highlights 2001*.)

average scores than students who did so at least once or twice a month.

Sample Geography Questions and Student Responses

A better understanding of students' performance on the NAEP 2001 Geography Assessment can be gained by examining sample test questions and students' responses to them. The questions shown here—one multiple-choice and one or two constructed-response questions for each grade—were used in the 2001 geography assessment. The content area is identified for each sample question. The tables that accompany the sample questions show two types of percentages: the overall percentage of students answering the question successfully and the percentage of students at each achievement level answering successfully.

For the multiple-choice questions shown, the oval corresponding to the correct multiple-choice response is filled in. For the constructed-response questions, sample student responses are presented along with brief descriptions of how the responses were scored. Because it was a timed test of geography knowledge and skills, scoring was based solely on content—students may have made minor spelling and grammatical errors that would not have affected their score. Additional sample questions can be viewed on the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

Grade 4 sample questions and responses

The following multiple-choice question assessed students' understanding of how geography plays a role in conflict among nations. The geography content area is Spatial Dynamics and Connections.

Sample multiple-choice question for grade 4



Which two nations are most likely to have a conflict over mineral resources?

- (A) Nation A and Nation B
- (B) Nation A and Nation C
- (C) Nation A and Nation D
- (D) Nation C and Nation D

Percentage of students giving correct response				
Within achievement-level intervals				
Overall	Below Basic (186 and below*)	Basic (187–239*)	Proficient (240–275*)	Advanced (276 and above*)
33	22	28	56	‡

*NAEP geography scale range.
‡Reporting standards not met.

The following extended constructed-response question required students to draw a map on a grid using written descriptions of features of a town. The geography content area is Space and Place. Responses to the question were scored according to a four-level guide as “Complete,” “Essential,” “Partial,” or “Inappropriate.”

Sample extended constructed-response question for grade 4

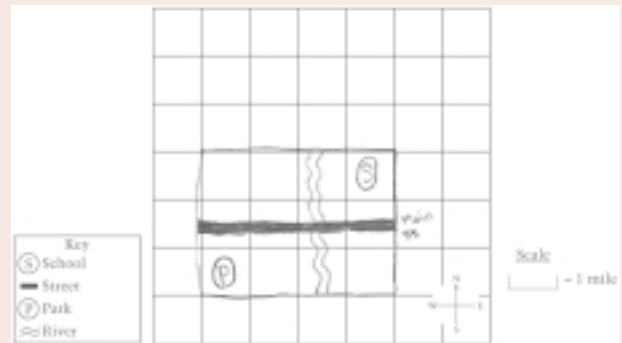
LITTLE TOWN

- Width: 4.0 miles east to west
- Length: 3.0 miles north to south
- Main Street runs east to west through the town.
- The school is on the northeast side of town.
- Phelps Park is on the southwest side of town.
- Runt River runs north to south through the town.

On the grid below, each square is one mile wide and one mile long. Draw a map of Little Town on the grid. Draw the town's borders. Then, use the symbols in the key below to draw the features listed above.

Sample “Complete” response

Responses scored “Complete” correctly located all four features listed in the question and drew the length and width to scale in the correct direction.

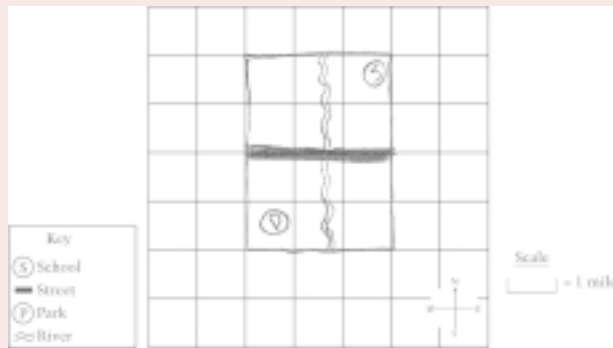


Percentage of students giving “Complete” response				
Within achievement-level intervals				
Overall	Below Basic (186 and below*)	Basic (187–239*)	Proficient (240–275*)	Advanced (276 and above*)
11	0	6	32	‡

*NAEP geography scale range.
‡Reporting standards not met.

Sample “Essential” response

This “Essential” response correctly located the four listed features but did not correctly draw the length and width to scale.



Percentage of students giving “Essential” or better response

Within achievement-level intervals

Overall	Below Basic (186 and below*)	Basic (187–239*)	Proficient (240–275*)	Advanced (276 and above*)
28	1	25	65	‡

*NAEP geography scale range.

‡Reporting standards not met.

Grade 8 sample questions and responses

The following multiple-choice question asked students to interpret a kind of map they may never have seen to determine exactly what kind of information it provides and doesn't provide. The geography content area is Spatial Dynamics and Connections.

Sample multiple-choice question for grade 8



Which question could you answer based only on the information in the map?

- (A) At what times do the public trains arrive?
- (B) How much time does it take to go from Forest Hills to Oak Grove?
- (C) How many miles is it from one station to another?
- How can one travel from Alewife to the Aquarium by public train?

Percentage of students giving correct response

Within achievement-level intervals

Overall	Below Basic (241 and below*)	Basic (242–281*)	Proficient (282–314*)	Advanced (315 and above*)
70	37	74	91	97

*NAEP geography scale range.

The following short constructed-response question measured students' understanding of the interaction between human beings and the environment. The geography content area is Environment and Society. Responses to the question were scored according to a three-level guide as "Complete," "Partial," or "Inappropriate."

Sample short constructed-response question for grade 8

Tropical forests are being destroyed at the rate of at least eleven million hectares each year, an area the size of Pennsylvania. About half of all tropical forests are already gone.

Discuss two major reasons for this high rate of tropical deforestation.

Sample "Complete" response

Responses scored "Complete" provided two reasons for the high rate of tropical deforestation.

One reason is the building of cities. The people use the rainforests as land. Another reason is for agriculture. The people find the farms more useful than rainforests.

Percentage of students giving "Complete" response

Overall	Within achievement-level intervals			
	Below Basic (241 and below*)	Basic (242–281*)	Proficient (282–314*)	Advanced (315 and above*)
22	6	18	38	†

*NAEP geography scale range.
†Reporting standards not met.

Grade 12 sample questions and responses

The following multiple-choice question asked students to demonstrate an understanding of the conventions used in what is known as a "flow map." The geography content area is Space and Place.

Sample multiple-choice question for grade 12



The varying widths of the lines on the map most probably indicate the

- (A) strength of ocean currents
- (B) type of trade
- (C) volume of trade
- (D) type of transportation used

Percentage of students giving correct response

Overall	Within achievement-level intervals			
	Below Basic (269 and below*)	Basic (270–304*)	Proficient (305–338*)	Advanced (339 and above*)
78	46	86	99	†

*NAEP geography scale range.
†Reporting standards not met.

The following short constructed-response question deals with the interaction between humans and the natural environment. Although some students may have been able to answer without referring to the map, others could use it to gain valuable information about the region. The geography content area is Environment and Society. Responses to the question were scored according to a three-level guide as “Complete,” “Partial,” or “Inappropriate.”

Sample short constructed-response question for grade 12



Give two reasons why early civilizations flourished in the valley of the Tigris and Euphrates rivers.

Sample “Complete” response

Responses scored “Complete” provided two valid reasons why river valleys were important to the early civilization of Iraq.

The Tigris and Euphrates Rivers made these early civilizations flourish because of farming, trading, and a way of transportation. These rivers were their main source of everything like watering animals and rich, fertile farmland.

Percentage of students giving “Complete” response

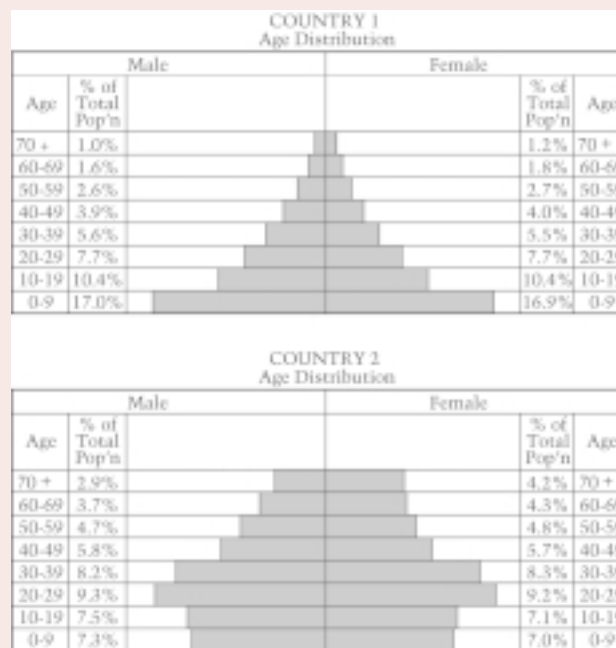
Overall	Within achievement-level intervals			
	Below <i>Basic</i> (269 and below*)	<i>Basic</i> (270–304*)	<i>Proficient</i> (305–338*)	<i>Advanced</i> (339 and above*)
47	17	52	70	‡

*NAEP geography scale range.

‡Reporting standards not met.

The following short constructed-response question measured students’ ability to read and understand population pyramids. The geography content area is Spatial Dynamics and Connections. Responses to the question were scored according to a three-level guide as “Complete,” “Partial,” or “Inappropriate.”

Sample short constructed-response question for grade 12



Describe the difference in population patterns for people age 60 and over in countries 1 and 2. Give one possible explanation for the difference you have identified.

Sample "Complete" response

Responses scored "Complete" accurately described the difference between the population patterns for people age 60 and over in the two countries and gave a plausible explanation for the difference.

Country two has a larger portion of the population aged 60 or over. This could be due to a more advanced medical system leading to a higher life expectancy.

Percentage of students giving "Complete" response**Within achievement-level intervals**

Overall	Below Basic (269 and below*)	Basic (270–304*)	Proficient (305–338*)	Advanced (339 and above*)
16	2	15	33	†

*NAEP geography scale range.

†Reporting standards not met.

Data source: The National Assessment of Educational Progress (NAEP) 1994 and 2001 Geography Assessments.

For technical information, see the complete report:

Weiss, A.R., Lutkus, A.D., Hildebrant, B.S., and Johnson, M.S. (2002).
The Nation's Report Card: Geography 2001 (NCES 2002–484).

Author affiliations: A.R. Weiss, A.D. Lutkus, B.S. Hildebrant, and M.S. Johnson, Educational Testing Service.

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(arnold.goldstein@ed.gov).

To obtain the complete report (NCES 2002–484), call the toll-free ED Pubs number (877–433–7827), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>), or contact GPO (202–512–1800).

To obtain the Highlights publication from which this article is excerpted (NCES 2002–485), call the toll-free ED Pubs number (877–433–7827), visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>), or contact GPO (202–512–1800).

Vocational Education

Vocational Education Offerings in Rural High Schools

Lisa Hudson and Linda Shafer

This article was originally published as an Issue Brief. The sample survey data are from the NCES Fast Response Survey System (FRSS).

A great deal is known about high school vocational coursetaking, including which students take more rather than less vocational education (see Levesque et al. 2000; Tuma 1996). Less is known about vocational education offerings and the types of schools that provide various types of vocational education programs. To help fill this gap, this Issue Brief uses data from the 1999 “Survey on Vocational Programs in Secondary Schools” (see Phelps et al. 2001) to examine systems for delivering vocational education and the offerings provided by public high schools in urban, suburban, and rural areas.¹ Schools in these areas are likely to differ in the nature of their local labor markets, and thus in the demand for vocational education faced by schools. In particular, many rural areas are likely to have labor markets that are less diverse than those in suburban and urban areas. Vocational offerings also might be more limited in rural areas compared to urban and suburban areas in part because rural high schools tend to be smaller than high schools in other areas. In 1998–99, for example, the average student enrollment in rural public high schools was 437, compared to 1,120 for schools in suburban and urban areas. Assuming rural schools do have more limited vocational offerings, a subsequent issue of interest is the likelihood that rural schools offer certain types of programs. This Issue Brief examines these issues.

The 1999 “Survey on Vocational Programs in Secondary Schools”

This survey asked administrators of public high schools to classify their school as “comprehensive” or “vocational” in focus.² The survey also included a list of 28 selected occupations that typically require less than a baccalaureate degree. School administrators were asked to identify for which of the 28 selected occupations their school offered a vocational education program (defined as a sequence of courses within an occupational preparation area) in 1998–99. The survey included the most common occupations for which vocational education prepares students at the high

¹Areas were categorized using U.S. Census Bureau definitions. *Urban* areas are defined as large or midsize central cities. *Suburban* areas are the urban fringes of large and midsize cities, as well as large towns and rural communities located within metropolitan areas. *Rural* areas are small towns and communities outside of metropolitan areas with populations of less than 25,000.

²In this survey, comprehensive schools included all high schools that were not vocational in focus. Special or alternative education schools were not separately classified. Vocational schools were self-classified as (1) area or regional vocational schools or (2) vocational high schools.

school level, but it did not include all possible occupations for which schools may have vocational offerings. However, based on analyses of public high school transcripts, the information derived from this survey describes the vast majority of high school vocational education offerings.³

Systems for Delivering Vocational Education

According to the “Survey on Vocational Programs in Secondary Schools,” almost 90 percent of U.S. public high schools in 1998–99 were comprehensive high schools rather than vocational schools (table 1). The remaining 11 percent of schools were roughly evenly split between area or regional vocational schools (which typically serve students on a part-time basis) and full-time vocational high schools.

Table 1.—Percentage distribution of public high schools, by type, and percent offering at least one vocational education program for any of the 28 selected occupations, overall and by locale: 1998–99

Locale	Percentage distribution of public high schools			Percent of schools offering at least one program
	Area or regional vocational school	Vocational high school	Comprehensive high school	
Overall /all areas	6.2	4.6	89.2	66.5
Urban areas	5.5	10.3	84.2	72.9
Suburban areas	5.9	4.4	89.7	63.9
Rural areas	6.6	3.1	90.3	66.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey on Vocational Programs in Secondary Schools,” FRSS 72, 1999.

Among comprehensive high schools, only 63 percent offered at least one program for any of the 28 selected occupations (Phelps et al. 2001). Some comprehensive schools that do not offer these programs might offer individual vocational education courses rather than programs. In addition, some may offer students access to vocational education programs at area or regional vocational schools.⁴ Thus, student access to vocational education is more widespread than is indicated by schools’ program offerings. As evidence of this widespread access,

³The missing program areas include transportation, protective services, and some areas within precision production and communications technology. Based on analyses of the 1998 High School Transcript Study (HSTS), these missing programs include less than 10 percent of students’ occupational coursetaking.

⁴In 1991, over half of all public school districts offered students access to area or regional vocational schools (Office of Educational Research and Improvement 1994).

91 percent of 1998 public high school graduates earned credits in occupational coursework.⁵

The systems used to deliver vocational education were slightly different in urban areas than in suburban and rural areas (table 1). Urban areas had a higher proportion of *vocational high schools* than did suburban areas and rural areas, possibly because urban areas were more likely to use vocational high schools as magnet schools. Nonetheless, there were no (statistically) detectable differences among urban, suburban, and rural areas in the percentage of high schools that offered at least one of the listed vocational programs.⁶ However, the number of programs offered and the specific programs offered did vary across locales, as discussed below.

Occupational Offerings by Locale

An initial analysis comparing the distribution of vocational education offerings in urban, suburban, and rural areas revealed no differences between urban and suburban areas (data not shown). Thus, for this Issue Brief, urban and suburban high schools were combined into a single category (nonrural schools) that was compared to rural high schools. Table 2 shows the percentage of public high schools that offered at least one program for each of the 28 selected occupations, for schools overall and separately for rural schools and nonrural schools.

On average, rural high schools offered at least one program for fewer of the selected occupations than did nonrural high schools—an average of 3.7 occupations in rural schools versus 4.8 in nonrural schools. This difference reflects a lower proportion of rural schools offering programs for most of the listed occupations (16 of the 28), rather than differences in a few offerings. Specifically, rural schools were less likely than nonrural schools to offer programs for four of the five listed technical occupations, all listed service occupations, and three of the four listed mechanical occupations. Rural schools also were less likely than nonrural schools to offer three of the six listed programs for health and life science occupations, including the relatively common nurse/nurse's aide programs, and two of the four programs for business and marketing occupations (sales associate and restaurant/food service manager).

⁵U.S. Department of Education, National Center for Education Statistics, 1998 High School Transcript Study (HSTS). Occupational courses include all courses within the "specific labor market preparation" section of the vocational education curriculum in the NCES Secondary School Taxonomy (Bradby and Hoachlander 1999).

⁶These estimates had relatively large standard errors, which may in part explain why the apparent differences between urban areas and suburban and rural areas were not statistically different.

On the other hand, rural schools were as likely as nonrural schools to offer the two most common business and marketing programs (accountant/bookkeeper and administrative assistant/secretary) and were at least as likely as nonrural schools to offer all listed programs in the building trades. Rural schools were *more* likely than nonrural schools to offer vocational education programs for welding and for agriscience. The greater propensity of rural schools to offer vocational programs for these two fields would seem to reflect labor market differences between rural and nonrural areas—specifically, the concentration of agribusiness in rural areas.

Other factors also could contribute to this pattern of offerings. One hypothesis suggested by the findings is that vocational education programs for expanding occupations (e.g., in technical and health fields) are less commonly offered in rural schools. One way to examine this issue is to compare schools' offerings for occupations that are growing at a relatively fast rate. Of the 28 selected occupations, 10 were projected by the Bureau of Labor Statistics to be fast growing (defined as having a projected growth rate of over 20 percent from 1996 to 2006; Bureau of Labor Statistics 1998) (table 3). Among the public high schools that offered at least one program for any of the 28 selected occupations, an average of 25 percent of the programs offered by nonrural schools were programs for these projected fast-growing occupations, compared to 17 percent for rural schools. In other words, the programs offered by nonrural schools were more likely than those offered by rural schools to be programs that prepare students for occupations expected to be fast growing. This difference in offerings does not necessarily mean that rural schools are less responsive to the labor market than are other schools. Instead, this difference in offerings could reflect labor market differences in rural and nonrural areas.

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Table 2.—Percent of public high schools offering at least one program for each of the 28 selected occupations, overall and by locale: 1998–99

Program for	All schools	Rural schools	Nonrural schools
Technical occupations			
Drafter or CADD operator	31.8	28.3	35.0
Computer/electronics technician*	14.2	9.7	18.4
Computer graphic designer*	13.3	7.6	18.5
Computer programmer*	11.4	8.3	14.3
Engineering technician*	2.8	1.6	3.9
Service occupations			
Chef/cook*	20.3	16.4	24.0
Childcare worker or teacher's aide*	20.0	15.3	24.5
Cosmetologist*	9.2	5.0	13.2
Paralegal/legal assistant*	1.9	1.0	2.6
Mechanical occupations			
Auto body repairer	10.6	8.7	12.4
Automotive mechanic/technician*	27.1	22.5	31.4
Machinist*	9.9	7.5	12.1
AC/heating/refrigeration repair technician*	4.2	1.8	6.5
Health/life science occupations			
Agriscience technician*	13.6	16.8	10.5
Emergency medical technician	6.3	5.0	7.5
Veterinary assistant	6.1	5.4	6.7
Nurse or nurse's aide*	19.2	15.3	22.9
Medical/dental assistant*	9.1	5.1	12.9
Medical/life science lab technician*	4.3	2.4	6.0
Business/marketing occupations			
Accountant/bookkeeper	46.3	46.7	45.9
Administrative assistant/secretary	35.8	33.0	38.4
Sales associate*	17.0	10.7	22.8
Restaurant/food service manager*	14.0	9.6	18.0
Building trades			
Welder*	23.3	28.2	18.7
Carpenter	28.0	29.6	26.5
Electrician	12.9	12.6	13.2
Bricklayer or mason	7.7	6.5	8.8
Plumber	6.8	7.2	6.4

*The percentages of rural and nonrural schools with programs for these occupations were statistically different. All other differences between rural and nonrural schools were not statistically different.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey on Vocational Programs in Secondary Schools," FRSS 72, 1999.

Table 3.—List of fast-growing and other occupations, by the likelihood that rural public high schools offered at least one vocational education program for that occupation: 1998–99

	Fast-growing occupations	Other occupations
Rural schools less likely than nonrural schools to offer at least one vocational program for:	Computer/electronics technician Computer graphic designer Computer programmer Childcare worker or teacher's aide Paralegal/legal assistant Nurse or nurse's aide Medical/dental assistant Restaurant/food service manager	Engineering technician Chef/cook Cosmetologist Automotive mechanic/technician Machinist AC/heating/refrig. repair technician Medical/life science lab technician Sales associate
Rural schools and nonrural schools equally likely to offer at least one vocational program for:	Emergency medical technician Veterinary assistant	Drafter or CADD operator Auto body repairer Accountant/bookkeeper Administrative assistant/secretary Carpenter Electrician Bricklayer or mason Plumber
Rural schools more likely than nonrural schools to offer at least one vocational program for:		Agriscience technician Welder

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey on Vocational Programs in Secondary Schools," FRSS 72, 1999; and U.S. Bureau of Labor Statistics, *Occupational Outlook Quarterly*, Spring 1998, pp. 3–39.

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Data source: The NCES Fast Response Survey System, "Survey on Vocational Programs in Secondary Schools," FRSS 72, 1999.

For technical information, see

Phelps, R., Parsad, B., Farris, E., and Hudson, L. (2001). *Features of Occupational Programs at the Secondary and Postsecondary Education Levels* (NCES 2001–018).

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Public Alternative Schools

Public Alternative Schools and Programs for Students at Risk of Education Failure: 2000–01

Brian Kleiner, Rebecca Porch, and Elizabeth Farris

This article was originally published as the Executive Summary of the Statistical Analysis Report of the same name. The sample survey data are from the NCES Fast Response Survey System (FRSS).

Background

Concern among the public, educators, and policymakers about violence, weapons, and drugs on elementary and secondary school campuses, balanced with concern about sending disruptive and potentially dangerous students “out on the streets,” has spawned an increased interest in alternative schools and programs (U.S. Department of Education 1996). Many students who, for one reason or another, are not succeeding in regular public schools are being sent to alternative placements. In general, students are referred to alternative schools and programs if they are at risk of educational failure, as indicated by poor grades, truancy, disruptive behavior, suspension, pregnancy, or similar factors associated with early withdrawal from school (Paglin and Fager 1997).

The 2001 “District Survey of Alternative Schools and Programs,” conducted by the National Center for Education Statistics (NCES) through its Fast Response Survey System (FRSS), is the first national study of public alternative schools and programs for students at risk of educational failure to provide data on topics related to the availability of public alternative schools and programs, enrollment, staffing, and services for these students. The results presented in this report are based on questionnaire data from a nationally representative sample of 1,534 public school districts. Although there is no single commonly accepted definition of what constitutes alternative schools and programs (Lange and Sletten 2002), this survey included only public alternative schools and programs that were geared toward students at risk of educational failure, that were administered by regular districts,¹ and where students spent at least 50 percent of their instructional time.

Key Findings

Availability of and enrollment in public alternative schools and programs for at-risk students

Few national-level measures are available with respect to features of availability of and enrollment in public alterna-

tive schools and programs for students at risk of educational failure. The FRSS “District Survey of Alternative Schools and Programs” asked districts for information regarding overall availability and locations of alternative schools and programs; grades at which instruction was offered; and a variety of questions related to enrollment, including overall numbers of students enrolled in alternative schools and programs as well as the existence of capacity limitations and how districts treat such problems. Results include the following:

- Overall, 39 percent of public school districts administered at least one alternative school or program for at-risk students during the 2000–01 school year (table A).²
- Urban districts, large districts (those with 10,000 or more students), districts in the Southeast, districts with high minority student enrollments, and districts with high poverty concentrations were more likely than other districts to have alternative schools and programs for at-risk students during the 2000–01 school year (table A).
- Overall, there were 10,900 public alternative schools and programs for at-risk students in the nation during the 2000–01 school year.
- Fifty-nine percent (6,400) of all public alternative schools and programs for at-risk students were housed in a separate facility (i.e., not within a regular school) during the 2000–01 school year. Results also indicate that districts administered few alternative schools and programs that were in juvenile detention centers (4 percent of all public alternative schools and programs), that were in community centers (3 percent), or that were charter schools (1 percent).
- Overall, districts with one or more alternative schools or programs for at-risk students were most likely to have just one such school or program during the 2000–01 school year (65 percent). Large districts were more likely than moderate-size districts, which

¹A regular district is defined in the 1998–99 Common Core of Data (CCD) as one of two types: 1) a local school district that is not a component of a supervisory union, or 2) a local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.

²If elementary districts (i.e., districts with grades no higher than grade 8) are excluded from consideration, 48 percent of (unified and secondary) districts had at least one alternative school or program during the 2000–01 school year.

Table A.—Percent of districts with alternative schools and programs for at-risk students, by district characteristics: School year 2000–01

Characteristic	Percent
Total	39
Metropolitan status	
Urban	66
Suburban	41
Rural	35
District enrollment size	
Less than 2,500	26
2,500 to 9,999	69
10,000 or more	95
Region	
Northeast	31
Southeast	80
Central	28
West	44
Minority enrollment ¹	
5 percent or less	26
6 to 20 percent	43
21 to 50 percent	51
More than 50 percent	62
Poverty concentration ²	
Less than 10 percent	31
10 to 20 percent	43
More than 20 percent	45

¹Estimates are based on the 1,515 districts for which data on minority enrollment were available.

²Estimates are based on the 1,503 districts for which data on poverty concentration were available. Poverty concentration is based on Census Bureau data on the percentage of children ages 5–17 in families below the poverty level within districts in 1996–97.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "District Survey of Alternative Schools and Programs," FRSS 76, 2001. (Originally published as table 1 on p. 6 of the complete report from which this article is excerpted.)

in turn were more likely than small districts, to have three or more alternative schools or programs (56 percent vs. 16 percent vs. 7 percent, respectively).

- Among those districts offering alternative education for at-risk students during the 2000–01 school year, alternative schools and programs were offered at the secondary level (grades 9 through 12) by 88 to 92 percent of districts, at the middle school level (grades 6 through 8) by 46 to 67 percent of districts, and at the elementary school level (grades 1 through 5) by 10 to 21 percent of districts (figure A).
- As of October 1, 2000, 612,900 students, or 1.3 percent of all public school students, were enrolled in public alternative schools or programs for at-risk

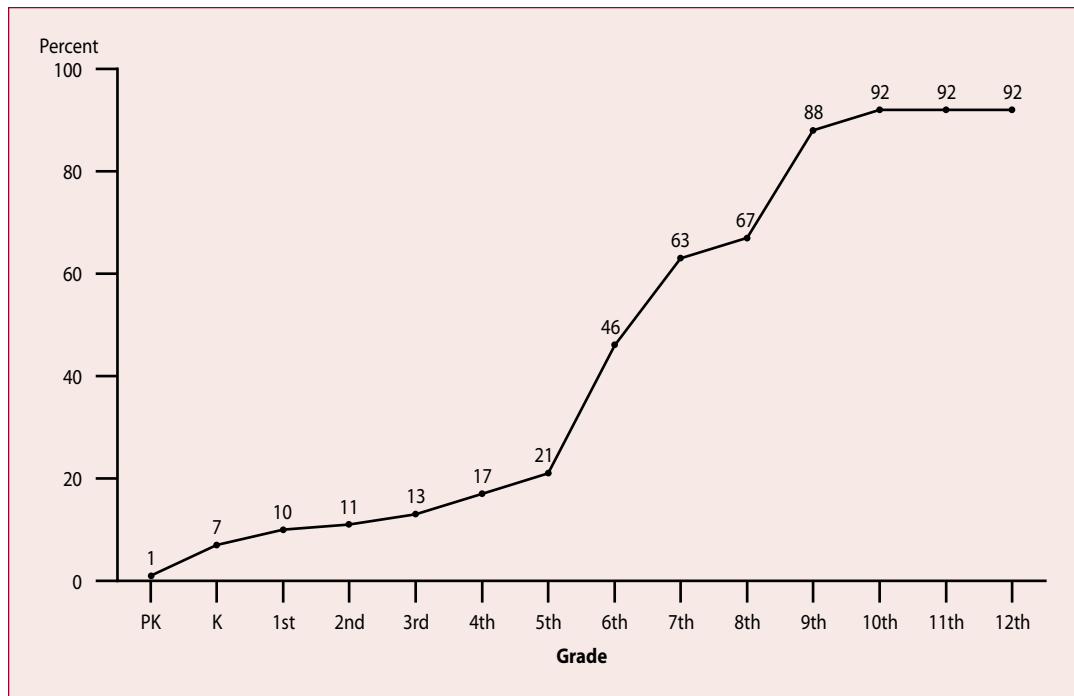
students.³ Forty-three percent of districts with alternative schools and programs for at-risk students had less than 1 percent of their student population enrolled in such schools and programs.

- Overall, 12 percent of all students in alternative schools and programs for at-risk students were special education students with Individualized Education Programs (IEPs) (not shown in tables).⁴

³Percentages are based on total district enrollment figures according to the 2000–01 NCES CCD. In 2000–01, there were about 47 million students in the nation's public schools.

⁴An IEP is a special educational program that is tailored to each student's needs according to his/her learning disability(s).

Figure A.—Percent of districts with alternative schools and programs for at-risk students that offered alternative schools and programs for prekindergarten through grade 12: School year 2000–01



NOTE: Percentages are based on the 39 percent of districts that reported administrating at least one alternative school or program during the 2000–01 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “District Survey of Alternative Schools and Programs,” FRSS 76, 2001. (Originally published as figure 1 on p. 9 of the complete report from which this article is excerpted.)

This percentage is not significantly different from the overall percentage of special education students with IEPs enrolled in all public schools during the 2000–01 school year (13 percent) (not shown in tables).⁵ While 29 percent of districts with alternative schools and programs had less than 3 percent of alternative education students who were special education students with IEPs, roughly as many districts (34 percent) had 20 percent or more.

- About one-third (33 percent) of districts with alternative schools and programs for at-risk students had at least one such school or program that did not have the capacity to enroll new students during the 1999–2000 school year. This was more likely to be the case for large and moderate-size districts than for small ones (43 and 39 percent vs. 25 percent).
- Fifty-four percent of districts with alternative schools and programs for at-risk students reported that within the last 3 years there were cases where demand for enrollment exceeded capacity (not

shown in tables). These districts reported employing a variety of procedures in such cases. Putting students on a waiting list was the most common procedure of districts where demand exceeded capacity (83 percent).

Alternative schools and programs: entrance and exit criteria

Student enrollment in the nation’s public alternative schools and programs is highly fluid. Students are removed from and returned to regular schools on an individual and daily basis, for a variety of reasons. Many public alternative schools and programs aim to return at-risk students to regular schools as soon as students are prepared to do so. Some students do return to regular schools less “at risk,” but many are sent back to or simply remain in (by choice or decree) an alternative school or program for the duration of their education (Quinn and Rutherford 1998). Results of the FRSS “District Survey of Alternative Schools and Programs” include the following findings on criteria for transferring students into and out of alternative schools and programs during the 2000–01 school year:

⁵The latter percentage is derived from the 2000–01 NCES CCD.

- Roughly half of all districts with alternative schools and programs reported that each of the following was a sufficient reason for transferring at-risk students from a regular school: possession, distribution, or use of alcohol or drugs (52 percent); physical attacks or fights (52 percent); chronic truancy (51 percent); possession or use of a weapon other than a firearm (50 percent); continual academic failure (50 percent); disruptive verbal behavior (45 percent); and possession or use of a firearm (44 percent) (table B).⁶ Teen pregnancy/parenthood and mental health needs were least likely to be sole reasons for transfer (28 and 22 percent).⁷
- With respect to the manner in which at-risk special education students with IEPs arrive at alternative schools and programs (e.g., through the support of a director of special education or the recommendation of regular school staff), an IEP team decision was the means that districts most commonly employed to a “large extent” in these students’ placement (66 percent).
- While 74 percent of districts with alternative schools and programs for at-risk students reported a policy that allowed all alternative education students to return to a regular school, 25 percent of districts allowed some, but not all, students to return, and 1 percent allowed none to return.
- The reasons that districts were most likely to rate as “very important” in determining whether a student was able to return to a regular school were improved attitude or behavior (82 percent) and student motivation to return (81 percent) (table C).

Staffing, curriculum and services, and collaboration

Whether students at risk of educational failure are able to transfer back to regular schools or successfully graduate from alternative schools and programs may depend in part on the quality of the education and services they receive. Various factors have been identified as beneficial to at-risk students in alternative education environments, including

dedicated and well-trained staff, effective curriculum, and a variety of support services provided in collaboration with an array of agencies (Quinn and Rutherford 1998). Results of the FRSS “District Survey of Alternative Schools and Programs” include the following information on such factors:

- Eighty-six percent of districts with alternative schools and programs for at-risk students hired teachers specifically to teach in such schools and programs. A smaller percentage of districts transferred teachers by choice from a regular school (49 percent), and an even smaller percentage assigned teachers involuntarily to positions in alternative schools and programs (10 percent).
- Overall, many districts with alternative schools and programs for at-risk students had policies requiring a wide variety of services and practices for alternative education students.⁸ Over three-quarters of the districts had curricula leading toward a regular high school diploma (91 percent), academic counseling (87 percent), policies requiring a smaller class size than in regular schools (85 percent), remedial instruction (84 percent), opportunity for self-paced instruction (83 percent), crisis/behavioral intervention (79 percent), and career counseling (79 percent). Least commonly required were an extended school day or school year (29 percent), security personnel on site (26 percent), and evening or weekend classes (25 percent). On average, districts required 9.5 of the 16 services asked about in the survey (not shown in tables).
- The type of collaboration most widely reported by districts with alternative schools and programs for at-risk students was with the juvenile justice system (84 percent). Seventy-five percent of districts collaborated with community mental health agencies, 70 percent collaborated with police or sheriff’s departments, and 69 percent collaborated with child protective services. Collaboration with parks and recreation departments was least commonly cited by districts (23 percent).

⁶The counterintuitive result that a smaller percentage of districts transferred students solely for possession of a firearm compared with other reasons may be due to the fact that districts may have policies requiring expulsion in case of firearm possession, and transfer to an alternative school or program is not an option.

⁷The finding for teen pregnancy/parenthood does not include the 27 elementary districts that were asked this question.

⁸Since some of the services were not relevant at the elementary level (e.g., career counseling, preparation for the GED exam, etc.), to ensure comparability across services, the 27 elementary districts that were asked questions about services were excluded from the findings on services.

Table B.—Percent of districts with alternative schools and programs for at-risk students that reported that students could be transferred to an alternative school or program solely on the basis of various reasons, by district characteristics: School year 2000–01

Characteristic	Possession, distribution, or use of alcohol or drugs	Physical attacks or fights	Chronic truancy	Possession or use of a weapon (other than a firearm)	Continual academic failure
Total	52	52	51	50	50
Metropolitan status					
Urban	60	65	54	61	52
Suburban	54	48	47	52	46
Rural	49	52	54	46	54
District enrollment size					
Less than 2,500	42	46	53	41	52
2,500 to 9,999	56	51	47	54	48
10,000 or more	76	72	53	72	51
Region					
Northeast	41	40	40	42	44
Southeast	70	71	50	65	43
Central	39	42	56	35	60
West	56	52	53	55	50
Minority enrollment ¹					
5 percent or less	45	45	52	44	58
6 to 20 percent	46	46	47	43	45
21 to 50 percent	59	56	51	57	49
More than 50 percent	65	63	54	62	46
Poverty concentration ²					
Less than 10 percent	44	40	46	41	49
10 to 20 percent	47	49	51	45	51
More than 20 percent	65	62	54	62	51

Characteristic	Disruptive verbal behavior	Possession or use of a firearm	Arrest or involvement with juvenile justice system	Teen pregnancy/parenthood ³	Mental health needs
Total	45	44	38	28	22
Metropolitan status					
Urban	48	49	47	38	27
Suburban	41	45	36	24	17
Rural	48	42	38	30	26
District enrollment size					
Less than 2,500	45	37	35	31	23
2,500 to 9,999	43	46	38	23	21
10,000 or more	54	61	50	34	21
Region					
Northeast	33	38	24	10	16
Southeast	62	54	46	15	20
Central	39	31	33	40	28
West	45	50	44	35	22
Minority enrollment ¹					
5 percent or less	41	40	31	30	26
6 to 20 percent	41	39	36	28	22
21 to 50 percent	47	50	39	26	19
More than 50 percent	56	49	49	26	20
Poverty concentration ²					
Less than 10 percent	36	34	28	27	18
10 to 20 percent	43	42	38	31	27
More than 20 percent	54	52	46	25	20

¹Estimates are based on the 840 districts with alternative schools and programs for which data on minority enrollment were available.

²Estimates are based on the 843 districts with alternative schools and programs for which data on poverty concentration were available. Poverty concentration is based on Census Bureau data on the percentage of children ages 5–17 in families below the poverty level within districts in 1996–97.

³Does not include results for the 27 elementary districts that were asked about teen pregnancy/parenthood.

NOTE: Percentages are based on the 39 percent of districts that reported administering at least one alternative school or program during the 2000–01 school year. Response categories were not mutually exclusive.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "District Survey of Alternative Schools and Programs," FRSS 76, 2001. (Originally published as table 8 on pp. 18–19 of the complete report from which this article is excerpted.)

Table C.—Percent of districts with alternative schools and programs for at-risk students that cited various reasons as “very important” in determining whether an enrolled student can return to a regular school, by district characteristics: Academic year 2000–01

Characteristic	Improved attitude or behavior	Student motivation to return	Approval of alternative school/ program staff	Improved grades	Approval of the regular school administrator or counselor	Student readiness by standardized assessment	Availability of space in regular school
Total	82	81	67	52	40	12	3
Metropolitan status							
Urban	85	83	61	54	29	13	3
Suburban	81	78	62	54	37	8	4
Rural	82	84	73	50	44	15	3
District enrollment size							
Less than 2,500	80	85	69	54	48	15	3
2,500 to 9,999	84	78	67	50	35	8	3
10,000 or more	82	75	60	53	25	12	3
Region							
Northeast	85	82	57	49	38	6	3
Southeast	89	73	78	47	36	15	1
Central	83	88	69	57	45	9	3
West	75	81	63	54	40	15	5
Minority enrollment ¹							
5 percent or less	83	87	67	52	44	15	4
6 to 20 percent	80	84	67	48	43	8	3
21 to 50 percent	82	73	66	48	32	14	4
More than 50 percent	82	77	68	64	38	10	3
Poverty concentration ²							
Less than 10 percent	83	78	62	50	31	9	6
10 to 20 percent	80	84	65	51	42	9	2
More than 20 percent	83	80	73	56	43	18	3

¹Among districts with alternative schools and programs that allowed all or some students to return to a regular school, estimates are based on the 834 districts for which data on minority enrollment were available.

²Among districts with alternative schools and programs that allowed all or some students to return to a regular school, estimates are based on the 837 districts for which data on poverty concentration were available. Poverty concentration is based on Census Bureau data on the percentage of children ages 5–17 in families below the poverty level within districts in 1996–97.

NOTE: Percentages are based on the 39 percent of districts that reported administrating at least one alternative school or program during the 2000–01 school year and allowed all or some students to return to a regular school. Response categories were not mutually exclusive.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “District Survey of Alternative Schools and Programs,” FRSS 76, 2001. (Originally published as table 11 on p. 23 of the complete report from which this article is excerpted.)

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Data source: The NCES Fast Response Survey System, “District Survey of Alternative Schools and Programs,” FRSS 76, 2001.

For technical information, see the complete report:

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To obtain the complete report (NCES 2002–004), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch/>).

Public Schools & Districts

Overview of Public Elementary and Secondary Schools and Districts: School Year 2000–01

— Lee M. Hoffman

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

This report summarizes information about public elementary and secondary schools and local education agencies in the United States during the 2000–01 school year. The information is provided by state education agencies through the Common Core of Data (CCD) survey system.

Types of Public Schools and Agencies

States reported 93,273 public elementary/secondary schools in the 2000–01 school year (table A).¹ This was an increase of almost 7.1 percent over the more than 87,125 schools reported 5 years earlier, in the fall of 1995.² Most of these were regular schools, those that offer a comprehensive curriculum and may provide other programs and services as well. A smaller number of schools focused primarily on special education, vocational/technical education, or alternative programs. Students in these specialized schools were often enrolled in a regular school as well and were reported as part of the membership of that regular school (table A).

Among the schools that reported students in membership, 93 percent were regular schools (derived from table 1). The second largest category with student membership was that of alternative education schools (4 percent), followed by special education schools (almost 2 percent). Note that two-thirds of the vocational schools identified in table A, as well

as smaller proportions of other types of schools, do not appear in table 1 because no students were reported in membership for these schools.

Most *local education agencies* are those that are typically thought of as “school districts.” Operated by a local school board, they provide instructional services for students and comprised 88 percent of local agencies in 2000–01 (table 2). A smaller proportion, 8 percent, were supervisory unions or regional education service agencies whose major responsibility is to offer administrative, special program, testing, or other services to school districts. Finally, around 5 percent of the reported agencies were operated directly by a state or federal government or were other than any of the preceding categories. The number of regular school districts increased by less than 1 percent from the 14,766 reported in 1995 to a total of 14,859 in 2000–01.

The governance of *charter schools* varies from state to state. In some cases, they are not considered under the administration of the regular public school district within whose boundaries they operate and are reported on the CCD with a separate education agency associated with each charter school. When this occurs, these agencies are reported under the category of “other education agency.” For example, in the District of Columbia the establishment of 33 charter schools explains why the District is shown with 34 total agencies in table 2.

Student Membership

In the 2000–01 school year, 90,640 public schools provided instruction to 47.2 million students in the United States

¹CCD respondents include the 50 states, the District of Columbia, the Department of Defense Dependents Schools, the Bureau of Indian Affairs, and five outlying areas (American Samoa, Commonwealth of the Northern Mariana Islands, Guam, Puerto Rico, and the U.S. Virgin Islands). Totals in this report are limited to the 50 states and the District of Columbia, referred to collectively as “the states.”

²Comparisons with 1995 are based on tables 87 and 88 in the *Digest of Education Statistics: 2000* (Snyder and Hoffman 2001).

Table A.—Public elementary and secondary schools in the United States: 2000–01

	Total	Regular	Special	Vocational	Alternative
Total schools in United States	93,273	85,422	2,008	1,025	4,818
Reporting students	90,640	84,596	1,654	345	4,045
Not reporting students	2,633	826	354	680	773

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2000–01.

(table 1), an increase of less than 1 percent from the 46.9 million students in 1999 (Hoffman 2001, table 1). Five states (California, Florida, Illinois, New York, and Texas) each enrolled more than 2 million students in their public schools. At the other end of the size distribution, the District of Columbia and Wyoming reported fewer than 100,000 students.

Most of the 2000–01 students, 98 percent, were reported enrolled in regular schools. One percent were in alternative schools. Special education or vocational schools each accounted for less than one-half of 1 percent of students. Kansas, Mississippi, New Hampshire, North Dakota, and Oklahoma reported operating only regular schools.

Instructional Level

Schools come in all combinations of grades. To allow comparisons across states, instructional level is determined in this report by the lowest and highest grade in a school. Among the 90,640 schools with membership during the 2000–01 school year, 58 percent spanned the primary grades, beginning with prekindergarten or kindergarten and going no higher than grade 8 (table 3). Middle schools, those with grade spans ranging from as low as grade 4 to as high as grade 9, made up 17 percent of schools with students. High schools (low grade of 7 or higher, high grade of 12) accounted for an additional 19 percent of schools. Some 6 percent of schools had a grade configuration that did not fit into any of these three categories.

A total of 14,514 regular school districts reported students in membership for 2000–01 (table 4). As with the instructional level of schools, grade span categories were assigned by the lowest and highest grades offered. Approximately 74 percent of school districts included the range of grades from prekindergarten or kindergarten to grade 9 or higher, and these districts accounted for 92 percent of all public school students. (In fact, only in Illinois, Montana, and Vermont did as many as one-third of the students attend school districts with other grade spans.) A little more than 5 percent of students were in districts with no grade higher than 8, and about 2 percent were in secondary districts with no grade lower than 7. Less than 1 percent of students were enrolled in districts with some other range of grades.

School and School District Size

Primary schools tended to be smaller than middle and high schools (table 5). The average number of students in a primary school was 443 in 2000–01. Middle schools served,

on the average, 605 students each while the average-size high school had 751 students. There was considerable range in school size across the states. High schools ranged from an average of fewer than 300 students in Montana, North Dakota, and South Dakota to more than 1,400 students in Florida and Hawaii.

Student/teacher ratios were higher in primary schools, which had a median number of 16.0 students for each teacher, than in high schools, with a median number of 14.8 students per teacher (table 6). (The median is the point at which half the schools had larger student/teacher ratios and half had smaller. Note also that student/teacher ratio is not the same as average class size, since not all teachers are assigned to a classroom.) The median number of primary students for each teacher ranged from a low of fewer than 13.0 in Nebraska, North Dakota, South Dakota, Vermont, and Wyoming to a high of 21.0 or more in Kentucky and Utah.

Twenty-four school districts enrolled 100,000 or more students, while 1,794 districts served fewer than 150 students (table 7). While few in number, the larger districts included a considerable portion of the students in America's schools. Although less than 2 percent of school districts reported 25,000 or more students, almost one-third (32 percent) of students attended school in these districts. At the other end of the size range, more than one-third of school districts had fewer than 600 students but these districts accounted for only 3 percent of public school enrollment.

Other School Characteristics

The majority of schools, 57 percent, were in large or midsize cities or their accompanying urban fringe areas (table 8). These schools accounted for more than two-thirds (69 percent) of all public school students. About 1 of every 6 students was in a large city school in 2000–01; a smaller proportion, about 1 in 10, attended a rural school that was not within the fringes of an urban area.

Table 9 shows the number of Title I eligible schools by state, and the number of these schools that have schoolwide Title I programs. Seven states did not indicate which of their schools were eligible for Title I services. Among those states that could provide this information, the District of Columbia, Mississippi, Montana, North Dakota, and South Dakota reported that more than 7 out of 10 public school students were in Title I eligible schools. Within the states identifying schools with schoolwide Title I programs, more than half of

the students were enrolled in these schools in the District of Columbia, Mississippi, and Texas.

States were asked to identify magnet schools. Thirty-nine states (including the District of Columbia) were able to report magnet school information (table 9). Of these, 21 states had at least one magnet school, 2 states reported no magnet schools, and an additional 16 reported that magnet schools were not administered in their state. California and Illinois reported the greatest number of magnet schools, 447 and 372, respectively. Illinois served 13 percent of its students in magnet schools; in California, the figure was 9 percent.

Thirty-seven states (including the District of Columbia) recognized charter schools in 2000–01. Of this group, 35 reported that one or more charter schools were in operation (table 9). The number of schools ranged from a single charter school in Maine and Mississippi to more than 300 in Arizona and California. In four states, Arizona, Colorado, Delaware, and Michigan, charter schools enrolled more than 2 percent of all public school students.

Student Program Participation and Selected Characteristics

Nationally, 13 percent of public school students had special education Individualized Education Programs (IEPs) in 2000–01 (table 10). Among those states reporting students with IEPs, the proportion ranged from less than 10 percent in Colorado to more than 19 percent in New Mexico and Rhode Island.

Some 39 states (including the District of Columbia) reported the number of students who were English language learners and receiving services for limited English proficiency (LEP). In California, there were 1.5 million LEP service recipients (one-fourth of all students) in 2000–01, while Texas reported more than half a million students (14 percent) receiving LEP services.

Thirty-three states (including the District of Columbia) provided information about the number of migrant students enrolled during the 1999–2000 school year or the following summer. Because a single migrant student may enroll in several schools during the year, this is a duplicated count of students. Therefore, table 10 cannot estimate the proportion of students who were migrants. The greatest number of migrant students served, almost 294,000 when regular school year and summer program participants were combined, was reported by California.

All but five states reported the number of students eligible for free or reduced-price meals. More than half of all students were eligible for this program in the District of Columbia, Louisiana, Mississippi, New Mexico, and West Virginia. The largest numbers of students eligible for free or reduced-price meals were in California and Texas, with 2.8 and 1.8 million eligible students, respectively.

Table 11 shows the distribution of minority students (all groups except White, non-Hispanic) across cities, urban fringe areas, and small towns or rural communities in 2000–01. A majority, 62 percent, of students in large or midsize city schools were minority students, while only 20 percent of students in small town and rural schools were. Three-fourths or more of students were minority group members in the large or midsize city schools of the District of Columbia, Georgia, Hawaii, Illinois, Maryland, New Jersey, and New York. Small town and rural schools tended to have smaller proportions of minority students, but this was not the case for all states. In the small town and rural schools of Arizona, Hawaii, Mississippi, and New Mexico, half or more of the students were minority group members. (The District of Columbia is not included in this list because it operates a single school outside the District's boundaries.)

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Data sources: The following components of the NCES Common Core of Data (CCD): "Public Elementary/Secondary School Universe Survey," 2000–01; "Local Education Agency Universe Survey," 2000–01; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000–01.

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To obtain the complete report (NCES 2002–356), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch>).

Table 1.—Number of public elementary and secondary schools with membership and percentage of students in membership, by type of school and by state: School year 2000–01

State	Number of schools having membership	Total students	Type of school							
			Regular		Special education		Vocational education		Alternative education	
			Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students
United States	90,640	47,222,778	84,596	98.2	1,654	0.4	345	0.4	4,045	1.0
Alabama	1,380	740,091	1,337	99.7	16	0.1	2	(#)	25	0.2
Alaska	502	133,356	469	97.8	2	0.2	1	(#)	30	2.0
Arizona	1,633	877,696	1,556	98.0	10	(#)	4	0.5	63	1.5
Arkansas	1,130	449,959	1,125	99.9	0	0.0	0	0.0	5	0.1
California	8,757	6,142,348	7,544	96.6	124	0.5	0	0.0	1,089	2.9
Colorado	1,590	724,508	1,503	98.7	10	0.1	2	(#)	75	1.2
Connecticut	1,073	562,179	987	96.4	24	0.6	17	1.9	45	1.1
Delaware	191	114,676	164	92.8	14	1.1	5	4.7	8	1.3
District of Columbia	165	68,925	150	94.7	10	4.0	0	0.0	5	1.3
Florida	3,231	2,434,821	2,931	98.5	126	0.6	32	0.1	142	0.7
Georgia	1,946	1,444,937	1,917	99.5	1	(#)	0	0.0	28	0.4
Hawaii	261	184,360	257	99.9	3	(#)	0	0.0	1	0.1
Idaho	653	245,117	590	98.4	9	0.1	0	0.0	54	1.5
Illinois	4,282	2,048,792	3,910	98.0	250	1.2	0	0.0	122	0.9
Indiana	1,882	989,225	1,830	99.6	8	0.1	1	(#)	43	0.3
Iowa	1,529	495,080	1,482	98.8	9	0.2	0	0.0	38	1.0
Kansas	1,426	470,610	1,426	100.0	0	0.0	0	0.0	0	0.0
Kentucky	1,376	665,850	1,300	99.5	9	0.1	1	(#)	66	0.4
Louisiana	1,508	743,089	1,384	98.0	28	0.2	4	0.1	92	1.6
Maine	686	207,037	684	100.0	2	(#)	0	0.0	0	0.0
Maryland	1,342	852,920	1,241	97.5	50	0.9	12	1.1	39	0.6
Massachusetts	1,898	975,150	1,817	95.9	1	(#)	45	3.5	35	0.6
Michigan	3,743	1,743,337	3,589	99.0	93	0.6	6	(#)	55	0.3
Minnesota	2,105	854,340	1,608	96.9	191	1.2	1	(#)	305	1.9
Mississippi	884	497,871	884	100.0	0	0.0	0	0.0	0	0.0
Missouri	2,266	912,744	2,146	98.7	54	0.7	5	0.3	61	0.3
Montana	878	154,875	872	99.9	2	(#)	0	0.0	4	0.1
Nebraska	1,296	286,199	1,240	99.4	56	0.6	0	0.0	0	0.0
Nevada	500	340,706	454	98.4	13	0.3	1	0.5	32	0.8
New Hampshire	524	208,461	524	100.0	0	0.0	0	0.0	0	0.0
New Jersey	2,407	1,307,828	2,249	96.7	86	0.7	50	1.5	22	1.1
New Mexico	763	320,306	707	97.8	16	0.6	0	0.0	40	1.7
New York	4,292	2,882,188	4,157	97.6	26	0.1	25	1.1	84	1.1
North Carolina	2,192	1,293,638	2,109	99.3	24	0.3	2	(#)	57	0.4
North Dakota	539	109,201	539	100.0	0	0.0	0	0.0	0	0.0
Ohio	3,827	1,835,049	3,696	96.7	27	0.1	72	3.0	32	0.2
Oklahoma	1,811	623,110	1,811	100.0	0	0.0	0	0.0	0	0.0
Oregon	1,263	546,231	1,180	98.5	12	0.1	0	0.0	71	1.4
Pennsylvania	3,183	1,814,311	3,143	98.3	12	1.0	15	0.6	13	0.1
Rhode Island	320	157,347	306	98.2	4	0.4	4	0.7	6	0.7
South Carolina	1,067	677,411	1,044	99.6	8	0.1	0	0.0	15	0.3
South Dakota	756	128,603	732	98.9	3	0.1	0	0.0	21	1.0
Tennessee	1,575	909,388	1,547	99.6	12	0.1	4	0.2	12	0.1
Texas	7,519	4,059,619	6,656	98.8	140	0.1	19	(#)	704	1.1
Utah	793	481,687	716	98.1	21	0.4	0	0.0	56	1.5
Vermont	353	102,049	315	98.8	36	1.2	0	0.0	2	(#)
Virginia	1,841	1,144,915	1,777	99.2	18	0.1	0	0.0	46	0.6
Washington	2,141	1,004,770	1,819	96.6	74	0.3	11	0.1	237	2.9
West Virginia	794	286,367	765	99.6	7	0.1	3	(#)	19	0.3
Wisconsin	2,180	879,476	2,041	98.3	12	0.1	1	(#)	126	1.5
Wyoming	387	89,940	366	97.7	1	(#)	0	0.0	20	2.2

See footnotes on second page of this table.

**Table 1.—Number of public elementary and secondary schools with membership and percentage of students in membership, by type of school and by state:
School year 2000–01—Continued**

State	Number of schools having membership	Total students	Type of school							
			Regular		Special education		Vocational education		Alternative education	
			Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs										
DoDDS: DoDs Overseas	156	73,581	156	100.0	0	0.0	0	0.0	0	0.0
DDESS: DoDs Domestic	71	34,174	71	100.0	0	0.0	0	0.0	0	0.0
Bureau of Indian Affairs	177	46,938	177	100.0	0	0.0	0	0.0	0	0.0
American Samoa	31	15,702	29	97.5	1	0.3	1	2.2	0	0.0
Guam	38	32,473	38	100.0	0	0.0	0	0.0	0	0.0
Northern Marianas	29	10,004	29	100.0	0	0.0	0	0.0	0	0.0
Puerto Rico	1,535	612,725	1,474	96.1	29	1.7	14	1.0	18	1.2
Virgin Islands	35	19,459	32	92.6	0	0.0	1	6.7	2	0.7

#Rounds to zero.

NOTE: Table excludes 2,654 schools (21 of these in outlying areas) for which no students were reported in membership. U.S. totals include the 50 states and the District of Columbia. Although type of school is a mutually exclusive category, many regular schools include special, vocational, or alternative education programs. Detail may not sum to totals because of rounding. Total student membership is reported from the "State Nonfiscal Survey of Public Elementary/Secondary Education."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01, and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000–01.

Table 2.—Number and percentage of public elementary and secondary education agencies, by type of agency and by state: School year 2000–01

State	Total agencies	Regular school districts ¹		Regional education service agencies & supervisory union administrative centers		State-operated agencies		Federally operated and other agencies ²	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	16,935	14,859	87.7	1,282	7.6	124	0.7	670	4.0
Alabama	131	128	97.7	0	0.0	3	2.3	0	0.0
Alaska	55	53	96.4	0	0.0	2	3.6	0	0.0
Arizona	467	410	87.8	6	1.3	2	0.4	49	10.5
Arkansas	328	310	94.5	15	4.6	3	0.9	0	0.0
California	1,055	985	93.4	58	5.5	12	1.1	0	0.0
Colorado	198	176	88.9	22	11.1	0	0.0	0	0.0
Connecticut	198	166	83.8	6	3.0	7	3.5	19	9.6
Delaware	27	19	70.4	1	3.7	0	0.0	7	25.9
District of Columbia	34	1	2.9	0	0.0	0	0.0	33	97.1
Florida	73	67	91.8	0	0.0	1	1.4	5	6.8
Georgia	180	180	100.0	0	0.0	0	0.0	0	0.0
Hawaii	1	1	100.0	0	0.0	0	0.0	0	0.0
Idaho	116	115	99.1	0	0.0	1	0.9	0	0.0
Illinois	1,055	894	84.7	156	14.8	5	0.5	0	0.0
Indiana	328	295	89.9	29	8.8	3	0.9	1	0.3
Iowa	389	374	96.1	15	3.9	0	0.0	0	0.0
Kansas	304	304	100.0	0	0.0	0	0.0	0	0.0
Kentucky	178	176	98.9	0	0.0	2	1.1	0	0.0
Louisiana	86	78	90.7	0	0.0	8	9.3	0	0.0
Maine	325	282	86.8	39	12.0	3	0.9	1	0.3
Maryland	24	24	100.0	0	0.0	0	0.0	0	0.0
Massachusetts	477	349	73.2	86	18.0	1	0.2	41	8.6
Michigan	805	734	91.2	57	7.1	4	0.5	10	1.2
Minnesota	486	415	85.4	66	13.6	5	1.0	0	0.0
Mississippi	162	152	93.8	0	0.0	10	6.2	0	0.0
Missouri	530	524	98.9	0	0.0	2	0.4	4	0.8
Montana	532	453	85.2	77	14.5	2	0.4	0	0.0
Nebraska	692	576	83.2	111	16.0	5	0.7	0	0.0
Nevada	18	17	94.4	0	0.0	1	5.6	0	0.0
New Hampshire	256	178	69.5	78	30.5	0	0.0	0	0.0
New Jersey	671	604	90.0	12	1.8	0	0.0	55	8.2
New Mexico	89	89	100.0	0	0.0	0	0.0	0	0.0
New York	779	703	90.2	38	4.9	0	0.0	38	4.9
North Carolina	209	120	57.4	0	0.0	2	1.0	87	41.6
North Dakota	271	230	84.9	38	14.0	3	1.1	0	0.0
Ohio	796	662	83.2	60	7.5	3	0.4	71	8.9
Oklahoma	562	544	96.8	0	0.0	0	0.0	18	3.2
Oregon	220	197	89.5	21	9.5	2	0.9	0	0.0
Pennsylvania	683	501	73.4	101	14.8	15	2.2	66	9.7
Rhode Island	37	36	97.3	0	0.0	1	2.7	0	0.0
South Carolina	104	90	86.5	14	13.5	0	0.0	0	0.0
South Dakota	199	176	88.4	18	9.0	5	2.5	0	0.0
Tennessee	138	138	100.0	0	0.0	0	0.0	0	0.0
Texas	1,219	1,040	85.3	20	1.6	0	0.0	159	13.0
Utah	46	40	87.0	4	8.7	2	4.3	0	0.0
Vermont	350	288	82.3	60	17.1	1	0.3	1	0.3
Virginia	181	135	74.6	38	21.0	3	1.7	5	2.8
Washington	305	296	97.0	9	3.0	0	0.0	0	0.0
West Virginia	57	55	96.5	0	0.0	2	3.5	0	0.0
Wisconsin	450	431	95.8	16	3.6	3	0.7	0	0.0
Wyoming	59	48	81.4	11	18.6	0	0.0	0	0.0
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs									
DoDDS: DoDs Overseas	11	0	0.0	0	0.0	0	0.0	11	100.0
DDESS: DoDs Domestic	17	0	0.0	0	0.0	0	0.0	17	100.0
Bureau of Indian Affairs	24	0	0.0	0	0.0	0	0.0	24	100.0
American Samoa	1	1	100.0	0	0.0	0	0.0	0	0.0
Guam	1	1	100.0	0	0.0	0	0.0	0	0.0
Northern Marianas	1	1	100.0	0	0.0	0	0.0	0	0.0
Puerto Rico	1	1	100.0	0	0.0	0	0.0	0	0.0
Virgin Islands	1	1	100.0	0	0.0	0	0.0	0	0.0

¹Regular school districts include those that are components of supervisory unions.²States may report charter schools under the category of other agencies. For example, the District of Columbia reports each charter school as a separate agency.

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

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

**Table 3.—Percentage of public elementary and secondary schools and percentage of students in membership, by instructional level and by state:
School year 2000–01**

State	Number of schools having membership	Percentage by instructional level							
		Primary		Middle		High		Other	
		Schools	Students	Schools	Students	Schools	Students	Schools	Students
United States	90,640	57.7	49.2	17.2	20.0	19.1	27.7	6.0	3.1
Alabama	1,380	50.9	44.1	15.8	17.1	19.8	25.3	13.5	13.5
Alaska	502	35.1	42.9	6.6	12.5	13.5	24.6	44.8	19.9
Arizona	1,633	55.5	52.3	13.3	15.9	17.3	24.6	13.8	7.2
Arkansas	1,130	51.2	46.2	16.5	19.9	28.2	27.9	4.2	6.0
California	8,757	62.0	51.8	14.4	18.4	19.0	27.3	4.6	2.5
Colorado	1,590	58.1	49.5	17.4	20.4	20.2	27.7	4.3	2.4
Connecticut	1,073	61.7	50.0	17.7	21.4	17.0	27.5	3.6	1.1
Delaware	191	52.9	43.7	22.5	25.7	16.2	28.8	8.4	1.8
District of Columbia	165	68.5	66.0	6.7	6.4	10.9	17.7	13.9	9.9
Florida	3,231	53.3	48.2	15.0	20.9	12.6	25.3	19.2	5.6
Georgia	1,946	60.8	50.1	20.6	22.5	16.3	25.5	2.4	2.0
Hawaii	261	67.0	53.0	13.0	15.8	13.8	28.2	6.1	3.0
Idaho	653	52.7	47.7	16.8	21.8	25.0	28.0	5.5	2.5
Illinois	4,282	61.4	55.4	16.8	15.6	17.6	27.1	4.2	1.8
Indiana	1,882	61.6	49.9	17.2	19.0	18.3	28.8	3.0	2.3
Iowa	1,529	53.4	45.6	19.4	19.9	23.9	32.0	3.2	2.5
Kansas	1,426	57.4	48.9	17.3	19.6	25.0	31.4	0.3	0.2
Kentucky	1,376	56.9	49.5	16.5	20.4	20.9	29.1	5.7	1.0
Louisiana	1,508	52.9	48.2	19.0	20.1	16.6	25.5	11.5	6.2
Maine	686	62.8	46.2	18.4	22.4	16.2	29.7	2.6	1.6
Maryland	1,342	64.8	49.7	17.9	21.6	15.0	27.6	2.4	1.1
Massachusetts	1,898	64.3	49.2	16.6	20.6	16.1	27.5	3.0	2.7
Michigan	3,743	57.7	47.8	16.9	20.8	19.1	28.0	6.3	3.5
Minnesota	2,105	49.4	46.0	13.5	18.9	30.1	32.9	7.0	2.1
Mississippi	884	49.4	45.1	20.4	20.4	20.8	25.3	9.4	9.2
Missouri	2,266	54.9	48.3	16.2	19.5	21.8	29.2	7.1	3.0
Montana	878	53.0	47.6	26.8	20.1	20.0	31.7	0.2	0.6
Nebraska	1,296	65.9	50.6	7.3	14.8	23.4	34.3	3.4	0.4
Nevada	500	62.6	51.9	15.0	21.2	20.0	26.4	2.4	0.4
New Hampshire	524	67.0	46.6	17.9	24.3	14.7	28.9	0.4	0.2
New Jersey	2,407	64.4	51.8	17.7	19.6	15.2	27.4	2.8	1.2
New Mexico	763	57.3	47.3	20.4	22.1	19.4	28.1	2.9	2.5
New York	4,292	57.8	48.8	17.1	19.6	18.1	27.1	6.9	4.5
North Carolina	2,192	59.4	49.7	20.4	22.7	15.4	25.9	4.8	1.7
North Dakota	539	58.4	48.8	6.5	12.4	34.5	36.3	0.6	2.5
Ohio	3,827	57.1	45.4	19.3	20.4	19.8	31.3	3.8	3.0
Oklahoma	1,811	54.3	51.8	19.0	20.5	25.5	25.6	1.2	2.2
Oregon	1,263	59.5	46.9	17.3	21.2	18.5	30.4	4.7	1.5
Pennsylvania	3,183	60.9	46.1	18.0	21.0	19.1	30.3	2.0	2.5
Rhode Island	320	66.6	48.3	17.8	23.2	14.4	28.3	1.3	0.2
South Carolina	1,067	56.3	48.1	22.7	23.3	18.7	27.1	2.3	1.6
South Dakota	756	50.5	46.9	23.5	21.5	23.7	31.0	2.2	0.7
Tennessee	1,575	61.1	51.8	17.0	18.3	17.5	27.0	4.5	2.9
Texas	7,519	50.4	48.3	20.1	22.6	18.2	25.7	11.3	3.4
Utah	793	59.1	51.3	16.3	21.0	19.9	25.1	4.7	2.6
Vermont	353	72.5	52.1	7.1	9.3	13.6	31.7	6.8	6.9
Virginia	1,841	62.6	48.5	18.2	21.5	17.2	29.2	2.1	0.9
Washington	2,141	55.1	48.0	16.2	20.3	21.1	28.5	7.7	3.2
West Virginia	794	63.7	49.4	17.3	21.1	16.2	27.6	2.8	1.8
Wisconsin	2,180	56.6	46.5	17.7	19.4	22.2	31.9	3.5	2.2
Wyoming	387	57.6	46.6	19.6	22.4	19.6	29.1	3.1	1.9
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs									
DoDDS: DoDs Overseas	156	55.8	57.6	13.5	13.5	23.1	22.0	7.7	6.8
DDESS: DoDs Domestic	71	70.4	69.8	16.9	17.0	7.0	7.9	5.6	5.2
Bureau of Indian Affairs	177	59.3	51.2	2.3	1.8	11.9	14.8	26.6	32.3
American Samoa	31	74.2	71.0	3.2	4.7	19.4	24.0	3.2	0.3
Guam	38	71.1	50.0	18.4	23.0	10.5	27.1	0.0	0.0
Northern Marianas	29	82.8	62.9	3.4	12.5	10.3	24.1	3.4	0.5
Puerto Rico	1,535	58.9	45.9	14.8	17.4	12.0	20.7	14.3	16.0
Virgin Islands	35	65.7	53.6	20.0	17.5	11.4	27.5	2.9	1.4

NOTE: Instructional levels are primary (low grade prekindergarten to 3, high grade up to 8); middle (low grade 4 to 7, high grade 4 to 9); high (low grade 7 to 12, high grade 12 only); and other (any configuration not falling within the previous three, including ungraded schools). For states that did not provide a grade span, grade span was determined by the highest and lowest grades in which students were reported. Table excludes 2,654 schools (21 in outlying areas) for which no students were reported in membership. U.S. totals include the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

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

**Table 4.—Number of regular public school districts providing instruction and percentage of students in membership, by grade span and by state:
School year 2000–01**

State	Total districts	Grade span							
		PK, K, 1 to 8 or below		PK, K, 1 to 9–12		7, 8, 9 to 7–12		Other	
		Number of districts	Percentage of students	Number of districts	Percentage of students	Number of districts	Percentage of students	Number of districts	Percentage of students
United States	14,514	3,047	5.3	10,785	92.4	552	2.2	130	0.1
Alabama	128	0	0.0	128	100.0	0	0.0	0	0.0
Alaska	53	0	0.0	53	100.0	0	0.0	0	0.0
Arizona	372	152	17.7	150	72.5	49	9.5	21	0.4
Arkansas	310	0	0.0	310	100.0	0	0.0	0	0.0
California	985	548	19.4	351	72.4	85	8.0	1	0.2
Colorado	176	0	0.0	176	100.0	0	0.0	0	0.0
Connecticut	166	0	0.0	166	100.0	0	0.0	0	0.0
Delaware	19	0	0.0	15	94.2	3	4.9	1	0.8
District of Columbia	1	0	0.0	1	100.0	0	0.0	0	0.0
Florida	67	0	0.0	67	100.0	0	0.0	0	0.0
Georgia	180	6	0.1	174	99.9	0	0.0	0	0.0
Hawaii	1	0	0.0	1	100.0	0	0.0	0	0.0
Idaho	113	6	0.1	107	99.9	0	0.0	0	0.0
Illinois	894	386	25.5	407	63.4	99	10.7	2	0.4
Indiana	292	1	(#)	291	100.0	0	0.0	0	0.0
Iowa	373	0	0.0	373	100.0	0	0.0	0	0.0
Kansas	304	0	0.0	304	100.0	0	0.0	0	0.0
Kentucky	176	5	0.3	171	99.7	0	0.0	0	0.0
Louisiana	78	6	0.2	68	99.7	3	0.1	1	(#)
Maine	280	107	16.2	111	81.2	6	1.4	56	1.2
Maryland	24	0	0.0	24	100.0	0	0.0	0	0.0
Massachusetts	244	66	5.0	176	95.0	2	0.1	0	0.0
Michigan	728	131	2.2	563	97.5	21	0.2	13	0.2
Minnesota	410	35	0.7	339	98.8	25	0.3	11	0.2
Mississippi	152	1	(#)	149	99.8	2	0.2	0	0.0
Missouri	523	73	1.3	450	98.7	0	0.0	0	0.0
Montana	447	273	38.5	64	33.6	110	27.9	0	0.0
Nebraska	544	273	3.2	253	95.5	18	1.3	0	0.0
Nevada	17	0	0.0	17	100.0	0	0.0	0	0.0
New Hampshire	164	88	19.3	65	74.3	9	4.4	2	2.0
New Jersey	581	293	18.6	217	73.1	65	8.1	6	0.2
New Mexico	89	0	0.0	89	100.0	0	0.0	0	0.0
New York	701	43	1.1	641	98.2	7	0.7	10	0.1
North Carolina	120	1	(#)	118	100.0	0	0.0	1	(#)
North Dakota	227	51	2.5	170	96.9	6	0.6	0	0.0
Ohio	611	1	(#)	610	100.0	0	0.0	0	0.0
Oklahoma	544	113	3.5	430	96.4	0	0.0	1	(#)
Oregon	197	17	0.1	179	99.9	1	(#)	0	0.0
Pennsylvania	500	2	0.1	498	99.9	0	0.0	0	0.0
Rhode Island	36	4	1.4	31	97.5	0	0.0	1	1.0
South Carolina	89	0	0.0	88	99.8	0	0.0	1	0.2
South Dakota	173	4	0.1	169	99.9	0	0.0	0	0.0
Tennessee	137	14	2.5	123	97.5	0	0.0	0	0.0
Texas	1,040	64	0.3	976	99.7	0	0.0	0	0.0
Utah	40	0	0.0	40	100.0	0	0.0	0	0.0
Vermont	246	180	42.1	35	32.3	30	23.6	1	2.0
Virginia	132	0	0.0	132	100.0	0	0.0	0	0.0
Washington	296	49	1.0	246	99.0	0	0.0	1	(#)
West Virginia	55	0	0.0	55	100.0	0	0.0	0	0.0
Wisconsin	431	52	2.9	368	95.8	11	1.3	0	0.0
Wyoming	48	2	0.6	46	99.4	0	0.0	0	0.0
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs*									
DoDDS:DoDs Overseas	11	0	0.0	11	100.0	0	0.0	0	0.0
DDESS:DoDs Domestic	17	9	30.0	8	70.0	0	0.0	0	0.0
Bureau of Indian Affairs	24	1	2.0	22	98.0	0	0.0	1	(#)
American Samoa	1	0	0.0	1	100.0	0	0.0	0	0.0
Guam	1	0	0.0	1	100.0	0	0.0	0	0.0
Northern Marianas	1	0	0.0	1	100.0	0	0.0	0	0.0
Puerto Rico	1	0	0.0	1	100.0	0	0.0	0	0.0
Virgin Islands	1	0	0.0	1	100.0	0	0.0	0	0.0

#Rounds to zero.

*Table includes 28 Department of Defense and 24 Bureau of Indian Affairs school districts that are technically federally operated agencies; this is in order to report data for these agencies in the table.

NOTE: For states that did not provide a grade span, grade span was determined by the highest and lowest grades served among all schools associated with the district. "Other" includes all grade configurations not reported in the specified categories and includes ungraded districts. Table excludes 345 regular school districts for which no students were reported in membership. U.S. totals include the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01, and "Local Education Agency Universe Survey," 2000–01.

**Table 5.—Average public school size (mean number of students per school), by instructional level and by state:
School year 2000–01**

State	Schools having membership	Instructional level			
		Primary	Middle	High	Other
United States	90,640	443	605	751	270
Alabama	1,380	457	572	676	528
Alaska	502	325	506	483	118
Arizona	1,633	506	642	765	280
Arkansas	1,130	360	481	393	577
California	8,757	577	880	993	380
Colorado	1,590	388	535	625	252
Connecticut	1,073	424	633	850	163
Delaware	191	496	686	1,064	132
District of Columbia	165	403	403	676	297
Florida	3,231	682	1,049	1,517	220
Georgia	1,946	611	813	1,161	615
Hawaii	261	558	856	1,444	348
Idaho	653	339	485	421	169
Illinois	4,282	432	445	735	211
Indiana	1,882	425	581	829	415
Iowa	1,529	275	329	431	246
Kansas	1,426	276	367	407	203
Kentucky	1,376	396	563	634	81
Louisiana	1,508	449	520	756	266
Maine	686	223	370	556	189
Maryland	1,342	488	766	1,173	288
Massachusetts	1,898	395	638	884	467
Michigan	3,743	377	558	665	252
Minnesota	2,105	378	567	444	124
Mississippi	884	514	564	684	551
Missouri	2,266	354	485	539	171
Montana	878	158	133	279	449
Nebraska	1,296	169	445	324	27
Nevada	500	565	965	901	115
New Hampshire	524	277	538	782	232
New Jersey	2,407	439	605	983	229
New Mexico	763	347	454	608	367
New York	4,292	567	769	1,003	434
North Carolina	2,192	494	656	992	211
North Dakota	539	169	387	213	903
Ohio	3,827	391	520	777	389
Oklahoma	1,811	328	371	345	642
Oregon	1,263	334	518	696	136
Pennsylvania	3,183	432	666	905	711
Rhode Island	320	356	641	968	87
South Carolina	1,067	544	653	925	431
South Dakota	756	158	155	223	49
Tennessee	1,575	482	613	879	362
Texas	7,519	517	608	765	160
Utah	793	523	778	758	341
Vermont	353	208	380	673	293
Virginia	1,841	482	734	1,057	262
Washington	2,141	409	588	635	193
West Virginia	794	280	441	613	239
Wisconsin	2,180	331	443	579	260
Wyoming	387	188	265	345	141
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs					
DoDDS: DoDs Overseas	156	487	474	450	419
DDESS: DoDs Domestic	71	477	484	543	448
Bureau of Indian Affairs	177	229	206	330	322
American Samoa	31	485	743	627	45
Guam	38	600	1,063	2,194	0
Northern Marianas	29	262	1,253	805	47
Puerto Rico	1,535	311	469	689	446
Virgin Islands	35	453	487	1,338	271

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

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

Table 6.—Median public school student/teacher ratio, by instructional level and by state: School year 2000–01

State	Instructional level			
	Primary	Middle	High	Other
Reporting states*	16.0	15.5	14.8	9.7
Alabama	14.7	17.7	16.1	15.5
Alaska	17.0	16.7	15.2	11.5
Arizona	17.6	18.3	16.5	(†)
Arkansas	15.6	14.5	11.3	12.6
California	19.7	22.6	21.4	16.8
Colorado	16.9	16.8	15.4	13.7
Connecticut	14.4	12.8	12.5	14.9
Delaware	16.3	16.1	15.7	5.9
District of Columbia	13.6	13.5	14.1	8.7
Florida	17.2	19.5	19.2	4.9
Georgia	16.1	15.8	16.6	15.1
Hawaii	17.2	16.9	17.4	13.3
Idaho	18.0	17.8	15.2	11.9
Illinois	16.7	15.4	14.4	8.0
Indiana	17.7	17.1	17.1	13.2
Iowa	14.6	13.8	13.1	11.1
Kansas	14.0	13.8	11.8	6.8
Kentucky	21.0	15.6	15.3	7.5
Louisiana	14.9	15.5	15.5	13.1
Maine	13.4	14.1	13.9	9.7
Maryland	16.7	15.7	16.9	5.4
Massachusetts	—	—	—	—
Michigan	18.2	17.7	18.3	13.9
Minnesota	15.4	16.5	14.7	6.0
Mississippi	16.8	16.4	16.4	15.5
Missouri	14.2	14.9	13.6	8.3
Montana	13.1	13.1	11.6	9.2
Nebraska	12.2	13.6	11.7	8.1
Nevada	17.5	21.0	18.2	5.3
New Hampshire	14.5	14.5	13.1	17.2
New Jersey	15.2	13.7	12.8	7.1
New Mexico	14.6	14.7	14.5	15.1
New York	14.7	14.1	14.1	10.3
North Carolina	15.0	14.4	14.4	6.4
North Dakota	12.4	14.0	12.5	15.0
Ohio	17.2	16.0	16.8	15.0
Oklahoma	15.6	15.0	12.5	16.8
Oregon	19.4	19.1	18.4	10.5
Pennsylvania	16.9	15.9	15.6	12.8
Rhode Island	15.9	14.2	13.8	7.6
South Carolina	14.7	15.5	15.4	13.7
South Dakota	12.3	13.6	11.3	9.2
Tennessee	—	—	—	—
Texas	15.1	14.2	12.6	8.0
Utah	21.6	21.6	20.9	13.8
Vermont	12.1	12.4	11.4	10.8
Virginia	14.1	13.6	14.1	6.8
Washington	18.9	20.0	19.6	7.7
West Virginia	14.0	14.2	15.1	7.1
Wisconsin	14.8	14.4	14.8	12.3
Wyoming	12.5	12.9	11.7	9.1
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs				
DoDDS: DoDs Overseas	15.0	15.1	12.7	11.0
DDESS: DoDs Domestic	15.0	13.4	12.5	11.0
Bureau of Indian Affairs	—	—	—	—
American Samoa	19.5	28.6	16.5	3.0
Guam	15.0	13.6	18.9	(†)
Northern Marianas	17.9	17.9	12.4	15.7
Puerto Rico	15.3	16.7	19.6	15.5
Virgin Islands	13.3	10.3	13.4	7.5

—Not available.

†Not applicable.

*Total of reporting states, does not include Massachusetts or Tennessee.

NOTE: Instructional levels are primary (low grade prekindergarten to 3, high grade up to 8); middle (low grade 4 to 7, high grade 4 to 9); high (low grade 7 to 12, high grade 12 only); and other (any configuration not falling within the previous three, including ungraded schools). For states that did not provide a grade span, grade span was determined by the highest and lowest grades in which students were reported. U.S. totals include the 50 states and the District of Columbia. If all schools were ranked by student/teacher ratio from the smallest to the largest, half of the schools would fall below the median. For example, half the primary schools in Alabama had a student/teacher ratio of less than 14.7.

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

Table 7.—Distribution of regular public school districts and students, by district membership size: School year 2000–01

District membership size	Number of districts	Percentage of districts	Percentage of students
United States	14,514	100.0	100.0
100,000 or more	24	0.2	12.2
25,000 to 99,999	216	1.5	20.1
10,000 to 24,999	581	4.0	18.8
7,500 to 9,999	323	2.2	6.0
5,000 to 7,499	713	4.9	9.3
2,500 to 4,999	2,061	14.2	15.5
2,000 to 2,499	806	5.6	3.9
1,500 to 1,999	1,071	7.4	4.0
1,000 to 1,499	1,571	10.8	4.2
800 to 999	805	5.5	1.6
600 to 799	971	6.7	1.5
450 to 599	955	6.6	1.1
300 to 449	1,152	7.9	0.9
150 to 299	1,471	10.1	0.7
1 to 149	1,794	12.4	0.3

NOTE: Table includes the 50 states and the District of Columbia, and excludes 345 regular school districts for which no students were reported in membership. Detail may not sum to totals because of rounding.

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

Table 8.—Distribution of public schools and students, by community type: School year 2000–01

Community type	Number of schools	Percentage of schools	Percentage of students
United States	90,637	100.0	100.0
Large city	11,152	12.3	16.0
Midsized city	11,142	12.3	13.4
Urban fringe, large city	21,543	23.8	29.9
Urban fringe, midsized city	7,703	8.5	9.3
Large town	1,163	1.3	1.2
Small town	10,395	11.5	9.5
Rural	17,296	19.1	9.8
Rural urban fringe	10,243	11.3	11.0

NOTE: Community types classify the location of a school relative to populous areas. Table includes the 50 states and the District of Columbia, and excludes 2,633 schools in these jurisdictions for which no students were reported in membership. Table excludes three schools for which no locale codes could be assigned. Detail may not sum to totals because of rounding.

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

Table 9.—Number of Title I, magnet, and charter schools and percentage of students served, by state: School year 2000–01

State	Number of Title I eligible schools ¹	Percentage of all students in these schools	Number of Title I schoolwide schools	Percentage of all students in these schools	Number of magnet schools ²	Percentage of all students in these schools	Number of charter schools ²	Percentage of all students in these schools
United States	—	—	—	—	—	—	1,993	—
Alabama	941	63.7	577	35.8	42	2.9	(†)	(†)
Alaska	280	33.0	80	11.0	—	—	19	1.9
Arizona	—	—	—	—	—	—	313	5.2
Arkansas	826	67.0	416	30.0	6	0.8	3	0.2
California	4,879	57.7	2,273	30.2	447	9.1	302	1.9
Colorado	791	44.5	194	10.9	2	0.1	77	2.8
Connecticut	455	39.0	97	9.2	16	1.0	16	0.4
Delaware	100	48.5	23	10.5	2	0.9	7	2.4
District of Columbia	113	73.6	113	73.6	3	1.8	33	—
Florida	1,204	34.5	1,081	31.1	—	—	148	1.1
Georgia	966	42.8	615	26.5	71	4.0	30	1.4
Hawaii	123	40.2	111	36.4	(†)	(†)	6	0.7
Idaho	488	66.0	85	10.0	(†)	(†)	9	0.4
Illinois	—	—	—	—	372	13.1	20	0.4
Indiana	1,026	46.9	150	6.4	(†)	(†)	(†)	(†)
Iowa	745	40.0	116	7.1	(†)	(†)	(†)	(†)
Kansas	—	—	(³)	—	(³)	2.4	1	(#)
Kentucky	842	55.9	658	42.1	—	—	(†)	(†)
Louisiana	839	49.2	698	40.9	70	5.9	19	0.4
Maine	548	68.6	53	4.9	(³)	0.1	1	0.1
Maryland	411	23.6	331	18.9	(†)	(†)	(†)	(†)
Massachusetts	1,077	51.9	433	20.8	8	0.5	41	1.4
Michigan	—	—	—	—	(†)	(†)	205	3.2
Minnesota	954	40.3	208	8.2	65	3.4	73	1.1
Mississippi	678	70.3	582	58.7	5	0.5	1	0.1
Missouri	1,191	45.8	362	13.3	48	2.4	21	0.8
Montana	668	77.7	114	12.9	(†)	(†)	(†)	(†)
Nebraska	—	—	—	—	—	—	(†)	(†)
Nevada	109	18.6	77	14.3	9	1.3	8	0.4
New Hampshire	250	49.8	20	3.3	(†)	(†)	0	0.0
New Jersey	1,432	58.1	—	—	—	—	53	0.8
New Mexico	501	53.9	275	30.7	1	0.1	10	0.4
New York	2,769	60.6	—	—	(³)	0.6	38	(#)
North Carolina	1,065	42.7	969	35.8	167	8.7	90	1.2
North Dakota	455	70.7	52	8.6	(†)	(†)	(†)	(†)
Ohio	2,566	61.4	1,219	28.4	(†)	(†)	66	0.8
Oklahoma	1,160	57.5	748	35.4	(†)	(†)	6	0.2
Oregon	517	34.5	187	13.0	4	0.2	12	0.1
Pennsylvania	2,208	64.0	512	15.8	—	—	65	1.0
Rhode Island	152	40.1	59	17.5	16	7.0	3	0.4
South Carolina	509	39.5	441	32.9	—	—	8	0.1
South Dakota	739	99.5	88	10.0	(†)	(†)	(†)	(†)
Tennessee	—	—	(³)	—	12	0.8	(†)	(†)
Texas	4,430	57.2	3,851	50.1	—	—	201	0.9
Utah	216	19.8	118	10.6	(†)	(†)	8	0.1
Vermont	211	59.2	70	20.9	(†)	(†)	(†)	(†)
Virginia	716	27.7	201	7.8	46	3.0	2	(#)
Washington	—	—	—	—	(†)	(†)	(†)	(†)
West Virginia	438	43.7	343	32.4	0	0.0	(†)	(†)
Wisconsin	1,086	46.2	244	12.8	(†)	(†)	78	1.1
Wyoming	150	35.1	45	11.2	0	0.0	0	0.0
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs								
DoDDS: DoDs Overseas	—	—	—	—	0	0.0	0	0.0
DDESS: DoDs Domestic	—	—	—	—	0	0.0	0	0.0
Bureau of Indian Affairs	—	—	—	—	0	0.0	0	0.0
American Samoa	—	—	—	—	0	0.0	0	0.0
Guam	—	—	—	—	0	0.0	0	0.0
Northern Marianas	—	—	—	—	0	0.0	0	0.0
Puerto Rico	1,462	95.2	1,295	84.7	151	10.9	36	2.9
Virgin Islands	36	100.0	—	—	1	(#)	0	0.0

—Not available.

†Not applicable.

#Rounds to zero.

¹Number of Title I eligible schools includes those with and without schoolwide Title I programs.²Zero indicates that this type of school is authorized but none were operating.³Data were missing for more than 20 percent of schools.

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

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

Table 10.—Number and percentage of public school students participating in selected programs, by state: School year 2000–01

State	Number of students with IEPs	Percentage of students with IEPs	Number of students receiving LEP services	Percentage of students receiving LEP services	Number of students receiving school year migrant services ¹	Number of students receiving summer migrant services	Number of students eligible for free or reduced-price meals	Percentage of all students eligible for free or reduced-price meals
Reporting states	6,003,071 ³	12.8 ³	—	—	—	—	—	—
Alabama	98,638	13.5	7,226	1.0	—	—	335,143	46.0
Alaska	17,700	13.3	19,337	14.5	12,032	1,687	32,468	24.3
Arizona	89,809	10.2	131,933	15.0	—	—	—	—
Arkansas	55,189	12.3	11,850	2.6	7,162	—	205,058	45.6
California	648,799	10.7	1,479,819	24.5	180,378	113,297	2,820,611	46.6
Colorado	71,278	9.8	60,852	8.4	9,628	4,086	195,148	26.9
Connecticut	73,886	13.1	20,499	3.6	2,546	1,113	—	—
Delaware	15,798	13.8	2,081	1.8	—	245	37,766	32.9
District of Columbia	10,580	15.4	8,594	12.5	747	267	47,839	69.4
Florida	364,716	15.0	187,566	7.7	39,980	7,505	1,079,009	44.3
Georgia	163,619	11.3	54,444	3.8	21,747	3,841	624,511	43.2
Hawaii	21,968	11.9	12,718	6.9	1,730	369	80,657	43.7
Idaho	29,005	11.8	18,097	7.4	7,507	4,479	85,824	35.1
Illinois	287,315	14.0	126,475	6.2	—	—	—	—
Indiana	155,206	15.7	30,953	3.1	—	—	285,267	28.8
Iowa	68,271	13.8	11,253	2.3	4,121	405	131,553	26.7
Kansas	75,739	16.2	14,878	3.2	—	—	154,693	33.4
Kentucky	94,347	14.7	4,030	0.6	24,922	5,627	298,334	47.6
Louisiana	96,881	13.0	10,293	1.4	4,651	5,367	433,068	58.3
Maine	32,654	15.4	—	—	—	—	60,162	28.9
Maryland	111,105	13.0	24,213	2.8	343	727	255,872	30.0
Massachusetts	159,961	16.3	49,077	5.0	1,765	0	237,871	24.3
Michigan	227,653	13.4	—	—	—	—	504,044	29.6
Minnesota	108,985	12.8	44,360	5.2	1,193	2,115	218,867	25.6
Mississippi	62,304	12.5	2,176	0.4	3,297	(⁴)	319,670	64.2
Missouri	136,484	14.9	(⁴)	—	5,106	615	315,608	34.6
Montana	19,001	12.3	—	—	99	889	47,415	30.6
Nebraska	43,797	15.3	(⁴)	—	1,789	(⁴)	87,045	30.4
Nevada	38,160	11.2	—	—	—	803	92,978	27.3
New Hampshire	29,663	14.2	2,728	1.3	—	—	31,212	15.0
New Jersey	—	—	—	—	—	—	357,728	27.2
New Mexico	62,028	19.4	68,679	21.4	3,828	369	174,939	54.6
New York	426,517	14.8	230,625	8.0	—	—	1,236,945	42.9
North Carolina	179,497	13.9	44,165	3.4	—	(⁴)	470,316	36.4
North Dakota	13,437	12.3	—	—	320	(⁴)	31,840	29.2
Ohio	229,809	12.6	331	—	—	—	494,829	26.3
Oklahoma	85,343	13.7	38,042	6.1	—	803	300,179	48.2
Oregon	68,945	12.6	43,416	7.9	16,602	3,688	186,203	34.8
Pennsylvania	222,584	12.3	—	—	—	—	510,121	28.1
Rhode Island	30,503	19.4	10,245	6.5	148	62	52,209	33.2
South Carolina	101,482	14.9	5,121	0.8	—	(⁴)	320,254	47.1
South Dakota	16,626	12.9	4,270	3.3	1,635	—	37,857	29.4
Tennessee	142,709	15.9	—	—	—	—	—	—
Texas	483,442	11.9	570,453	14.1	69,220	—	1,823,029	44.9
Utah	53,921	11.3	38,998	8.2	3,185	3,249	135,428	28.3
Vermont	14,294	14.0	942	0.9	—	—	23,986	23.5
Virginia	161,869	14.1	36,802	3.2	1,100	807	320,233	28.0
Washington	115,160	11.5	—	—	—	—	—	—
West Virginia	50,290	17.6	920	0.3	50	—	143,446	50.1
Wisconsin	124,500	14.2	(⁴)	—	—	(⁴)	219,276	24.9
Wyoming	11,604	12.9	2,534	2.8	—	—	43,483	48.3

See footnotes on second page of this table.

Table 10.—Number and percentage of public school students participating in selected programs, by state: School year 2000–01—Continued

State	Number of students with IEPs	Percentage of students with IEPs	Number of students receiving LEP services	Percentage of students receiving LEP services	Number of students receiving school year migrant services ¹	Number of students receiving summer migrant services	Number of students eligible for free or reduced-price meals	Percentage of all students eligible for free or reduced-price meals
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs								
DoDDS: DoDs Overseas	5,596	7.6	4,639	6.3	—	—	—	—
DDESS: DoDs Domestic	3,065	9.0	1,701	5.0	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—	—
American Samoa	702	4.5	15,275	97.0	—	—	15,609 ²	99.4
Guam	2,014	6.2	12,358	38.1	—	—	14,110	43.5
Northern Marianas	504	5.0	—	—	—	—	9,779	97.8
Puerto Rico	65,576	10.7	—	—	(⁴)	197	495,926 ²	80.9
Virgin Islands	1,329	6.8	641	3.3	—	—	—	—

—Not available.

¹Migrant students include those who were enrolled at any time during the previous (1999–2000) regular school year. They are reported for each school in which they enrolled; because this is a duplicated count, the table does not show migrants as a percentage of all students.

²American Samoa and Puerto Rico did not report students eligible for reduced-price meals.

³Total of reporting states; does not include New Jersey.

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

NOTE: Percentages are based on schools and agencies reporting. Detail may not sum to totals because of rounding. U.S. totals include the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01, and "Local Education Agency Universe Survey," 2000–01.

Table 11.—Percentage of students who are minority, by community type and by state: School year 2000–01

State	Total students	Number of minority students	Percentage of minority students by community type		
			City, large and midsize	Urban fringe of city	Small town or rural
Reporting states ¹	47,222,778	18,223,569	61.6	34.7	20.2
Alabama	740,091	285,613	69.5	28.6	30.5
Alaska	133,356	51,307	36.4	0.0	40.8
Arizona	877,696	414,394	51.0	38.7	50.6
Arkansas	449,959	127,263	46.2	14.7	22.9
California	6,142,348	3,843,815	73.3	60.0	41.1
Colorado	724,508	230,122	44.8	28.7	20.8
Connecticut	562,179	168,257	68.5	19.8	8.0
Delaware	114,676	45,090	55.7	37.6	30.0
District of Columbia	68,925	65,812	95.5	0.0	100.0 ²
Florida	2,434,821	1,132,395	52.1	49.8	30.6
Georgia	1,444,937	655,022	80.1	48.6	33.1
Hawaii	184,360	146,748	81.8	79.8	78.0
Idaho	245,117	34,154	13.7	16.9	14.1
Illinois	2,048,792	824,284	75.0	30.2	8.0
Indiana	989,225	162,297	40.5	11.4	3.7
Iowa	495,080	48,066	21.5	7.1	4.4
Kansas	470,610	98,368	42.0	11.5	13.9
Kentucky	665,850	76,063	31.2	16.4	5.0
Louisiana	743,089	379,586	74.0	42.6	38.5
Maine	207,037	6,994	10.1	3.2	2.5
Maryland	852,920	397,756	76.5	48.3	20.3
Massachusetts	975,150	236,442	55.6	13.5	5.6
Michigan	1,743,337	440,831	70.7	17.0	6.9
Minnesota	854,340	145,827	52.3	11.7	7.7
Mississippi	497,871	262,248	74.9	28.2	53.2
Missouri	912,744	190,729	47.8	22.9	6.2
Montana	154,875	21,301	13.2	6.1	14.6
Nebraska	286,199	48,579	28.3	16.7	9.9
Nevada	340,706	147,109	50.1	45.7	24.7
New Hampshire	208,461	9,339	12.7	3.7	2.1
New Jersey	1,307,828	521,162	78.2	37.6	16.0
New Mexico	320,306	207,386	62.5	71.4	67.8
New York	2,882,188	1,299,515	80.0	22.9	6.5
North Carolina	1,293,638	504,980	53.1	31.2	33.5
North Dakota	109,201	11,589	8.6	7.0	12.1
Ohio	1,835,049	359,849	53.8	12.7	3.2
Oklahoma	623,110	218,567	47.6	25.7	33.3
Oregon	546,231	104,394	26.6	19.6	15.3
Pennsylvania	1,814,311	394,903	65.7	13.1	4.7
Rhode Island	157,347	40,398	52.7	12.7	4.2
South Carolina	677,411	305,814	54.7	35.9	47.5
South Dakota	128,603	17,348	15.7	7.8	13.1
Tennessee	909,388	249,757	—	—	—
Texas	4,059,619	2,352,630	74.3	45.6	41.3
Utah	481,687	67,825	27.7	11.7	10.1
Vermont	102,049	3,736	13.6	5.1	3.0
Virginia	1,144,915	416,502	58.5	34.5	22.2
Washington	1,004,770	255,782	35.3	25.0	18.9
West Virginia	286,367	15,217	10.7	6.5	3.9
Wisconsin	879,476	169,512	44.5	9.7	6.0
Wyoming	89,940	10,892	15.1	16.4	10.7
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs					
DoDDS: DoDs Overseas	73,581	23,727	—	—	—
DDESS: DoDs Domestic	34,174	14,495	41.0	37.2	38.8
Bureau of Indian Affairs	46,938	46,938	100.0	100.0	100.0
American Samoa	15,702	15,702	—	—	—
Guam	32,473	31,865	—	—	—
Northern Marianas	10,004	9,978	—	—	—
Puerto Rico	612,725	612,725	—	—	—
Virgin Islands	19,459	19,311	—	—	—

—Not available.

¹Total of reporting states; does not include Tennessee.²Represents one school located in a small town locale outside the District of Columbia.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01, and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000–01.

Dropouts and Completers

Public High School Dropouts and Completers From the Common Core of Data: School Years 1998–99 and 1999–2000

Beth Aronstamm Young

This article was originally published as the E.D. Tabs report of the same name. The universe data are from the NCES Common Core of Data (CCD).

Two of the most important indicators of the educational system's success are the rates at which young people complete and drop out of school each year. The Common Core of Data (CCD) survey system of the National Center for Education Statistics (NCES) annually collects information about public school dropouts and completers. This report presents the number and percentage of students dropping out and completing public school (among states that reported dropouts) for school years 1998–99 and 1999–2000.

Background

The CCD consists of six surveys that are completed each year by state education agencies (SEAs). Three of these surveys provide basic statistical information about public elementary/secondary institutions, students, and staff. Although all information is reported directly from SEAs, the surveys include data about individual states, local education agencies, and schools. The numbers of students who complete high school with a regular diploma or some alternative credential have been reported at the state and local education agency levels since the 1987–88 CCD collection. A dropout statistic was added to the *Local Education Agency (School District) Universe* data file beginning with the 1992–93 collection (reporting 1991–92 dropouts).

Limitations in This Report

The high school 4-year completion rate presented here differs in its calculation from other published rates, and readers should be alert to this when making comparisons with other studies. The inclusion of both regular and other high school completions, and the exclusion of General Educational Development (GED) recipients, may also lead to differences with other reports (see the “High School Completers” section for a further description).

Also, state and local policies and data collection administration may have profound effects on the count of dropouts and completers reported by a state. Dropout and completion data collected by the CCD are reported from the administrative records of SEAs. Some states collect their data through student-level records systems, while others collect aggregate data from schools and districts. Although state CCD

coordinators verify each year that they have followed the CCD dropout definition, states vary in their ability to track students who move in and out of districts, and it is probable that some students have been misclassified.

High School Dropouts

Determining dropout status

The CCD definition determines whether an individual is a dropout by his or her enrollment status at the beginning of the school year (the same day reflected in the enrollment count). Beginning in 1990, NCES defined a dropout as an individual who

1. was enrolled in school at some time during the previous school year (e.g., 1998–99); and
2. was not enrolled at the beginning of the current school year (e.g., 1999–2000); and
3. has not graduated from high school or completed a state- or district-approved educational program; and
4. does not meet any of the following exclusionary conditions:
 - a. transfer to another public school district, private school, or state- or district-approved educational program (including correctional or health facility programs);
 - b. temporary absence due to suspension or school-excused illness; or
 - c. death.

Individuals who complete 1 year of school but fail to enroll at the beginning of the subsequent year (“summer dropouts”) are counted as dropouts from the school year and grade in which they fail to enroll. Those who leave secondary education but are enrolled in an adult education program at the beginning of the school year are considered dropouts. However, note that dropout status is determined by a student's status on October 1. Students who receive their GED certificate by October 1 are not counted as dropouts if the state or district recognizes this as an approved program. Although a student whose whereabouts is unknown is considered a dropout, states are not required to count students who leave the United States as dropouts even if there is no information about such students’

subsequent enrollment status. A student can be counted as a dropout only once for a single school year but can, if he or she repeatedly drops out and re-enrolls, appear as a dropout in more than 1 year.

Dropout rate

This is an annual event dropout rate: the number of dropouts for a school year divided by the number of students enrolled at the beginning of that school year. For example, to compute the 9th- through 12th-grade dropout rate, the calculation is

$$\frac{\text{number of 9th- through 12th-grade dropouts}}{\text{October 1st 9th- through 12th-grade enrollment count}}$$

For a more detailed description of the development and limitations of the dropout rate, see *Public High School Dropouts and Completers From the Common Core of Data: School Years 1991–92 Through 1997–98* (Young and Hoffman 2002).

Dropout results

In the 1999–2000 school year, 37 states (including the District of Columbia), and in the 1998–99 school year, 38 states (including the District of Columbia), reported dropouts using the CCD definition. The change in the number of states between the two collection periods occurred because Arizona and Idaho did not report dropouts using the CCD definition in 1999–2000, while Texas did report them using the CCD definition in 1999–2000 but not in 1998–99. Table 1 presents data on 1999–2000 and 1998–99 dropouts. In the 1999–2000 school year, the 9th-through 12th-grade dropout rate in the reporting states ranged from 2.5 percent in Iowa to 9.2 percent in Louisiana. In the 1998–99 school year, the dropout rate ranged from 2.4 percent in North Dakota to 10.0 percent in Louisiana.

The majority of reporting states in 1999–2000 (24 of the 37) had dropout rates ranging from 4.0 to 6.0 percent. Eight states had a dropout rate lower than 4.0 percent in the 1999–2000 school year: Connecticut, Iowa, Maine, New Jersey, North Dakota, South Dakota, Virginia, and Wisconsin. In 1998–99, the number of states with dropout rates ranging from 4.0 to 6.0 percent was smaller, only 20 out of the 38. Nine states had a dropout rate lower than 4.0 percent in the 1998–99 school year: Connecticut, Iowa, Maine, Massachusetts, New Jersey, North Dakota, Ohio, Pennsylvania, and Wisconsin.

Because of the differing sizes of states, the numbers of dropouts varied greatly among reporting states. In the 1999–2000 school year, while Texas had the greatest number of dropouts (54,390) among reporting states, it did not have the highest dropout rate. On the other hand, North Dakota had the smallest number of dropouts (1,003) and also had the third lowest dropout rate (2.7 percent) of reporting states.

High School Completers

Diploma recipients

These are individuals who, in a given year, are awarded a high school diploma or a diploma that recognizes some higher level of academic achievement. They can be thought of as students who meet or exceed the coursework and performance standards for high school completion established by the state or other relevant authorities.

Other high school completers

These individuals receive a certificate of attendance or some other credential in lieu of a diploma. Students awarded this credential typically meet requirements that differ from those for a high school diploma. Some states do not issue an “other high school completion” type of certificate, but award all students who complete school a diploma regardless of what academic requirements the students have met. In order to make data as comparable as possible across states, this report includes both regular and other diploma recipients in its high school 4-year completion rate.

Exclusion of high school equivalency recipients

High school equivalency recipients are awarded a credential certifying that they have met state or district requirements for high school completion by passing an examination or completing some other performance requirement. The equivalency certificate is usually awarded on the basis of the GED test. The CCD asks states to report high school equivalency recipients who are in roughly the same cohort as the regular graduating class, that is, 19 years of age or younger. Although students who receive their GED from a state- or district-recognized program by October 1 are not counted as dropouts in the dropout rate calculation, there are two reasons that GED recipients are not included in the count of high school completers (i.e., they are counted as dropouts) in the 4-year completion rate. First, the count of high school equivalency recipients is only reported at the state level, while the other data collected and used in the 4-year completion rate are reported at the school district level. Second, not all states report the total number of GED recipients.

Table 1.—Dropout numbers and rates in grades 9–12, by state: School years 1999–2000 and 1998–99

State	1999–2000			1998–99		
	Total 9th- through 12th-graders ¹	Dropouts	Rate	Total 9th- through 12th-graders ¹	Dropouts	Rate
Alabama ²	199,574	8,928	4.5	205,459	9,118	4.4
Alaska ²	38,790	2,134	5.5	38,382	2,044	5.3
Arizona	—	—	—	224,813	18,881	8.4
Arkansas	133,274	7,637	5.7	132,988	7,918	6.0
California	—	—	—	—	—	—
Colorado	—	—	—	—	—	—
Connecticut	148,263	4,541	3.1	143,823	4,715	3.3
Delaware	32,447	1,337	4.1	32,803	1,361	4.1
District of Columbia	15,296	1,096	7.2	14,684	1,197	8.2
Florida	—	—	—	—	—	—
Georgia	378,486	27,175	7.2	371,642	27,358	7.4
Hawaii	—	—	—	—	—	—
Idaho	—	—	—	74,074	5,082	6.9
Illinois ²	554,327	34,095	6.2	549,515	35,908	6.5
Indiana	—	—	—	—	—	—
Iowa	158,477	4,002	2.5	158,820	3,997	2.5
Kansas	—	—	—	—	—	—
Kentucky	187,553	9,445	5.0	191,352	9,317	4.9
Louisiana	207,331	18,999	9.2	208,895	20,923	10.0
Maine	60,595	1,977	3.3	59,790	1,975	3.3
Maryland ²	238,113	9,772	4.1	233,541	10,208	4.4
Massachusetts	265,949	10,874	4.1	256,726	9,189	3.6
Michigan	—	—	—	—	—	—
Minnesota	272,869	11,790	4.3	268,966	12,011	4.5
Mississippi	133,095	6,571	4.9	133,837	6,961	5.2
Missouri	269,188	11,896	4.4	264,984	12,633	4.8
Montana	50,031	2,089	4.2	49,913	2,230	4.5
Nebraska	90,792	3,605	4.0	90,975	3,844	4.2
Nevada	85,960	5,348	6.2	81,945	6,493	7.9
New Hampshire	—	—	—	—	—	—
New Jersey ²	331,468	10,267	3.1	327,784	10,188	3.1
New Mexico	95,903	5,772	6.0	96,268	6,775	7.0
New York	—	—	—	—	—	—
North Carolina	—	—	—	—	—	—
North Dakota	37,740	1,003	2.7	38,001	921	2.4
Ohio	590,504	29,386	5.0	590,608	22,821	3.9
Oklahoma ²	180,203	9,737	5.4	180,235	9,433	5.2
Oregon ³	166,548	9,709	5.8	162,100	10,559	6.5
Pennsylvania	543,803	21,605	4.0	538,452	20,410	3.8
Rhode Island	43,617	2,096	4.8	43,019	1,931	4.5
South Carolina	—	—	—	—	—	—
South Dakota ²	41,439	1,442	3.5	41,633	1,883	4.5
Tennessee ²	253,913	10,668	4.2	244,929	11,340	4.6
Texas	1,088,428	54,390	5.0	—	—	—
Utah	149,816	6,167	4.1	151,366	7,152	4.7
Vermont ²	31,984	1,491	4.7	30,656	1,403	4.6
Virginia ²	320,920	12,381	3.9	316,569	14,153	4.5
Washington	—	—	—	—	—	—
West Virginia	88,320	3,708	4.2	91,394	4,438	4.9
Wisconsin	249,028	6,441	2.6	253,888	6,555	2.6
Wyoming	30,200	1,715	5.7	31,109	1,608	5.2
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs						
DoDDS: DoDs Overseas	—	—	—	—	—	—
DDESS: DoDs Domestic	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—
American Samoa	3,545	45	1.3	3,531	70	2.0
Guam	8,800	1,077	12.2	8,364	1,254	15.0
Northern Marianas	2,098	156	7.4	2,078	239	11.5
Puerto Rico ²	165,027	1,519	0.9	161,321	1,892	1.2
Virgin Islands	5,994	409	6.8	5,750	421	7.3

—Not available.

¹Ungraded students are prorated into the 9th- through 12th-grade total for dropout rate calculation purposes. For those states that did not report dropouts, no prorated 9th- through 12th-grade enrollment was calculated.²This state reported on an alternative July through June cycle rather than the specified October through September cycle.³Oregon dropout counts erroneously included students who were completers; these students account for approximately 0.2 percent of Oregon's dropout counts.SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), *Data Files: Local Education Agency (School District) Universe Dropout Data*, 1998–99 and 1999–2000 (NCES 2002–310 and 2002–384).

High school 4-year completion rate

Put simply, this rate asks, “Of those students who have left school, what proportion have done so as completers?” The rate incorporates 4 years’ worth of data and thus is an estimated cohort rate. It is calculated by dividing the number of high school completers by the sum of dropouts for grades 9 through 12, respectively, in consecutive years, plus the number of completers. If a hypothetical graduating class began as 9th-graders in year 1, this 4-year completion rate would look like

$$\frac{\text{high school completers year 4}}{\text{dropouts (grade 9 year 1 + grade 10 year 2 + grade 11 year 3 + grade 12 year 4) + high school completers year 4}}$$

For a more detailed description of the development and limitations of the completion rate, see *Public High School Dropouts and Completers From the Common Core of Data: School Years 1991–92 Through 1997–98* (Young and Hoffman 2002).

High school completer results

As with states’ numbers of high school dropouts, states’ numbers of high school completers varied widely, partially because of the sizes of states’ public school populations. As might be expected, in 1999–2000, the state with the largest public school population, California, had the most high school completers (309,866), and the District of Columbia, with the smallest public school population, had the fewest high school completers (2,916) (table 2). Seven states had more than 100,000 high school completers: California, Florida, Illinois, New York, Ohio, Pennsylvania, and Texas.

In the 1999–2000 school year, the 4 years of dropout data needed to calculate a high school 4-year completion rate were available for 33 states. The high school 4-year completion rates ranged from a high of 89.3 percent in Wisconsin to a low of 62.6 percent in Louisiana for those states with data. (This rate includes other high school completers but does not reflect those receiving a GED-based equivalency credential.) In 1999–2000, eight of the reporting states had 4-year completion rates above 85 percent: Connecticut, Iowa, Maine, Massachusetts, Nebraska, New Jersey, North Dakota, and Wisconsin. Four states had 4-year completion rates below 75 percent: Georgia, Louisiana, Nevada, and New Mexico.

The majority of high school completion credentials are in the form of a diploma. There were 32 reporting states with data available to calculate a 1999–2000 high school 4-year

completion rate that either reported other high school completer data (e.g., certificates of completion) or did not award any type of other high school completer credentials. Other high school completers made up only 1.5 percent of all high school completers in these 32 reporting states (derived from table 2). Twenty-two of these states awarded other high school completion credentials (the other 10 states did not award these credentials) and had data necessary to calculate a 1999–2000 4-year completion rate for other high school completers (e.g., recipients of certificates of completion). In 5 of these 22 states—Alabama, Arkansas, Georgia, Mississippi, and Tennessee—the percentage of all students who completed by means of another high school completion credential was 5 percent or more.

Technical Notes

How does the CCD dropout rate compare with other dropout rates?

NCES publishes three types of dropout rates:

Event rates describe the proportion of students who leave school each year without completing a high school program. This annual measure of recent dropout occurrences provides important information about how effective educators are in keeping students enrolled in school. Data used to compute event rates are collected through the CCD and the Current Population Survey (CPS).

Status rates provide cumulative data on dropouts among all young adults within a specified age range. Status rates are higher than event rates because they include all dropouts regardless of when they last attended school. Since status rates reveal the extent of the dropout problem in the population, these rates also can be used to estimate the need for further education and training designed to help dropouts participate fully in the economy and life of the nation. Data used to calculate status rates for young adults ages 16 through 24 are collected through the CPS.

Cohort rates measure what happens to a group of students over a period of time. These rates are based on repeated measures of a cohort of students with shared experiences and reveal how many students starting in a specific grade drop out over time. Typically, data from longitudinal studies provide more background and contextual information on the students who drop out than is available through the CPS or CCD data collections. Data used to calculate cohort rates were collected through the National Education Longitudinal Study of 1988 (NELS:88) and are included in subsequent longitudinal files.

Table 2.—Four-year high school completion rates, by state: School years 1999–2000 and 1998–99

State	1999–2000						1998–99					
	Number of completers ¹			4-year completion rate ²			Number of completers ¹			4-year completion rate ²		
	Total	Total diploma	Other completers	Total	Total diploma	Other completers	Total	Total diploma	Other completers	Total	Total diploma	Other completers
United States	2,586,195 ^{3,4}	2,546,701	39,494 ^{3,4}	—	—	—	2,526,890 ⁴	2,487,200	39,690 ⁴	—	—	—
Alabama	40,354	37,819	2,535	79.8	74.8	5.0	40,624	36,991	3,633	78.9	71.8	7.1
Alaska	6,683	6,630	53	77.3	76.7	0.6	6,860	6,810	50	78.9	78.3	0.6
Arizona ⁵	38,679	38,304	375	—	—	—	36,085	35,728	357	63.2	62.6	0.6
Arkansas	29,511	27,335	2,176	80.1	74.2	5.9	29,072	26,896	2,176	81.0	74.9	6.1
California	309,866	309,866	(t)	—	—	(t)	299,277	299,277	(t)	—	—	(t)
Colorado	39,064	38,924	140	—	—	—	37,764	36,958	806	—	—	—
Connecticut	31,470	31,437	33	86.5	86.4	0.1	28,319	28,278	41	83.7	83.6	0.1
Delaware	6,185	6,107	78	80.8	79.8	1.0	6,577	6,484	93	82.9	81.7	1.2
District of Columbia	2,916	2,695	221	—	—	—	2,805	2,675	130	—	—	—
Florida	110,492	106,498	3,994	—	—	—	105,815	102,414	3,401	—	—	—
Georgia	67,897	62,563	5,334	70.7	65.1	5.6	65,467	59,227	6,240	68.9	62.3	6.6
Hawaii	10,666	10,437	229	—	—	—	10,418	9,714	704	—	—	—
Idaho	16,207	16,170	37	—	—	—	15,747	15,716	31	74.7	74.5	0.1
Illinois	111,796	111,796	(t)	75.4	75.4	(t)	112,498	112,498	(t)	75.8	75.8	(t)
Indiana	59,821	58,941	880	—	—	—	59,472	58,962	510	—	—	—
Iowa	34,050	33,926	124	88.8	88.5	0.3	34,446	34,378	68	88.3	88.1	0.2
Kansas	29,102	29,102	(t)	—	—	(t)	28,543	28,543	(t)	—	—	(t)
Kentucky	36,775	36,775	—	—	—	—	37,273	37,127	146	—	—	—
Louisiana	39,390	38,430	960	62.6	61.1	1.5	39,122	37,802	1,320	61.5	59.4	2.1
Maine	12,015	11,999	16	86.2	86.1	0.1	11,706	11,691	15	86.4	86.3	0.1
Maryland	48,310	47,849	461	81.9	81.1	0.8	46,821	46,214	607	81.6	80.6	1.1
Massachusetts	52,877	52,877	(t)	85.5	85.5	(t)	51,465	51,465	(t)	86.0	86.0	(t)
Michigan ³	90,445	89,986	459	—	—	—	94,451	94,125	326	—	—	—
Minnesota	57,363	57,363	(t)	81.2	81.2	(t)	56,964	56,964	(t)	81.2	81.2	(t)
Mississippi	26,324	24,232	2,092	76.4	70.4	6.1	26,284	24,198	2,086	76.4	70.3	6.1
Missouri	52,895	52,796	99	79.6	79.4	0.1	52,448	52,354	94	77.8	77.7	0.1
Montana	10,902	10,902	(t)	82.4	82.4	(t)	10,925	10,925	(t)	82.0	82.0	(t)
Nebraska	20,218	20,046	172	85.1	84.3	0.7	20,864	20,488	376	84.5	82.9	1.5
Nevada	15,390	14,551	839	70.2	66.4	3.8	14,495	13,892	603	66.9	64.1	2.8
New Hampshire	11,797	11,797	—	—	—	—	11,251	11,251	—	—	—	—
New Jersey	74,586	74,586	(t)	86.7	86.7	(t)	67,410	67,410	(t)	85.2	85.2	(t)
New Mexico	18,551	18,291	260	73.0	72.0	1.0	17,547	17,317	230	70.6	69.6	0.9
New York	147,284	141,731	5,553	—	—	—	143,461	139,366	4,095	—	—	—
North Carolina	62,844	62,140	704	—	—	—	60,819	60,081	738	—	—	—
North Dakota	8,606	8,606	(t)	88.9	88.9	(t)	8,388	8,388	(t)	89.7	89.7	(t)
Ohio	112,515	112,515	(t)	80.4	80.4	(t)	108,183	108,183	(t)	80.5	80.5	(t)
Oklahoma	37,629	37,629	(t)	78.8	78.8	(t)	36,496	36,496	(t)	78.7	78.7	(t)
Oregon	33,441	30,583	2,858	—	—	—	30,869	27,835	3,034	—	—	—
Pennsylvania	113,959	113,959	(t)	84.1	84.1	(t)	112,714	112,714	(t)	84.0	84.0	(t)
Rhode Island	8,495	8,477	18	80.8	80.6	0.2	8,193	8,179	14	81.8	81.7	0.1
South Carolina	33,918	31,617	2,301	—	—	—	33,770	31,495	2,275	—	—	—
South Dakota	9,278	9,278	(t)	83.6	83.6	(t)	8,757	8,757	(t)	81.7	81.7	(t)
Tennessee	45,825	41,568	4,257	78.8	71.5	7.3	44,597	40,823	3,774	78.5	71.8	6.6
Texas	212,925	212,925	(t)	—	—	(t)	203,367	203,367	(t)	—	—	(t)
Utah	32,822	32,510	312	81.4	80.6	0.8	31,782	31,587	195	80.1	79.6	0.5
Vermont	6,698	6,675	23	81.4	81.2	0.3	6,438	6,418	20	82.1	81.9	0.3
Virginia	67,458	65,596	1,862	81.8	79.5	2.3	65,345	63,875	1,470	81.5	79.7	1.8
Washington	55,418	55,418	—	—	—	—	57,908	57,908	—	—	—	—
West Virginia	19,449	19,437	12	82.6	82.5	0.1	19,908	19,889	19	83.2	83.2	0.1
Wisconsin	58,545	58,545	—	89.3	89.3	—	58,312	58,312	—	89.7	89.7	—
Wyoming	6,489	6,462	27	77.6	77.3	0.3	6,365	6,352	13	77.2	77.0	0.2

See footnotes on second page of this table.

Table 2.—Four-year high school completion rates, by state: School years 1999–2000 and 1998–99—Continued

State	1999–2000						1998–99					
	Number of completers ¹			4-year completion rate ²			Number of completers ¹			4-year completion rate ²		
	Total	Total diploma	Other completers	Total	Total diploma	Other completers	Total	Total diploma	Other completers	Total	Total diploma	Other completers
Outlying areas, DoD Dependents Schools, and Bureau of Indian Affairs												
DoDDS: DoDs Overseas	2,642	2,642	—	—	—	—	2,403	2,403	—	—	—	—
DDESS: DoDs Domestic	560	560	—	—	—	—	570	570	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—	—	—	—	—	—
American Samoa	701	698	3	91.0	90.6	0.4	741	740	1	94.4	94.3	0.1
Guam	1,406	1,406	—	52.7	52.7	—	1,326	1,326	—	53.4	53.4	—
Northern Marianas	360	360	—	72.7	72.7	—	341	341	—	67.7	67.7	—
Puerto Rico	30,856	30,856	—	93.4	93.4	—	30,479	30,479	—	92.3	92.3	—
Virgin Islands	1,060	1,060	—	78.8	78.8	—	951	951	—	83.9	83.9	—

—Not available.

†Not applicable; state does not award this type of credential.

¹Includes regular and other diplomas as well as other completers, but does not include high school equivalency recipients.

²The 4-year completion rate is calculated by dividing the number of high school completers in a given year by the number of high school completers in that year and dropouts over a 4-year period (see report text for further description).

³Michigan completer counts in 1999–2000 do not include the following districts: Detroit, Lansing, and Litchfield. These three districts accounted for less than 8 percent of all Michigan completers in the 1998–99 school year.

⁴Other completers data are missing the following states: Kentucky (1999–2000 only), New Hampshire, Washington, and Wisconsin.

⁵Arizona 1999–2000 completers data are obtained from the “State Nonfiscal Survey of Public Elementary/Secondary Education,” 2000–01.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), *Data Files: Local Education Agency (School District) Universe Dropout Data, 1998–99 and 1999–2000* (NCES 2002–310 and 2002–384); “Local Education Agency Universe Survey,” 1999–2000 and 2000–01; and “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1999–2000 and 2000–01.

Conceptually, the dropout collection through the CCD is designed to be consistent with the current CPS procedures. However, there are operational differences in dropout collection procedures between the two data sets. First, the CCD represents a state’s public school dropout counts; in other words, the dropout rate represents the number of public school students who have dropped out divided by the total number of public school students enrolled in the state. This differs from the CPS dropout counts in a few ways. The CPS counts include students who were enrolled in either public or private schools. Second, the CPS is a count of young adults who live in the state, not necessarily those who went to school in that state. The third difference between CPS and CCD dropout collection procedures is that the CCD collects data on dropouts from grades 7 through 12 and reports event rates based on grades 9 through 12 versus only grades 10 through 12 in the CPS. Fourth, the CCD collection is based on administrative records rather than a household survey, as in the CPS. One other difference is that, in contrast to the CPS, the CCD collection counts those students who leave public school to enroll in GED programs (outside the public education system) as dropouts, but they are not counted as dropouts in the estimates NCES publishes based on CPS data. Finally,

the CPS is not traditionally used to report state-level dropout estimates.

How does the CCD 4-year completion rate differ from the CPS completion rate?

The CCD and CPS are different types of data collections that lead to different completion rates. The CCD is an annual administrative records data collection from SEAs of data about schools, districts, and states. The CPS is a monthly household survey of 50,000 households conducted by the Bureau of the Census for the Bureau of Labor Statistics to provide information about employment, unemployment, and other characteristics of the civilian noninstitutionalized population.

Many of the differences between the CCD and CPS dropout collections are evident in their respective data collection procedures. There are additional distinctions, however. The CCD is more of an accountability measure for states, while the CPS measure defines a population. The main difference is that the CCD 4-year completion rate is a lever rate: of those who left school, how many completed. The CPS measures an age group of the population (in NCES’ case 18- to 24-year-olds) and asks if they graduated from school.

Thus, the CCD estimates a cohort completion rate for those who have left school, while the CPS provides a status rate based on the total young adult population.

National totals

Because not all states report dropouts using the CCD definition, the CCD cannot provide national totals for dropout or completion rates. It is also not advisable to create “reporting state” totals, because the bias introduced by those states that are missing is unknown. When all states are able to report to NCES using the CCD dropout definition, a national total of dropouts and completers can and will be reported.

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Data sources: The NCES Common Core of Data (CCD): *Data Files: Local Education Agency (School District) Universe Dropout Data, 1998–99 and 1999–2000*; “Local Education Agency Universe Survey,” 1999–2000 and 2000–01; and “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1999–2000 and 2000–01.

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Largest School Districts

Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2000–01

Beth Aronstamm Young

This article was originally published as the Discussion in the Statistical Analysis Report of the same name. The universe data are from the NCES Common Core of Data (CCD).

Introduction

This publication provides basic descriptive information about the 100 largest school districts (ranked by student membership) in the United States and jurisdictions (Bureau of Indian Affairs, Department of Defense schools, and five outlying areas: American Samoa, Guam, the Northern Marianas, Puerto Rico, and the Virgin Islands). When discussing characteristics, the term “United States and jurisdictions” is used to refer to all 50 states, the District of Columbia, Bureau of Indian Affairs, Department of Defense schools, and five outlying areas. This is different from most National Center for Education Statistics (NCES) reports, which include only the 50 states and the District of Columbia in national totals.

Almost one in every four public school students in this nation is served by one of these 100 districts (table A). They are distinguished from the average school district by characteristics in addition to sheer size of membership, such as average and median school size, pupil/teacher ratios, number of high school graduates, number of pupils receiving special education services, and minority enrollment as a proportion of total enrollment.

The tables in this publication provide information about the characteristics cited above. To establish a context for the information on the 100 largest districts, national school district data are also included, as are basic data on the 500 largest school districts.

Overview of the 100 Largest Districts

In the 2000–01 school year, there were 16,992 public school districts, 95,366 schools, and 48.1 million students in public education in the United States and jurisdictions. There were just over 3.0 million full-time-equivalent teachers in the 2000–01 school year and more than 2.6 million high school completers in the 1999–2000 school year. The 100 largest school districts make up less than 1 percent of all public school districts but serve 23 percent of the total number of public elementary and secondary school students (table A). The 100 largest school districts represent 16 percent of schools and employ 21 percent of all teachers. The 500 largest districts make up 3 percent of all school districts, represent 32 percent of schools, and serve 20.6 million students, or 43 percent of the total public elementary and secondary school student population in the United States and jurisdictions (table A).

Table A.—Selected statistics for the United States and jurisdictions, the 100 largest, and the 500 largest school districts: School year 2000–01

Data item	National total ¹	100 largest districts ¹		500 largest districts ¹	
		Total	Percentage of national total	Total	Percentage of national total
Districts	16,992	100	0.6	500	2.9
Schools	95,366	15,615	16.4	30,205	31.7
Students	48,067,834	11,050,902	23.0	20,631,006	42.9
Teachers (full-time-equivalent)	3,002,947	641,333	21.4	1,195,445	39.8
High school completers (1999–2000) ²	2,625,325	498,252	19.0	985,990	37.6
Pupil/teacher ratio	16.0	17.2	(†)	17.3	(†)
Average school size	504.0	707.7	(†)	683.0	(†)
High school completers ² as percentage of all students	5.5	4.5	(†)	4.8	(†)

†Not applicable.

¹The universe for this table includes outlying areas, Bureau of Indian Affairs, and Department of Defense schools. The 500 largest school districts include 27 school districts that are some other configuration besides PK– or K–12, although all of the 100 largest school districts are PK– or K–12.

²Includes high school diploma recipients as well as other high school completers (e.g., certificate of attendance recipients).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2000–01, and “State Nonfiscal Survey of Public Elementary/Secondary Education,” 2000–01.

All of the 100 largest school districts have at least 45,000 students, and 25 of these school districts have over 100,000 students. The largest school district is the New York City Public Schools, with 1,066,516 students enrolled in 1,213 schools. The second largest school district is Los Angeles Unified, with 721,346 students in 659 schools (table B). The enrollment in each of these two largest school districts is greater than the enrollment in each of 26 individual states and the District of Columbia, each of the 5 outlying areas, the Bureau of Indian Affairs schools, and the Department of Defense schools.¹

Where Are the 100 Largest School Districts?

There are 33 states and jurisdictions that have at least one of the 100 largest school districts (table B). Texas has 15 districts among the 100 largest, Florida has 13, and California has 12. Several other states have more than one district represented in the 100 largest: Georgia has 6; Maryland has 5; Louisiana, North Carolina, Tennessee, Utah, and Virginia each have 4; Ohio has 3; and Arizona, Colorado, Nevada, and New York each have 2. The following states and jurisdictions each have one school district among the 100 largest: Alabama, Alaska, the District of Columbia, Hawaii, Illinois, Kansas, Kentucky, Massachusetts, Michigan, Minnesota, Nebraska, New Mexico, Oregon, Pennsylvania, Puerto Rico, South Carolina, Washington, and Wisconsin. (The District of Columbia, Hawaii, and Puerto Rico each have only one school district for their entire jurisdiction.)

As expected, these 100 largest districts tend to be in cities and counties with large populations, with administrative offices typically located in large cities and their environs. Many of the districts are in states where the school districts have the same boundaries as counties. However, caution should be used when interpreting the areas that these school districts cover. School district boundaries are not necessarily the same as county, city, or town boundaries. Over 70 percent of these districts are located in coastal and gulf coast states.

How Do These Districts Compare With the Average School District?

General characteristics

By definition, the 100 largest school districts are large, and when compared to the membership distribution of all school districts, they are considerably larger than most. In

the 2000–01 school year, 74 percent of all regular school districts² had fewer than 2,500 students while all of the 100 largest school districts had at least 45,000 students (tables B and C). Although 13 percent of regular school districts had 5,000 or more students, 67 percent of students (or 2 out of 3) were served by these districts (table C).

The average school district in the United States and jurisdictions has 5.6 schools compared to the 100 largest school districts, which average 156.2 schools per district (derived from table A). Two of the largest school districts, New York City Public Schools and the Puerto Rico Department of Education, each have over 1,200 schools (table B). The 100 largest school districts, on average, serve considerably more students (110,509 compared to 2,829) and employ more teachers (6,413 compared to 177) per district than the average school district in the nation (derived from table A).

School characteristics

The 100 largest school districts have more students per school than the average school district, 708 compared to 504 (table A). In fact, 11 of the 100 largest school districts have an average regular school³ size of over 1,000 students. In addition to larger school sizes, the 100 largest school districts also have a higher mean pupil/teacher ratio, 17.2 to 1 compared to 16.0 to 1 for the average school district (table A). Across the 100 largest districts, Jordon School District, Utah, has the largest median⁴ pupil/teacher ratio at 24.7 to 1 and Minneapolis, Minnesota, has the smallest at 12.5 to 1.

High school completers. The number of high school completers (diploma recipients and other high school completers) as a percentage of all students is lower in the 100 largest school districts than in the average school district: 4.5 percent of students are graduates in the 100 largest school districts compared to 5.5 percent for the average school district (table A).

²A regular school district is an agency responsible for providing free public education for school-age children residing within its jurisdiction. This category excludes local supervisory unions that provide management services for a group of associated school districts; regional education service agencies that typically provide school districts with research, testing, and data processing services; state and federally operated school districts; and other agencies that do not fall into these groupings (e.g., charter schools reported as “dummy” agencies).

³A regular school is a public elementary/secondary school that does not focus primarily on vocational, special, or alternative education.

⁴If all the pupil/teacher ratios were listed in order, the midpoint on the list would be the median.

¹State enrollment can be found in *Public School Student, Staff, and Graduate Counts by State: School Year 2000–01* (Young 2002).

Table B.—Selected statistics for the 100 largest school districts in the United States and jurisdictions: School year 2000–01

Name of reporting district	City	State	County	Number of students ¹	Number of full-time-equivalent (FTE) teachers	Number of 1999–2000 completers ²	Number of schools
Total				11,050,902	641,333	498,252 ³	15,615
New York City Public Schools	Brooklyn	NY	Kings	1,066,516	65,242	40,827	1,213
Los Angeles Unified	Los Angeles	CA	Los Angeles	721,346	35,150	27,439	659
Puerto Rico Department of Education	San Juan	PR	San Juan	612,725	37,620	30,856	1,543
City of Chicago School District	Chicago	IL	Cook	435,261	23,935	14,875	602
Dade County School District	Miami	FL	Dade	368,625	18,608	15,750	356
Broward County School District	Fort Lauderdale	FL	Broward	251,129	11,822	10,651	243
Clark County School District	Las Vegas	NV	Clark	231,655	11,769	9,630	259
Houston Independent School District	Houston	TX	Harris	208,462	11,197	7,735	289
Philadelphia City School District	Philadelphia	PA	Philadelphia	201,190	11,266	9,873	261
Hawaii Department of Education	Honolulu	HI	Honolulu	184,360	10,927	10,666	261
Hillsborough County School District	Tampa	FL	Hillsborough	164,311	10,031	7,546	210
Detroit City School District	Detroit	MI	Wayne	162,194	8,557	—	263
Dallas Independent School District	Dallas	TX	Dallas	161,548	10,637	5,837	221
Fairfax County Public Schools	Fairfax	VA	Fairfax	156,412	11,574	10,187	195
Palm Beach County School District	West Palm Beach	FL	Palm Beach	153,871	8,084	6,986	177
Orange County School District	Orlando	FL	Orange	150,681	8,410	6,700	174
San Diego City Unified	San Diego	CA	San Diego	141,804	7,403	6,449	180
Montgomery County Public Schools	Rockville	MD	Montgomery	134,180	8,561	7,748	192
Prince George's County Public Schools	Upper Marlboro	MD	Prince George's	133,723	7,648	7,435	194
Duval County School District	Jacksonville	FL	Duval	125,846	6,445	4,777	179
Memphis City School District	Memphis	TN	Shelby	113,730	7,486	4,341	164
Pinellas County School District	Largo	FL	Pinellas	113,027	6,389	5,111	164
Gwinnett County School District	Lawrenceville	GA	Gwinnett	110,075	7,187	5,392	85
Baltimore County Public Schools	Towson	MD	Baltimore	106,898	6,834	6,545	169
Charlotte-Mecklenburg Schools	Charlotte	NC	Mecklenburg	103,336	6,562	4,764	135
Baltimore City Public School System	Baltimore	MD	Baltimore City	99,859	6,057	3,742	183
Wake County Schools	Raleigh	NC	Wake	98,950	6,389	4,825	120
Milwaukee School District	Milwaukee	WI	Milwaukee	97,985	6,039	3,279	206
Jefferson (KY) County	Louisville	KY	Jefferson	96,860	3,248	4,851	174
De Kalb County School District	Decatur	GA	De Kalb	95,958	5,818	4,637	123
Cobb County School District	Marietta	GA	Cobb	95,781	6,409	5,323	94
Long Beach Unified	Long Beach	CA	Los Angeles	93,694	4,466	4,248	89
Jefferson (CO) County	Golden	CO	Jefferson	87,703	4,548	5,731	161
Albuquerque Public Schools	Albuquerque	NM	Bernalillo	85,276	5,478	4,745	131
Fort Worth Independent School District	Fort Worth	TX	Tarrant	79,661	4,746	3,291	141
Polk County School District	Bartow	FL	Polk	79,477	4,779	3,617	137
Fresno Unified	Fresno	CA	Fresno	79,007	3,867	3,686	99
Austin Independent School District	Austin	TX	Travis	77,816	5,160	3,496	109
Orleans Parish School Board	New Orleans	LA	Orleans	77,610	4,629	3,813	128
Virginia Beach City Public Schools	Virginia Beach	VA	Virginia Beach City	76,586	5,176	4,345	84
Cleveland City School District	Cleveland	OH	Cuyahoga	75,684	5,625	5,784	125
Anne Arundel County Public Schools	Annapolis	MD	Anne Arundel	74,491	4,325	4,324	119
Mesa Unified District	Mesa	AZ	Maricopa	73,587	3,613	—	86
Jordan School District	Sandy	UT	Salt Lake	73,158	3,093	5,509	81
Granite School District	Salt Lake City	UT	Salt Lake	71,328	3,369	4,666	98
Denver County	Denver	CO	Denver	70,847	4,178	2,571	129
Brevard County School District	Viera	FL	Brevard	70,597	3,785	3,524	108
District of Columbia Public Schools	Washington	DC	District of Columbia	68,925	5,044	2,916	165
Fulton County School District	Atlanta	GA	Fulton	68,583	4,415	3,245	71
Nashville-Davidson County School District	Nashville	TN	Davidson	67,669	4,820	2,857	125
Mobile County School District	Mobile	AL	Mobile	64,976	4,102	3,542	100
Columbus City School District	Columbus	OH	Franklin	64,511	4,090	2,266	146
Northside Independent School District	San Antonio	TX	Bexar	63,739	4,269	3,669	84
Cypress-Fairbanks Indep. School District	Houston	TX	Harris	63,497	4,103	3,477	54
Guilford County Schools	Greensboro	NC	Guilford	63,417	3,957	3,055	98
Boston School District	Boston	MA	Suffolk	63,024	5,519	3,059	131
El Paso Independent School District	El Paso	TX	El Paso	62,325	4,078	3,247	86
Tucson Unified District	Tucson	AZ	Pima	61,869	3,446	—	123
Volusia County School District	Deland	FL	Volusia	61,517	3,745	2,898	92
Seminole County School District	Sanford	FL	Seminole	60,869	3,356	3,076	68

See footnotes on second page of this table.

Table B.—Selected statistics for the 100 largest school districts in the United States and jurisdictions: School year 2000–01—Continued

Name of reporting district	City	State	County	Number of students ¹	Number of full-time-equivalent (FTE) teachers	Number of 1999–2000 completers ²	Number of schools
Santa Ana Unified	Santa Ana	CA	Orange	60,643	2,837	2,145	53
San Francisco Unified	San Francisco	CA	San Francisco	59,979	3,261	3,676	116
Greenville County School District	Greenville	SC	Greenville	59,875	3,763	3,238	93
Davis School District	Farmington	UT	Davis	59,578	2,642	4,567	83
Arlington Independent School District	Arlington	TX	Tarrant	58,866	3,884	2,746	71
Lee County School District	Fort Myers	FL	Lee	58,401	3,066	2,760	75
Atlanta City School District	Atlanta	GA	Fulton	58,230	3,950	2,056	98
San Antonio Independent School District	San Antonio	TX	Bexar	57,273	3,560	2,619	104
Washoe County School District	Reno	NV	Washoe	56,268	3,323	2,588	92
Oakland Unified	Oakland	CA	Alameda	54,863	2,834	1,716	96
Prince William County Public Schools	Manassas	VA	Prince William	54,646	3,158	3,044	70
East Baton Rouge Parish School	Baton Rouge	LA	East Baton Rouge	54,246	3,746	2,857	105
Fort Bend Independent School District	Sugar Land	TX	Fort Bend	53,999	3,254	3,391	53
Portland School District	Portland	OR	Multnomah	53,141	3,073	2,881	110
Sacramento City Unified	Sacramento	CA	Sacramento	52,734	2,513	2,395	77
Aldine Independent School District	Houston	TX	Harris	52,520	3,497	2,024	63
San Bernardino City Unified	San Bernardino	CA	San Bernardino	52,031	2,396	1,984	62
Knox County School District	Knoxville	TN	Knox	51,944	3,755	2,861	88
Chesterfield County Public Schools	Chesterfield	VA	Chesterfield	51,212	3,452	3,249	59
Jefferson Parish School Board	Harvey	LA	Jefferson	50,891	3,395	2,535	84
North East Independent School District	San Antonio	TX	Bexar	50,875	3,456	2,893	65
Cumberland County Schools	Fayetteville	NC	Cumberland	50,850	3,047	2,594	81
Garland Independent School District	Garland	TX	Dallas	50,312	3,088	2,500	65
San Juan Unified	Carmichael	CA	Sacramento	50,266	2,435	3,020	86
Pasco County School District	Land O' Lakes	FL	Pasco	49,704	2,799	2,057	61
Anchorage School District	Anchorage	AK	Anchorage	49,526	2,738	2,334	99
Minneapolis	Minneapolis	MN	Hennepin	48,834	3,314	1,784	141
Garden Grove Unified	Garden Grove	CA	Orange	48,742	2,098	2,574	65
Wichita	Wichita	KS	Sedgwick	48,228	3,003	2,148	92
Elk Grove Unified	Elk Grove	CA	Sacramento	47,736	2,290	2,405	53
Seattle	Seattle	WA	King	47,575	2,550	2,482	119
Plano Independent School District	Plano	TX	Collin	47,161	3,375	2,571	59
Alpine School District	American Fork	UT	Utah	47,117	2,015	2,906	58
Shelby County School District	Memphis	TN	Shelby	46,972	2,608	2,633	46
Clayton County	Jonesboro	GA	Clayton	46,930	2,662	1,741	48
Cincinnati City School District	Cincinnati	OH	Hamilton	46,562	2,923	1,273	77
Ysleta Independent School District	El Paso	TX	El Paso	46,394	2,979	3,052	60
Buffalo City School District	Buffalo	NY	Erie	45,721	3,471	1,857	76
Omaha Public Schools	Omaha	NE	Douglas	45,197	3,023	2,335	82
Caddo Parish School Board	Shreveport	LA	Caddo	45,119	3,023	2,327	74

—Not available.

¹Count of students receiving educational services from school district may differ somewhat from the counts in tables 3 and 5 of the complete report, which reflect the count of students from the schools aggregated up to the school district.

²Includes high school diploma recipients as well as other high school completers (e.g., certificate of attendance recipients).

³Total is missing the Detroit City School District, Mesa Unified District, and Tucson Unified District graduate counts.

NOTE:The universe for this table includes outlying areas, Bureau of Indian Affairs, and Department of Defense schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01, and "Local Education Agency Universe Survey," 2000–01. (Originally published as table 1 on p. 12 of the complete report from which this article is excerpted.)

Table C.—Number and percentage of districts and students by district membership size for regular public elementary and secondary school districts in the United States and jurisdictions: School year 2000–01

District size (number of students)	Districts			Students			Cumulative totals	
	Number	Percentage	Cumulative percentage	Number	Percentage	Cumulative percentage	Districts	Students
Total ¹	14,864	100.0	(†)	47,278,715	100.0	(†)	(†)	(†)
100,000 or more	25	0.2	0.2	6,312,905	13.4	13.4	25	6,312,905
25,000 to 99,999	217	1.5	1.6	9,415,964	19.9	33.3	242	15,728,869
10,000 to 24,999	584	3.9	5.6	8,795,953	18.6	51.9	826	24,524,822
7,500 to 9,999	323	2.2	7.7	2,788,149	5.9	57.8	1,149	27,312,971
5,000 to 7,499	713	4.8	12.5	4,356,093	9.2	67.0	1,862	31,669,064
2,500 to 4,999	2,060	13.9	26.4	7,235,089	15.3	82.3	3,922	38,904,153
2,000 to 2,499	806	5.4	31.8	1,800,934	3.8	86.1	4,728	40,705,087
1,500 to 1,999	1,071	7.2	39.0	1,857,358	3.9	90.0	5,799	42,562,445
1,000 to 1,499	1,571	10.6	49.6	1,938,731	4.1	94.1	7,370	44,501,176
800 to 999	805	5.4	55.0	723,656	1.5	95.7	8,175	45,224,832
600 to 799	971	6.5	61.5	677,076	1.4	97.1	9,146	45,901,908
450 to 599	955	6.4	68.0	499,880	1.1	98.1	10,101	46,401,788
300 to 449	1,152	7.8	75.7	427,266	0.9	99.0	11,253	46,829,054
150 to 299	1,471	9.9	85.6	324,387	0.7	99.7	12,724	47,153,441
1 to 149	1,794	12.1	97.7	125,274	0.3	100.0	14,518	47,278,715
Zero ²	166	1.1	98.8	0	0.0	100.0	14,684	47,278,715
Not available	4	—	98.8	—	—	100.0	14,688	47,278,715
Not applicable	176	1.2	100.0	(†)	(†)	100.0	14,864	47,278,715

—Not available.

†Not applicable.

¹Not included in this table are local supervisory unions, regional education service agencies, and state and federally operated agencies.

²Membership may be 0 in two situations: (1) where the school district does not operate schools but pays tuition for its students in a neighboring district, and (2) where the district provides services for students who are accounted for in some other district(s). The number of regular districts represented in this table differs from table A, which represents all districts.

NOTE: The universe for this table includes outlying areas, Bureau of Indian Affairs, and Department of Defense schools. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2000–01. (Originally published as table B on p. 4 of the complete report from which this article is excerpted.)

School staff. At the national level, 52 percent of staff were teachers⁵ compared to 54 percent among the 100 largest districts. In 6 of the 100 largest school districts, 60 percent or more of all staff were teachers (this does not include the City of Chicago, Illinois, or the Greenville County, South Carolina, school districts because the nonteaching staff categories may be underrepresented in these districts). Twenty of the 100 largest districts had 1 percent or more of their staff assigned to district administration.

Title I participation. Ninety of the 100 largest school districts reported data for Title I eligible schools and programs for the 2000–01 school year. The percentage of Title I eligible schools in the 90 districts varied widely, from 8.9 percent in the Charlotte-Mecklenburg School District,

North Carolina, to 100 percent in the Philadelphia City School District, Pennsylvania.

Charter schools. There were 327 charter schools administered by the 100 largest school districts in the 2000–01 school year. The largest number of charter schools were in the Los Angeles Unified (36), Puerto Rico (36), and District of Columbia (33) school districts.

Student body

The 100 largest school districts are not homogeneous, and certain student characteristics, such as race/ethnicity, poverty level, and disability status, vary across the districts.

Race/ethnicity. American Indian/Alaska Natives, Asian/Pacific Islanders, Hispanics, and Black, non-Hispanics make up the minority groups when assessing race at the national level. For some districts, these groups have become the

⁵Staff data can be found in *Public School Student, Staff, and Graduate Counts by State: School Year 2000–01* (Young 2002). The national staff ratio does not include Bureau of Indian Affairs schools.

majority population of students. The 100 largest districts, with 23 percent of the United States and jurisdictions' public school students, serve 39 percent of the 19.2 million minority public school students (derived from tables A and D).⁶ In the 100 largest school districts, 69 percent of students are minority students compared to 40 percent of students in all districts (table D). In fact, approximately one-third (33 percent) of the 96 districts where minority membership was available have over 75 percent minority student membership and 8 of the 10 largest school districts have this minority student membership percentage.

Even with the relatively high minority membership in the 100 largest school districts, 34 of the 96 districts report 50 percent or more of their students as White, non-Hispanic. Of these 34 districts, 9 report minority representation of less than 25 percent of their student body. In 18 of the 100 largest districts, half or more of the membership is Black, non-Hispanic. Thirteen districts report that the majority of students are Hispanic; 3 of these are among the 5 largest districts. In Hawaii, which is one district, and San Francisco

⁶For the 100 largest school districts, the numbers of students in different racial/ethnic categories are reported at the school level and are aggregated up to the school district level. The total number of minority students (19.2 million) is from the "State Nonfiscal Survey of Public Elementary/Secondary Education." See also *Public School Student, Staff, and Graduate Counts by State: School Year 2000–01* (Young 2002).

Unified, California, the majority of students are Asian/Pacific Islander.

For comparison purposes, data from the 2000 Decennial Census are presented in the complete report. These data provide racial and ethnic breakouts of the population less than 18 years old in the district boundaries for the 100 largest school districts.

High school dropouts. For the 1999–2000 school year, 60 of the 100 largest school districts were in states that could report dropouts using the NCES definition of dropouts.⁷ The 9th- through 12th-grade dropout rate in those 60 districts ranged from less than 1 to 26 percent. Thirty-five of the districts had a 9th- through 12th-grade dropout rate between 3 and 10 percent.

⁷The CCD defines dropouts as those students who were enrolled in school at some time during the previous school year; were not enrolled at the beginning of the current school year; have not graduated from high school or completed a state- or district-approved educational program; and do not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved education program; or death. For a more detailed description of dropouts and dropout rates, see *Public High School Dropouts and Completers From the Common Core of Data: School Years 1991–92 Through 1997–98* (Young and Hoffman 2002).

Table D.—Percentage of students eligible for free or reduced-price lunch and percentage of minority enrollment in the 100 and 500 largest school districts, and in the United States and jurisdictions: School year 2000–01

	100 largest school districts	500 largest school districts	All school districts
Percentage of schools reporting free and reduced-price lunch	90.1	89.1	86.1
Membership eligible for free or reduced-price lunch of those who reported free and reduced-price lunch	53.4*	47.3*	39.3*
Percentage of schools reporting minority membership	97.3	97.9	98.3
Percentage minority enrollment	68.5	58.4	40.4
American Indian/Alaska Native	0.5	0.7	1.3
Asian/Pacific Islander	6.8	6.2	4.3
Hispanic	31.7	26.7	17.8
Black, non-Hispanic	29.4	24.8	17.0
Percentage White, non-Hispanic enrollment	31.4	41.5	59.6

*These percentages should be interpreted with caution; five states (AZ, CT, IL, TN, and WA), DoD (overseas), DoD (domestic), Bureau of Indian Affairs, and the Virgin Islands did not report free and reduced-price lunch eligibility and are not included in the national total. Also, states may not have reported students eligible for reduced-price meals, and a number of states reported participation instead of eligibility data, which may not be strictly comparable. Percentages are based on those schools that reported.

NOTE: The universe for this table includes outlying areas, Bureau of Indian Affairs, and Department of Defense schools. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01, and "Local Education Agency Universe Survey," 2000–01. (Originally published as table C on p. 6 of the complete report from which this article is excerpted.)

Free and reduced-price lunch eligibility. The 100 largest school districts have a disproportionate percentage of students eligible for the free and reduced-price lunch program relative to all public school districts. Among schools that reported free and reduced-price lunch eligibility, 53 percent of students in the 100 largest school districts are eligible, compared to 39 percent of students in all districts (table D). Among the 92 of the 100 largest school districts that reported data on free lunch, 43 districts report over 50 percent of their students eligible for the free and reduced-price lunch program.

Students with disabilities. There are over 1 million students with individualized education programs (IEPs) in the 100 largest school districts. They make up 12.5 percent of all students in these districts. In the largest school district, New York City Public Schools, 14 percent, or 149,525 students, are reported to have IEPs. About 2 percent of schools in the 100 largest school districts are special education schools.

Revenues and expenditures for fiscal year 1999⁸

In the 1998–99 school year (fiscal year 1999), \$350 billion were collected for public elementary and secondary education in the 50 states, the District of Columbia, and outlying areas; 23 percent (\$79 billion) of this revenue was collected by the 100 largest school districts. Of the \$79 billion in revenue to the 100 largest school districts, a little less than one-third (\$24 billion) was received by the 5 largest school districts (New York City Public Schools, Los Angeles Unified, Puerto Rico Department of Education, City of Chicago School District, and Dade County School District). The revenues from the federal government received by 99 of the 100 largest school districts comprised between 2 and 17 percent of all revenues to the district, the exception being the Puerto Rico Department of Education (28 percent).

The 100 largest school districts spent \$68 billion (22 percent) of the \$305 billion in current expenditures spent in

the 50 states, the District of Columbia, and outlying areas in 1998–99. The two largest school districts, New York City Public Schools and Los Angeles Unified, spent one out of every five dollars expended by the 100 largest school districts. All but 1 of the 100 largest school districts devoted 50 percent or more of their current expenditures to instruction (the District of Columbia spent 45.3 percent). Of the 100 largest school districts, New York City Public Schools spent the greatest proportion, 72 percent, on instruction.

The current expenditures per pupil were \$6,508 for all districts in the 50 states and the District of Columbia, slightly higher than the \$6,278 in the 100 largest school districts. Of the 100 largest school districts, 20 districts spent more than \$7,000 per pupil (with the Boston School District, Massachusetts, spending the most at \$11,040 per pupil).

Changes in the 100 largest school districts between 1990 and 2000

While there has been a lot of movement within the 100 largest school districts over time, between the 1990–91 and 2000–01 school years, the 100 largest districts remained very similar. Only 11 of the 100 largest districts in the 2000–01 school year were not in the 100 largest in the 1990–91 school year. Clark County School District, Nevada, was the only district to move into the 10 largest districts between these years (it moved from a rank of 14 in 1990–91 to 7 in 2000–01). Clark County includes the Las Vegas metropolitan area, which was the fastest growing metropolitan area in the country between 1990 and 1998 (U.S. Bureau of the Census 2000).

The number of students in the 100 largest school districts increased by 15 percent between 1990–91 and 2000–01, the number of teachers increased by 24 percent, and the number of schools increased by 10 percent. However, while the numbers of students, teachers, and schools in the 100 largest school districts have increased between these years, the proportion of the national total these numbers comprised was essentially unchanged. For example, the number of students in the 100 largest school districts went from 22.9 percent of the students in all districts in 1990–91 to 23.0 percent in 2000–01 (table E).

⁸National revenue and expenditure data were calculated from the state-level "National Public Education Financial Survey" (NPEFS) and can be found in *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1998–99* (Johnson 2001). The percentage distributions are based on school district-level data found on the Census Bureau's "Annual Survey of Government Finances: School Systems" (F–33 survey). Department of Defense and Bureau of Indian Affairs schools are not included in these national totals.

Table E.—Number of students, teachers, and schools in the United States and jurisdictions and the 100 largest school districts: School years 1990–91 and 2000–01

	1990–91 ¹			2000–01 ¹		
	All districts ²	100 largest districts	100 largest districts as a percentage of national total	All districts ²	100 largest districts	100 largest districts as a percentage of national total
Students	42,095,467	9,627,140	22.9	48,067,834	11,050,902	23.0
Teachers (full-time-equivalent)	2,286,589	515,175	22.5	3,002,947	641,333	21.4
Schools	86,277	14,206	16.5	95,366	15,615	16.4

¹For 2000–01, includes outlying areas, Bureau of Indian Affairs, and Department of Defense schools. In 1990–91, these jurisdictions are not included.

²The addition of Bureau of Indian Affairs and Department of Defense schools accounts for 0.3 percent more students, 0.3 percent more teachers, and 0.4 percent more schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 1990–91 and 2000–01, and "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990–91 and 2000–01. (Originally published as table D on p. 8 of the complete report from which this article is excerpted.)

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For technical information, see the complete report:

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